

# *Application Cover Sheet*

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

**School Improvement Grants  
Application**

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

**Cover Page**

**LEA BEDS Code**

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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)



12/29/11

Typed Name: Amber M. Dixon, Interim Superintendent

Date:

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

**Section B: Descriptive Information**

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

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :**
  - **Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.**
  - **Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**
  - **Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.**
  - **Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.**
  - **Adding at least one period of instructional time per day and/or extending school year for each PLA school.**
  - **Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.**
  - **Providing at least 10 days of site-based training each school year for all teachers in PLA schools.**
  - **Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.**
  - **Identifying partner organizations and the role that they will play in supporting implementation of a model.**

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

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

**Overview**

*Since Buffalo City School District's (BCSD) last School Improvement Grant (SIG) submission in December 2011, the District has undergone an extensive amount of stakeholder engagement, review, and planning. Some of the major actions include:*

- *New York State Commissioner John B. King, Jr. identified Buffalo City School District (BCSD) as a Focus District*
- *A new Superintendent, Dr. Pamela C. Brown, was appointed.*
- *The appointment of Distinguished Educator, Judy Elliott, Ph.D.*
- *Two major systems reviews were conducted:*
  1. *Say Yes to Education hired Cross & Joftus to identify strengths and challenges of the BCSD. The findings and recommendations are reported in the "Buffalo Public Schools: Systems Review" document.*
  2. *Distinguished Educator, Dr. Judy Elliott, conducted an assessment of the district capacity to support BCSD Priority Schools with findings and recommendations reported in the "Distinguished Educators Action Plan" document.*

*Based on the vision of the new superintendent and recommendations contained in the two reports, the December 2011 SIG District application has been revised to align with recommendations that will best support the lowest performing schools. The revisions in the District section of this application will demonstrate actions, as related to goals in Part III of the "Outline of Distinguished Educator's Action Plan," that are essential to realizing the dramatic change that is needed at the district level to provide the necessary supports for priority schools.*

*The superintendent is developing a Strategic Plan to triangulate the services of all central office divisions to support improvements in student achievement in the Priority schools by:*

- *identifying systemic problems of governance practices that impede student learning,*
- *aligning all efforts in Central Office to be focused on instruction, including CCLS for all students to improve student learning,*
- *generating central office and school policies and practices that are proactive, responsive, and coherent in supporting Priority Schools,*
- *revisiting and reviewing data systems and tools and creating a unified data platform evidence as a correct course of action,*
- *establishing a coherent, talented leadership team and organization at Central Office that is accountable and data driven, and*
- *holding everyone accountable for results.*

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

While we have had a somewhat contentious relationship with our union leadership, we agree that we each must make some compromises to ensure that all of our schools have the supports needed to provide each Buffalo Public School District (BPSD) student with a high quality educational experience. The Buffalo Teacher Federation (BTF) union president served as an EPO selection committee member. Various BTF officers assisted in the process of having teachers at the PLA schools vote for either a restart or turnaround model for their school. We will continue to actively meet to discuss key areas of agreement and develop any required MOUs necessary to ensure district-wide school improvement. Our parent community has been clear that they are in support of turnaround and restart models in the schools. Each school's site based management team, including multiple parent and teacher voices, participated in recommending a model for the school to the Board of Education. For both turnaround and restart schools, teachers may be voluntarily or involuntarily transferred from those schools should they not fit with the model or wish to comply with the professional development requirements. This opt-out approach further strengthens teacher buy-in at the building level.

This proposal contains turnaround plans for Bilingual Center School #33, Futures Academy School #37 and Charles R. Drew Science Magnet School #59.

Restart plans with Educational Partnership Organizations are included in SIG applications for Buffalo Elementary School of Technology School #6 with Research to Practice, Lafayette High School #204, and East High School #307 both with Johns Hopkins University Talent Development High School.

**Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.** The Buffalo City School District has entered into good faith discussions with the Buffalo Teachers Federation (BTF) and the Buffalo Council of Supervisors and Administrators (BCSA) through two separate Professional Councils.

- During the 2010-2011 school year, the Professional Council with the BCSA met five times prior to the grant submission. Consensus has been reached between the District and the BCSA on all issues and procedures for implementing the chosen models.
- During the 2010-2011 school year, the Professional Council with the BTF met 9 times prior to the grant submission. Consensus has not been reached on all issues and procedures for implementing the chosen models; however, regularly scheduled meetings will continue to maintain open communication.
- The Professional Council (BCSD and Buffalo Teachers Federation) continues to meet two to three times per month for the purpose of meeting all requirements of 3012c. The agenda/timeline is as follows:
  - 60%/October - December
  - Local 20%/January - February

**Refer to revised Collective Bargaining letters attached**

**Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM**

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

**will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**

Turning around struggling schools involves a complex change strategy. One of the first steps in supporting PLA schools through the change process begins with providing principals the tools, training, and strategies they need to focus more time on instructional leadership. BCSD began work with the National SAM Innovation Project (NSIP) in September 2010. NSIP uses an independently validated process to change principal use of time. The project also aims to ensure that the entire community is aware that understanding and changing principal time is critical to transforming schools. The goal of NSIP is to direct a greater percentage of the principal's time to teaching practice, student learning and school improvement, rather than management responsibilities. Serving the same role as a School Improvement Manager (SIM), the SAM oversees school improvement work.

The project works by having principals assess how they are using their time so they can make continual improvements. Baseline data on how much time each principal spends on managerial, instructional, or personal tasks is collected. One year later data is collected again to assess improvement.

The principal and a newly hired assistant principal are trained to set goals to increase their interactions about instruction with teachers, students and decision-making groups in the building. They work together to analyze how time is being spent and how to shift time-consuming managerial duties to others. The principal uses an online calendar, *TimeTrack*, to monitor his/her progress toward increasing instructional leadership time.

A time coach meets monthly with the principal and assistant principal. Together they review the data on how the principal's time is being spent. The coach guides the team in reflecting on progress and challenges for improved instructional leadership.

National research proves this process works. (Policy Studies Associates, 2008, 2001) The process relies on the principal change of time leading to: improved teacher practice, increased student achievement, and increased parent engagement.

Data reports of PLA Year 1 Cohort 1 principals are showing positive early results. Some findings from the project include:

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

**Performance responsibilities of the SIM (aka, SAM):**

- Completes *TimeTrack* calendar daily and meets with principal to discuss instruction and teacher observation and evaluation.
  
- Works with SIG grant manager and meets bi-monthly to review budget expenditures to date and maintains appropriate records for all SIG related activities in accordance

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

with state and system-wide accounting practices.

- Coordinates with the Director of Accountability to collect information regarding the progress the school is making based on its SIG and APP.
- Responsible for coordination, completion, and submission of all state and district SIG/PLA required reports and documents.

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

Newly hired principals for the PLA schools are required to attend professional development opportunities supporting implementation of the turnaround model, Race to the Top deliverables and professional development mandated for the staff in their buildings aligned with the turnaround plan and District initiatives.

Principals of the Turnaround PLA/Priority schools were enrolled in the Research for Better Teaching course Observing and Analyzing Teaching during the 2011-2012 SY. The purpose of the Observation and Analyzing Teaching course is to expand formal and informal leaders' capacity to influence teacher's teaching – and thus to have a positive impact on student performance. The major strands of the course are studying the knowledge base on teaching and applying it to the principal's work, developing conferencing and writing skills, examining and experimenting with multiple data sources and defining high standards and expectations for teaching and learning. Participation in this course also serves as part of the certification for administrators as lead evaluators in accordance with 3012c. The Observing and Analyzing Teaching class is 42 hours of instruction and includes coaching and site visits.

In addition to the Observing and Analyzing Teaching all turnaround principals will participate in the Research for Better Teaching course Unleashing the Power of Collaborative Inquiry: A Professional Development Program for School Based Inquiry Teams (SBIT). This program teaches a structured process of collaborative inquiry that is increasing professional community, effective uses of data, and student achievement. Principals and their SBIT members gain essential skills and knowledge in four areas: Data Literacy, Facilitation, Leadership for Sustainability, and Cultural Proficiency. The approach features the development of school leaders who guide data teams through a process of building a foundation, identifying a student learning problem, verifying causes of student learning problems, generating and monitoring solutions and achieving results. Through this program, turnaround principals learn how to lead a process of collaborative inquiry with school-based data teams and to influence the culture of schools to be one in which data are used continuously, collaboratively and effectively to improve teaching and learning. The Unleashing the Power of Collaborative Inquiry course is 37.5 hours of instruction and includes six site visits for implementation support.

Turning around struggling schools involves a complex change strategy. One of the first steps in supporting PLA principals through the change process begins with providing PLA

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

principals' tools, training and strategies to focus the majority of their time on instructional leadership. Buffalo Public Schools began work with the National SAM Innovation Project in September 2010 and will continue to expand the partnership to include principals working in newly identified turnaround PLA schools.

American Institutes for Research (AIR) began working with Schools #33, #37, and #59 this summer (2012) to begin a series of activities in partnership with BPS to develop turnaround leadership capacity. The district turnaround office administrators and school leadership teams from #33, #37, and #59 attended a Summer Leadership Academy, the first in a series of support activities to build leadership capacity in BPS. This work is scheduled to continue throughout the school year.

District-level outcomes:

- A focused and functional district turnaround team with clear roles, accountabilities, and tools for success
- Increased self-awareness and understanding about leadership skills and competencies to drive school turnaround

School-level outcome:

- A focused and functional leadership team in each turnaround school, with clear roles, accountabilities, and tools for success

Principals and assistant principals also participate in Administrators' Learning Community sessions after school and on Saturdays to continue to strengthen their skills as instructional leaders focused on supporting effective teaching and improved student learning. This collaborative work involves identifying the problem of instructional practice and focusing on the next level of work to improve teacher effectiveness and provide students with rigorous coursework to improve graduation rates. The four assurance areas as defined by Race to the Top: 1) Common Core Learning Standards, 2) Data Driven Instruction (DDI), 3) teacher evaluation, and 4) turning around low performing schools serve as the foundations for the course work.

Turnaround principals also participate in Turnaround Leadership meetings and Network Team Institutes provided by the New York State Education Department.

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

*While key roles and the OSIT were identified in the 2011-2012 school year, under the direction of Dr. Brown, responsibilities are being added to the Department to include strategic planning and oversight for conducting School Quality Reviews using the newly defined Diagnostic Review Process. This is in alignment with NYSED thinking "that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state."*

*Clear role descriptions and accountability measures will be established for the key Diagnostic Review Process team members based on learnings from the monthly Diagnostic Tool for School and District Effectiveness Institutes in Albany during the 2012-2013 school*

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

*year. We will also develop and pilot a reporting structure across the entire office, with a set of key benchmark measures on which teams will be reporting weekly in support of the school-based work with Community Superintendents in the Office of School Performance.*

*Finally, we will fully map our intersection points with other areas of the district and we will conduct key outreach activities, ensuring that district and school level staff are aware of the department and supports we provide. By the end of November 2012 we expect to be fully operational so that we can focus 100% on implementation efforts by the start of December 2012.*

***Implementing Direct Supports for Schools***

Three primary functions of this team include:

- Provide targeted professional development, oversight, and support to all PLA/Priority schools to ensure their success in meeting targets
- Gather and connect best practices across schools
- Monitor implementation and assist with State and Federal reporting requirements

While the department will run on a project basis, with cross functional teams assigned to carry out specific tasks, a few key staff members will serve in a leadership capacity with specific authority and accountability to oversee the work. In a district this size, it is critical that these schools have a single point of contact who can champion their efforts to effectively implement the turnaround plans while also meeting district, state, and federal requirements.

**Associate Superintendent for School Innovation and Turnaround, Debra Sykes (0.175 FTE)**

Mrs. Sykes is responsible for program oversight for PLA/Priority and charter schools and RttT Implementation. This includes the management and oversight of all funding, implementation, monitoring, and accountability activities. Mrs. Sykes is responsible for connecting disparate functions within BCSD to work for the good of these schools, and for ensuring that all schools have the supports they need to effectively implement SIG models and RttT. She will also work with the schools to ensure RttT requirements are implemented, and protect the school from other district activities that should not be a priority for the school. Mrs. Sykes will be responsible for direct reporting to the State and to the Board of Education, with support from the two Directors, Office of School Performance, Office of Shared Accountability, and Office of Federal and State Programs. The Buffalo City School District has engaged American Institutes for Research to support the district in building the infrastructure of this office, while also beginning the actual work on the ground.

Associate Superintendent Sykes will work with the Community Superintendents, principals, and OSIT Directors to review student achievement data in order to make instructional support decisions, monitor the principals for follow-through, and set explicit expectations for instructional leadership practices including, but not limited to, methods of practice for instructional rounds in all subjects, strategic planning for school improvement, and use of student performance data. This entire process will assist in identifying gaps in the principals' leadership and for ongoing monitoring and discussion of school performance

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

and improvement plans, informal advising, and coaching interventions. The Associate together with the Community Superintendents will also provide regularly scheduled learning experiences in line with these expectations on site, in articulation meetings, and by attending conferences.

The superintendent will provide essential pressures and supports to all district offices and CBAs so that personnel and resources can be fundamentally shifted as part of district-wide support for the turnaround process. The Associate for 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 and provide the superintendent with bi-monthly updates.

**Director for the Office of School Innovation and Turnaround (0.5 FTE)**

The director is responsible for monitoring the progress of the turnaround schools on a frequent basis, conducting School Quality Reviews, and for linking the schools to the appropriate resources including professional development, outside partnerships, and other similar schools. Where themes emerge, the director will work with the Community Superintendant and other departments such as Teaching and Learning to ensure targeted PD opportunities are developed to meet the needs of these schools. The directors are the front-line, go to persons for these schools for all district obstacles to success. They will assist the schools in district, state, and federal reporting requirements and report progress to the district and board. Finally, she will work with the schools to ensure appropriate levels of parent and community engagement. The Director of School Innovation and Turnaround will also work with the schools to implement RtT requirements, and protect the school from other district activities that should not be a priority for the school.

**Grant Manager/Supervisor (.5 FTE)**

The Office currently employs one grant manager/supervisor to oversee the current SIG grants (Cohort 1, Year 2 and Cohort 2, Year 1) for the transformation schools. We anticipate hiring an additional 0.5 FTE to provide grant oversight for the Turnaround schools. Both supervisors will also provide grant oversight to 1003(a) funds. These supervisors are the front-line, go to persons for these schools for all district obstacles to success. The supervisors will work closely with the Community Superintendents and Directors of OSIT to ensure that school-based implementations adhere to the scope of work and parameters set forth in the grant. The grant managers will also be primarily responsible for coordinating all reporting requirements for the grant. Finally, he/she will be the primary point of contact with District Finance and Budgeting to support financial and contractual questions that relate to the grant.

**Associate Account Clerk (2 FTE)**

This office currently employs one clerk to support the administration of the current SIG grants for the transformation schools. We anticipate hiring an additional 0.5 FTE to provide support for the Turnaround grants and 1003(a) funding. This person performs important clerical work related to complex accounting tasks.

**Administrative Secretary (.175 FTE)**

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

This is an important administrative position involving office management and liaison work. The Administrative Secretary assists the Associate Superintendent in handling the details of the business office in order to free the administrator for planning, policy-making, programming and coordinating. Incumbents gather data for administrative studies and may make determinations/recommendations of methods for handling a wide variety of administrative problems. This position differs from Senior Administrative Assistant in that the duties of the latter position are concerned with the responsibility for the management of a complex business office and may also be responsible for decisions in a technical field subject to the approval of the head of the department. Routine duties for the Administrative Assistant are performed with general directions regarding objectives, policies and procedures. Supervision is received from the department head/administrator and incumbents exercised supervision over personnel assigned.

**Budget Examiner (.20 FTE)**

This position is responsible for the fiscal oversight and administration of School Improvement Grant (SIG) 1003(g) and 1003(a) budgets, and RttT funds. The primary responsibility of this position is to ensure that the overall SIG budget, school site-specific budgets, and RttT funds are fully operational and integrated. The Budget Examiner will monitor departmental budgets and ensure that all grant expectations are met, and utilized towards their intended purpose. These tasks would include reviewing and analyzing budget requests relative to expenditure history and projected requirements and recommending program priorities and appropriation levels for the ensuing fiscal year; developing expenditure projections and monitoring district compliance with revenue limitations; anticipating changes in operating procedures; developing appropriate program evaluation techniques; surveying departmental and district operations and making recommendations for improvement; analyzing and preparing formal recommendations on program legislation; interfacing with the SD's Finance department; and reporting budget trends and updates internally, to public interest groups and granting agencies.

**Data Warehouse Analyst (.25 FTE)**

This person will be support the data acquisition process from BCSD data systems to VersiFit EdVantage. The Data Warehouse Analyst will also support data flow between EdVantage and School City. Other responsibilities include developing custom metrics and reports for BCSD's Office of School Innovation and Turnaround; and providing medium level user support to BCSD Data Coaches and assessment staff.

**Research Aide (.25 FTE)**

This person is responsible for the collection of basic data used for various planning and research studies related to school improvement and turnaround. The Research Aide assists in analyzing data for preparation of various research studies or reports. The Research Aide will also be responsible for implementing some independent analysis and reporting.

**Other BCSD Grant Funded Positions**

It is critical to note that there are other staff members throughout the BCSD that are being

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

positioned to support this work. We are creating a single point of contact for Turnaround and EPO related matters in the key departments of Finance and Human Resources. The district recently appointed a new division head for the Human Resources Department who is working closely with the superintendent and associate superintendent to ensure a smooth teacher transfer process for the turnaround model schools.

Finally, while not grant funded, the Community Superintendants will be expected to work closely with the Associate Superintendent and Distinguished Educator in relation to the PLA/Priority schools.

In addition to the BPDS staff, we know that we need to continue to bring national expertise to build our capacity in key areas. Based on our schools' collective needs, national trends and our district's capacity needs, we've identified key partnerships and have initiated engagements with some of them. Areas of focus are:

- National Turnaround Partners – American Institutes for Research, Educational Research Strategies, National Urban Alliance
- Instructional Leadership Partners – Rutherford Learning Group, Research for Better Teaching, NYSED Network Teams Institutes and staff

Please refer to the National Partners section below

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

Buffalo Public District Schools will be applying for the 21<sup>st</sup> Century grant as part of designing a well-integrated strategy across all of our schools to increase time spent on instruction and enhance the quality of the instruction. This process will allow us to define extended time during the summer and for the 2013-14 school year and to develop any required MOUs with CBAs.

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

BPS is now focused on Goal II of our Academic Achievement plan, which prioritizes professional growth. The Office of School Innovation and Turnaround will partner with the Staff Development Department to uniquely design and implement a targeted professional development system based each school's needs. The Office of School Innovation and Turnaround staff will work with schools on building key skills and capacities. To this end, the Office of School Innovation and Turnaround will provide a range of services – leadership coaching, reflective data review, etc. The EPO Liaisons are responsible for partnering with schools so that they can be and offer critical coaching that will ensure the implementation of all strategies with fidelity and alignment to district resources.

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

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

education and ESL, for one class period daily.

The principal is responsible for meeting with coaching staff to plan agendas for each of the grade level meetings. Coaches also meet with their content area supervisors to receive PD support. Agendas are based on current activities included in the School Improvement Grant, RTI, the Common Core Learning Standards, and data driven instruction. As need arises, training will be constructed to help staff understand how to more effectively use this time.

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

- Determining out the precise alignment between the curriculum materials, standards, and created tests
- Reaching agreement about 8-10 learning expectations for the students in a given unit
- Reaching agreement about criteria and exemplars of students work by using or developing rubrics
- Setting SMART goals for the course or unit
- Delivering a common diagnostic task for students to do; analyze how students performed and plan re-teaching lessons
- Reforming error analysis of student work for intervention and re-teaching
- Collaborating and planning together how to re-teach a certain concept or skill
- Preparing common core lessons together where they dig deeply into content for concepts, possible misconceptions, and evidence of learning they will look for
- Developing final exams or products and common interim and formative assessments

Training principals in expectations and model activities for common planning time takes place in a series of monthly secondary principal cluster meetings and on-site coaching. One of the sessions includes training on the use of a Common Planning Time Observation Instrument to facilitate observations of school-based Common Curriculum Planning Time (CCPT) meetings. Another tool is used to observe School Based Inquiry Team meetings for data driven instruction. Two domains are addressed in this protocol – (1) Overall team functioning and (2) teaching & student learning related issues. For each *domain*, there are several underlying *concepts* that are representative of each. For each concept area a rating with comments is provided. The Associate Superintendent and building principal will conduct joint CCPT observations followed by a debriefing session on a monthly basis. The community superintendents will support, monitor, and evaluate the work of the principals with a focus on instructional leadership, positive school culture, and effective and efficient operations.

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

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

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

- a. During the week of June 24-28, 2013 training will be offered to all Turnaround teachers and building administrators at Title I schools in the District. Elementary schools with high populations of English language learners will be trained in the Sheltered Instruction Observation Protocol. June training is not mandatory, but BCSD hopes to have strong attendance during the final week of June because of the timeframe and pay teachers receive to attend (1/200<sup>th</sup> of salary), which has been a motivator in the past.
- b. On site Early Release Days, afterschool faculty meetings, and superintendent conference days will be used to provide teachers with PD. These sessions will be designed and led by the Race to the Top Network Teams and School Based Inquiry Teams in strategies identified as an area of need in their JIT report and aligned with RttT goals of Common Core Learning Standards, instruction, and use of data (18 required hours). Early Release Day training is mandatory as is any professional development offered on the Superintendent's Conference Days. The district has made every effort to capitalize on this time. In addition, the Turnaround schools will have building based substitutes to be used to cover teachers required to attend training; and training provided during the course of the instructional day is mandatory.

In addition, BCSD provides multiple embedded learning opportunities through side-by-side coaching and model lessons from instructional coaches at the school level. Outside consultants will provide on-site coaching and consultations with teachers on a monthly basis.

- c. As part of Race to the Top, the BCSD Network Team Equivalents will build district capacity to support schools for continuous student improvement. Teams will work closely with SBIT to make the instructional cycle dynamic and student-focused, analyzing student performance data (both quantitative and qualitative), making adjustments to instructional practices based on that data, and accessing instructional resources that will assist in instructional improvement. Network Teams will likewise assist schools to implement the Common Core Learning Standards and to align instruction to the new standards and curricula, as well as supporting schools to implement the State's comprehensive assessment program and adapt to more rigorous performance-based assessments. NT Equivalents will train SBIT to begin working on the instructional shifts for Common Core Learning Standards in ELA and mathematics. Likewise, NTEs will work with schools to find practical ways to implement the Standards in classrooms, including strategies for English language learners and students with disabilities.
- d. In addition to the embedded professional development provided by the coaches and

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

consultants, individual PD is available to teachers in Turnaround schools as delineated in the District 2012-2013 PD plan. Turnaround school teachers are strongly encouraged to attend and are compensated for attending district offered PLOs.

- e. Participation in weekly grade level meetings (GLM) or Common Curricular Planning time (CCPT) is mandated for all teachers in a school implementing a turnaround model. During GLMs, teachers will work with instructional coaches, building administrators, district content specialists, and consultants. Grade level meetings will be focused sessions when coaches and administrators train teachers to use data to plan, prepare, think and reflect on instructional practice in order to respond to the needs of all learners, including low performing students and students with disabilities.
- f. Three to four full-time, substitute teachers will be trained to provide quality instruction to students while teachers at Transformation schools participate in grade level meetings and in pre- and post-conferences with administrators.

BPS Staff Development Department and the Office of School Innovation and Turnaround are committed to establishing a consistent professional growth system to support teacher delivery of instruction that is standards-based, data driven, and aligned with District and RttT initiatives which ensure high academic achievement for all students. With the help of the District's national partners, we will offer PD and supports in our determined priority areas – ELL, Time on Task, and Turnaround Implementation.

**Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three-year grant period.**

The BCSD Office of School Innovation and Turnaround and school based instructional leaders will lead orientation sessions for new teachers. The district will lead orientation for new administrators in PLA schools about the district's initiatives, approach, work, support and the schools' history, model, and progress towards improvement.

Contractually, all new teachers must attend an orientation program. In addition, all teachers who join the staff of a Turnaround PLA school after the implementation of the model has begun will receive training in all school initiatives and relevant instructional programs. New staff will receive additional support and side-by-side training from the instructional coaches at each school site. District support teachers also work with teachers on an as needed basis, and consultants also provide side-by-side coaching. Full-time substitutes will provide coverage for new teachers during trainings. An optional mentoring program is also run by the District.

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

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

As previously mentioned, BPSD has identified national partners to support our school improvement work over the next three years.

- National Turnaround Partners – American Institutes for Research, Educational Research Strategies, National Urban Alliance
- Instructional Leadership Partners – Rutherford Learning Group, Research for Better Teaching, NYSED Network Teams Institutes and staff

**National Turnaround Partner** - As BPSD builds the capacity of our Office of School Innovation and Turnaround; it seeks to partner with a national organization with expertise and a proven track record in building district-level capacity to lead school improvements that yield student gains. BPSD is considering such partners as the American Institutes for Research (AIR) – who has been providing support to us as we develop our turnaround office; Educational Research Strategies (ERS), National Urban Alliance (NUA), and Mass Insight Education’s School Turnaround Group (STG), a division of Mass Insight Education, a national nonprofit that partners with school districts and state education agencies to redesign the way they support their lowest-performing schools.

BPSD’s National Turnaround partners, AIR and ERS will help build the capacity of our central office to support and monitor the turnaround schools. They will work with our building principals to ensure the development of the core structures necessary to providing support to us as we develop our turnaround office; and support the turnaround of a school. Specifically the National Turnaround Partner supports key areas of the District’s Office of School Innovation and Turnaround work beginning with the development of effective leadership, a high functioning building leadership team, instructional guidance systems, positive school culture, and a high level of student and parent engagement. This support will take place in the form of monthly professional development sessions, but the sessions will be designed to provide just-in-time tools and direction for the school teams based on the current needs. For example, one summer session will focus on identifying the quick win strategies for each school, as research indicates having quick wins at the start of the school year is critical for long-term success. In addition, where needed, the consultants will provide individual leadership coaching to turnaround principals.

Another partner, National Urban Alliance (NUA), will work closely with the District to design professional development that is part of long-term learning objectives that are embedded in the CCLS curriculum. NUA will work closely with principals and teachers, engaging students in the process, to give teachers strategies that elicit students’ strengths and interests while connecting learning directly to student’s experiences. At least ten (10) visits will be made to each school where mentors and teachers collaboratively develop a Course of Action based upon considerations found in the school’s Instructional Assessment. During the visits a NUA Mentor conducts demonstration lessons with a pre and post conference with the teacher,

Buffalo Public Schools appreciates and relies on the expertise, guidance and resources provided by the New York State Education Department’s (NYSED) Office of School Innovation and Turnaround. Key areas of support for BPSD’s continued relationship with

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

NYSE's Office of School Innovation and Turnaround are the Principal Leadership Academy and Network Team Training in the areas of common core and teacher evaluation.

In the Distinguished Educator's Action Plan and in all JIT Reviews findings and recommendations were made in the area of building leadership capacity at all levels of the organization. Through the work of Rutherford Learning Group and Research for Better Teaching principals, assistant principals, central office administrators, coaches, and teacher leaders will:

- study the knowledge base on teaching and applying it to one's own work so that each person becomes a valuable resource for faculty and students,
- develop conferencing and writing skills to define a vision of high quality teaching and learning,
- examine and utilize multiple data sources to support decision-making, identify learning problems, and provide a comprehensive picture of a teacher's practice, and
- define high standards and expectations for teaching and learning and help one another build the conviction and courage to pursue those standards humanely and tenaciously.

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

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

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

Collective Bargaining

Currently, the Buffalo Teacher's Federation (BTF) is not supportive of Turnaround as a viable option for Buffalo Schools because of the 50% teacher replacement expectation. BCSD and BTF have a negotiated agreement about teacher replacement and removal that continues to govern our practices in this area. As indicated in the teachers Master Contract July 1, 1999 regarding teacher transfers,

1. *Teachers may request transfer to another school by submitting a confidentially written request directly to the Executive Director of Human Services and the following considerations will be made:*
  - a. *That a balanced staff be maintained at each school;*
  - b. *That the probationary teachers be expected to complete the probationary period in the school originally assigned, except where conditions seem to indicate that a transfer is desirable; and*
  - c. *That the wishes of the individual teacher be honored whenever possible and they may apply for transfer to become effective at the beginning of the next school year.*
2. *All requests for transfers based on hardship will be evaluated and acted upon in accordance with the merits of each case.' If the request is approved, the teacher's name shall be place on a transfer list, which shall be kept confidential. In selecting teachers to be transferred, the following shall be considered in implementing the provisions of Paragraph A above: 1) Length of teaching experience in the school system. This factor shall be controlling where all other factors are substantially equal. 2) Date of Request for transfer.*

Under the current contract between the Buffalo Public Schools and the Buffalo Teachers Federation, there were 781 transfer requests from teachers for the 2011-2012 school year, 768 for the 2010-2011 school year, and 592 for the 2009-2010 school year. With the approval and endorsement of the BTF, around 20% of district teachers apply for transfers every year. Once offered open positions, generally only about 188 accept transfers, but that is the teacher's decision. The Buffalo Teachers Federation filed a grievance over this lack of transfer and subsequently an arbitrator ruled that the district was wrong in denying transfers. The arbitrator ruled that the district must offer positions to the 768 applicants from 2010-2011, in addition to anyone who requests a voluntary transfer for 2012-2013.

Over the past months we have heard much said about the mass disruption that would be caused by teachers transferring out of the schools under the Turnaround model. There have been testimonials about how teachers don't want to be torn away from the students with whom they have formed bonds. Given the general transfer requests of 20% of the teachers district wide each year, any disruption that could be caused by the transfer of less than 50

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

teachers is virtually non-existent. In fact, at each of these schools more than twice the number of teachers who would need to move out under the Turnaround model actually requested transfers last year. The data refutes the rhetoric.

Building Capacity to Address Growing English Language Learners - Many of the schools identified as PLA have large English Language Learner (ELL) populations. For this year, the district has an ELL population of 11%. ELL has emerged as a district-wide priority. As previously mentioned, this emerging priority for the district informs our renewed partnership with the Council of Great City Schools' Strategic Support Team.

<b>Obstacle</b>	<b>Quarter 1 - 2012</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Collective Bargaining	<ul style="list-style-type: none"> <li>• Confirm the analysis of teacher transfer numbers for the past three years</li> <li>• Communicate analysis findings to BTF</li> <li>• Prepare a teacher movement strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Inform BTF and other stakeholders about teacher movement strategy and timeline</li> <li>• Negotiate outstanding issues with BTF</li> <li>• Inform teachers, principals, and families of the teacher movement strategy and timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategy by the start of the 2012/2013 school year</li> <li>• Create an assessment and review plan to determine impact of strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Implement assessment and review plans</li> <li>• Address key findings of assessment and review plan</li> </ul>
Growing ELL Needs	<ul style="list-style-type: none"> <li>• Re-launch relationship with CGCS.</li> <li>• Determine strategy based on study recommendations and outcomes</li> <li>• Identify community-based organizations to provide ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Address district-level capacity</li> <li>• Launch school capacity and skill building plans</li> </ul>	<ul style="list-style-type: none"> <li>• Implement school capacity and skill building plans</li> </ul>	<ul style="list-style-type: none"> <li>• Assess school and district level changes and impacts</li> </ul>

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

	translation services at school sites and district events			

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

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

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

Earlier in Section 1 of this proposal we outlined the structure of the Office of School Innovation and Turnaround, particularly as it relates to the Tier 1 and 2 schools. We anticipate two streams of work at the onset: 1) establishing the office, working protocols, norms, expectations and roles, 2) Implementing the key required activities for the schools.

***Establishing the Office***

The superintendent is working to triangulate the services of all central office divisions to provide support for new federal and state requirements as related to School Turnaround and Race to the Top assurance areas. Currently, Associate Superintendent, Debra Sykes, is over the Office of School Innovation and Turnaround. Associate Superintendent Sykes has been charged with two primary responsibilities: the monitoring and strategic planning of the District's Priority Schools and coordinating the implementation of the District's RttT responsibilities for all schools with respect to teacher/principal evaluation, common core learning standards, School Based Inquiry Teams and data driven instruction, and the District's overall school turnaround strategy and responsibilities. By establishing one office for program and project oversight of these initiatives, the district hopes to tightly integrate and align the implementations

While key roles have been identified, we are working to building cross-functional teams and communicate with the rest of BCSD regarding the roles and communication mechanisms that will be in place. We anticipate in the first quarter of 2012 we will establish clear role descriptions and accountability measures for the key team members. We will also develop and pilot a reporting structure across the entire office, with a set of key benchmark measures on which teams will be reporting weekly. Finally, in Q1 we will fully map our intersection points with other areas of the district. In Q2 we will conduct key outreach activities, ensuring that district and school level staff are aware of the department and supports we provide. By the end of Q2 we expect to be fully operational so that we can focus 100% on implementation efforts by the start of the school year.

***Implementing Direct Supports for Schools***

Earlier we identified three primary functions of this team. They include:

- Provide targeted professional development, oversight, and support to all PLA schools to ensure their success in meeting targets
- Gather and connect best practices across schools
- Monitor implementation and assist with State and Federal reporting requirements

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

The table below lists the key activities we intend to complete in 2012, with additional activities for subsequent years listed as ongoing.

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

<b>Key Task</b>	<b>Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>
<b>Planning Phase</b>			
<b>School Leader Identification</b>	Where needed, solidify plans to shift building leaders, and begin employment of new leader for planning period	Upon Award	Community Superintendents  Superintendent to recommend to Board
<b>Turnaround Launch</b>	Meet with each school population including parents to announce plan approval and timeline for remainder of school year	Upon award	Associate Superintendent  Community Superintendents
<b>EPO contract negotiations</b>	Solidify agreements with EPOs including planning phase	Upon award	Associate Superintendent  Director
<b>Plan Review/Gap Assessment</b>	Review plans to identify any gaps/PD needs that the district can fill	February 2012	Associate Superintendent  Director
<b>School Staffing</b>	For each school, determine with new principal, staff vetting process. Communicate process to staff, conduct process, and announce staff placements.	March – April 2012	Executive Director of HR
<b>Monitoring Plan</b>	Developed to guide and inform the ongoing support and review of Turnaround schools	April – May 2012	Associate Superintendent  Director

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

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

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

**Refer to Appendix attached**

**Refer to Appendix B attached**

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

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

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

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

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

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

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

School	10-11 All Students ELA PI	Target ELA PI Year 1	10-11 All Students Math PI	Target Math PI Year 1	Graduation Rate	Target Graduation Rate
*Buffalo Elementar	61	75	72	85	N/A	N/A

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

y School of Technology #6						
Bilingual Center #33	86	<b>95</b>	96	<b>105</b>	N/A	N/A
*Futures Academy #37	72	<b>80</b>	87	<b>95</b>	N/A	N/A
Dr. Charles R. Drew Science Magnet #59	93	<b>103</b>	86	<b>95</b>	N/A	N/A
Waterfront Elementary #95	84	<b>92</b>	79	<b>87</b>	N/A	N/A
Lafayette High School #204	108	<b>129</b>	145	<b>151</b>	35%	<b>42%</b>
East High School #307	145	<b>160</b>	167	<b>180</b>	46	<b>55%</b>

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

School	# of Minutes w/in the School Year (2010-2011)	Target 60 hrs (3600 min) additional Yr 1	Dropout Rate Percentage (2010-2011)	Target 10%	Student Attendance Rate (2010-2011)	Target Minimum 85% With 95% target	% of Students Who Completed Advanced Coursework (2010-2011)	Target 10% growth w/ minimum of 3%	Discipline Incidents (Suspensions) (2010-2011)	Target 10% reduction	Teacher Attendance Rate (% Present Daily Per FTE) (2010-2011)	Target 90%
#6	70,200	<b>73,800</b>	N/A		90%	<b>95%</b>	3%	<b>3.3%</b>	NA*	NA*	86%	<b>90%</b>
#33	70,200	<b>73,800</b>	N/A		89%	<b>95%</b>	19%	<b>22%</b>	NA*	NA*	93%	<b>96%</b>
#37	70,200	<b>73,800</b>	N/A		89%	<b>95%</b>	3.0%	<b>3.3</b>	NA*	NA*	87%	<b>91%</b>
#59	70,200	<b>73,800</b>	N/A		91%	<b>95%</b>	9%	<b>10%</b>	NA*	NA*	92%	<b>95%</b>

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

#95	70,200	73,800	N/A		91%	<b>95%</b>	3%	<b>3.3%</b>	NA*	NA*	90%	<b>95%</b>
#204	70,200	73,800	19%	<b>10%</b>	77%	<b>85%</b>	13%	<b>20%</b>	NA*	NA*	93%	<b>96%</b>
#307	70,200	73,800	14%	<b>10%</b>	77%	<b>85%</b>	7%	<b>10%</b>	NA*	NA*	92%	<b>95%</b>

\* *Question needs clarification for specific data.*

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

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

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

<b>School # 0330      2009-10      New York State Testing Program Student Participation Rates</b>			
<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	98%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American			
Hispanic or Latino	99%	99%	No target necessary
Asian or Native Hawaiian/Other Pacific Islander			
White	99%	95%	No target necessary
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	99%	97%	No target necessary
Limited English Proficient	99%	96%	No target necessary
Economically Disadvantaged	99%	98%	No target necessary

<b>*School # 0370      2009-10      New York State Testing Program Student Participation Rates</b>			
<b>Subgroup</b>	Elementary/Middle		
	ELA	Math	
All Students	99%	98%	No target necessary
<b>Ethnicity</b>			
American Indian or Alaskan Native			
Black or African American	98%	98%	No target necessary
Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Islander			
White			
Multiracial			
<b>Other Groups</b>			
Students with Disabilities	96%	96%	No target necessary
Limited English Proficient			
Economically Disadvantaged	98%	99%	No target necessary

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

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

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

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

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

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

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

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

The Office of Teaching and Learning is working to identify formative assessments for each

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

content area, beginning with ELA and math, to be used to gauge student progress in those areas. Grade level teams and content area teams will work together at each school to create shared assessments and rubrics in order to collect students' data and to measure the efficacy of instruction.

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

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

It is the district's intention that such contracts will include at least the following provisions:

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

Refer to APP data for each PLA school attached

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

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

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

In September 2011, Buffalo Public Schools (BPS) launched a process to respond to the State's feedback regarding its previous SIG application. Throughout the fall, BPS worked with AIR to develop and implement a process that would enhance stakeholder engagement while maintaining a rigorous review process. There are four key elements that define this process:

1. Maintenance of community involvement in the EPO selection process for the Restart Model;
2. Charging each school with responsibility for drafting plans for the Turnaround Model;
3. Prioritizing parental outreach activities; and
4. Allowing school Site Based Management Teams (SBMT) to recommend to the Buffalo School Board which model (Restart or Turnaround) they believed was best suited to meet the needs of the students at their school.

**Maintenance of community involvement in the EPO selection process for the Restart Model**

During the previous round, the EPO Committee was designed to represent a broad cross-section of the Buffalo Community. This structure was maintained throughout this process and members were encouraged to reach out to their constituencies to share information with them about the new strategies regarding turnaround plans.

**Charging each school with the responsibility of drafting plans for the Turnaround Model**

While the EPO selection process was underway, the seven PLA schools were charged with developing plans for the turnaround model. To support this process, the district provided support to each site based management team to aid in the drafting of the turnaround plans. The district also provided each school with a full time substitute administrator to manage school level activities so the principal could focus on the development of the turnaround plan. Of the seven PLA schools, the principals at six of the schools have been replaced within the past 2 years.

On November 23, 2011, each school was required to submit a draft turnaround plan. These plans were reviewed by BPS and AIR staff. Feedback was compiled and sent to each

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

school to aid in the further development of these plans. On December 2, 2011, final drafts were submitted to BPS and shared with representatives of each school as well as with the Buffalo School Board.

**Prioritizing parental outreach activities**

In meetings with the principals, the Superintendent and Associate Superintendent outlined the requirements for stakeholder engagement in the development of the plans. In response, each school hosted parent meetings. (detailed below) Members of the EPO Committee were advised of the changes in the process so they could support efforts to educate stakeholders. District staff also participated in parent meetings to share information about this process and to encourage parents to connect with the parent representatives on the site base management teams.

Timeline of Parent Engagement

- November 1 DPCC Meeting (District Parenting Council)
- November 2 Parent Meeting held at School #59
- November 9 Parent meeting held at School #6
- November 1 Parent meeting held at School #95
- November 16 Parent meeting at School #6
- November 17 Parents meeting held at School #59
- November 21 Parent meeting at School #307 – East High School
- November 22 Parent meeting at School #95
- November 30 Parent meetings held at Schools #6, #33, #37, #59, #204, and #307
- December 5 DPCC sponsored meeting for parent leaders to educate them about SIG process so they could support additional outreach efforts
- December 8 DPCC Parent assembly with representatives from BPS, USED and State

**Allowing school Site Based Management Teams (SBMT) to recommend to the Buffalo School Board which model (Restart or Turnaround) they believed was best suited to meet the needs of the students at their school.**

School Site Based Management Teams (SBMT) are comprised of administrators, teachers, and parents at the school. (Refer to the following attachments for SBMT membership bodies - attachment B61 SBT List 33 and 307, attachment B61 SBT list 6, attachment B61 SBT 204) and attachment B61 SBT 95) At the conclusion of the EPO selection process and upon completion of the turnaround plans, each school's SBMT convened on December 9, 2011. During these meetings, the SBMTs reviewed the recommended EPO's along with the turnaround plans and voted for the SIG model (Restart or Turnaround) they believed would best meet the needs of the students at the school.

Facilitators were identified to run each of the meetings at the schools where the SBMTs

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

would make their recommendations. These facilitators were trained by AIR and District staff to ensure a consistent process at each school.

This redesigned process provided an overall increase in involvement and communication among all stakeholders and allowed the District to demonstrate and exercise transparency. The District is confident the voices of all stakeholders have been heard and are reflected in their School Improvement Grant application.

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

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

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

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

**LEA level Activities for Tier III Schools**



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

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
<ul style="list-style-type: none"> <li>• 12 hour CCLS course for implementation of the Common Core State Standards for English Language Arts.</li> <li>• 12 hour CCLS course for implementation of the Common Core State Standards Mathematics, Common Core State Standards.</li> <li>• 8 hour CCLS course for implementation of the Common Core State Standards Literacy in History/Social Studies, Science, and Technical Subjects.</li> </ul>		<p>ELA Supervisor</p> <p>Math Supervisor</p> <p>Social Studies and Science Supervisor</p>	
<p>B. Educators will learn how to use a variety of data (pre-assessments, checking for understanding, ongoing formative assessments, and looking at student work) to inform planning, teaching, and reflecting on lessons.</p> <ul style="list-style-type: none"> <li>• 8 hour SBIT/DDI course for implementation of School Based Inquiry and Data Driven Instruction teams.</li> </ul>		<p>Data Project Administrator, Data Coaches</p>	
<p>C. Educators will acquire and use a common language and concept system a) to define and explain repertoires from the knowledge base on teaching and b) to analyze the impact of the New Teaching Standards and approved rubrics on teacher evaluations</p> <ul style="list-style-type: none"> <li>• 6 hour APPR/New Teacher Standards course.</li> </ul>			
<p><b>JIT Schools # 18,43,76,79</b></p>			
<p><b>JIT Review</b> – led by Outside Educational Expert (OEE). This individual will meet with the principals to receive an overview/information on their respective school. The OEE will interview teachers, staff, parents and conduct classroom visits. The review will include an assessment of the</p>	<p>Jan – 2012</p>	<p>Outside Educational Expert</p>	

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

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
<p>following indicators:</p> <ul style="list-style-type: none"> <li>• Collection, analysis and utilization of data</li> <li>• Teaching and learning</li> <li>• School leadership</li> <li>• Infrastructure for student success</li> <li>• Professional development</li> <li>• District support</li> <li>• Curriculum</li> </ul> <p><b>Data Analysis Report</b> – will be written based upon the school’s data.</p> <p><b>Final Report</b> – will be written and presented in the form of observations and recommendations based upon the JIT Indicator results.</p> <p><b>Community Awareness Meetings</b> – will build recognition, understanding and ownership of the findings and recommendations. The OEE will meet with district level leadership and the school community to present the findings and explain the recommendations.</p> <p><b>Plan Development</b> – Principals, Assistant Principals and teachers attend meetings to review the recommendations and develop a plan of action to integrate said recommendations.</p> <p>Align the Recommendations of the ESCA with our existing Race to the Top educational priorities to advance and accelerate instructional reform efforts in Buffalo. This work is aligned with the plan set forth in Buffalo’s RtT application and conforms to NYSED <i>Network Team Deliverables, Metrics, and Evidence</i>. This work, is designed to enhance Buffalo’s commitment to reform across three areas:</p> <ul style="list-style-type: none"> <li>• Common Core Learning Standards</li> <li>• School Based Inquiry and Data Driven Instruction</li> <li>• New Performance Evaluations for Teachers</li> </ul>	<p>Mar – 2012</p> <p>Mar – Aug 2012</p> <p>Mar – Aug 2012</p> <p>April – Aug 2012</p>	<p>OEE, Building Principal and School Staff</p> <p>OEE</p> <p>OEE</p> <p>OEE, Building Administration and Staff</p>	
<b>ESCA School #97</b>			



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

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
<ul style="list-style-type: none"> <li>• Common Core Learning Standards</li> <li>• School Based Inquiry and Data Driven Instruction</li> <li>• New Performance Evaluations for Teachers</li> </ul>			

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

<b>School # 53 (SQR in 2010-2011)</b>			
<p><b>Math Session 1</b> will address the recommendation from page 2, under teaching and learning that states “With the support of school administrators and the Central Office, teachers should receive PD on the pacing and alignment of lessons, using the current mathematics textbooks. Lessons should be aligned with the State Standards and based on student needs.”</p> <p><b>Corresponding Activity:</b> District Support Teachers and Building Math Teachers will present information to teachers on the key components of the <i>Investigations 2</i> Math program. The Presenters will dissect the pacing guide provided by the Mathematics Department and bridge the alignment of lessons to the State Standards and Common Core Learning Standards. Presenters will spend time discussing the Implementation Guide which includes an overview of the curriculum as a whole.</p> <p><b>Math Session 2</b> will address the recommendation from page 2, under teaching and learning that states “The purpose of teacher planning is to be able to deliver a clear, logical and concise lesson to students. Teachers should be prepared to anticipate questions from students, as well as anticipate most sequences of events. Teachers should be prepared to incorporate students’ prior knowledge into lessons. School Administrators should ensure that appropriate professional development (PD) is provided to teachers.”</p> <p><b>Corresponding Activity:</b> District Support Teachers and Building Math Teachers will instruct teachers how to backwards plan a unit. Teachers will look ahead at a unit they have not taught already and gather materials, define objectives for</p>		<p>Building Administrator, Staff and District Support Teachers</p>	

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

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

<p>each lesson in the unit, create assessments for the unit, and take the end of unit assessment to familiarize the teacher with the information that is being tested. This session will allow teachers to plan a unit so that they can deliver clear, logical and concise lessons to students throughout the unit</p> <p><b>Math Session 3</b> will address the recommendation from page 3, under teaching and learning that states “Provide training for teachers on differentiated instruction to enable them to incorporate these principles into their instruction. Teaching to the middle of the class is not enough, but rather lessons must be structured to address all levels of student abilities.”</p> <p><b>Corresponding Activity:</b> District Support Teachers, Building Math Teachers, and Lead Special Education Teachers will present information on Differentiated Instruction and Integrated Co-Teach Strategies.</p> <p><b>Math Session 4</b> will address the recommendation from page 2, under collection, analysis and utilization of data that states “Professional development (PD) should be provided to enable all teachers to become knowledgeable about the use of data to drive instruction. The use of data should be ongoing, drive instruction, and incorporated into lesson plans. The school should establish a data analysis team to assist in formulating plans to address issues that may arise, establish progress charts, and monitor professional and academic accountability”</p> <p><b>Corresponding Activity:</b> Building Math Teachers and Building Administrators will explain the importance of using data to drive instruction</p> <p>ELA Session 1 will address the recommendation from page 2 Corresponding Activity” The professional development will demonstrate the difference between implicit and explicit instruction, incorporating skills-based sequential lessons, with the teacher using precise language and modeling of the skills.</p> <p>ELA Session 2 will address the recommendation from page 5</p> <p><b>Corresponding Activity:</b> The professional development will train teachers in vocabulary</p>			
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New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

<p><b>Workshops developed by Pearson that can be adapted for the time allotted for school PLO's</b></p> <ul style="list-style-type: none"> <li>• Foundational Overview of CCSS for Math, ELA, Science, Social Studies</li> <li>• CCSS in a Standards-based Classroom</li> <li>• Performance-Based Assessments for Math &amp; ELA</li> <li>• Rethinking Algebra in the Common Core Classroom             <ul style="list-style-type: none"> <li>◦ <u><i>This is an area of importance as identified in the school report card</i></u></li> </ul> </li> <li>• Digging into the Reading Standards</li> <li>• Digging into the Writing Standards – this is applicable across all areas and artistic majors</li> <li>• Speaking and Listening Standards and Language Standards</li> <li>• ELA Standards for History/Social Studies (Secondary)</li> <li>• ELA Standards for Science/Technical Writing (Secondary)</li> </ul>			
<b>School #30 (JIT in 2010-2011)</b>			
<p>As a result of a comprehensive review in February 2011, the Joint Intervention Team outlined the following key findings and recommendations:</p> <p>1. Curriculum</p> <p><b><u>Recommendation:</u></b> The school has several curricula due to the population of ELL's, ESL's and Special Ed. According to page 3, it was suggested that we use an experiential approach to learning, paying particular attention to real-life knowledge in order to create reading and writing materials to develop literacy skills. It was suggested our population would benefit from multimedia opportunities and increased writing activities.</p> <p><b><u>Corresponding Activity:</u></b> Because of this recommendation we are requesting that our school subscribe to two media websites: Brainpop.com and the Tumblebook Library to help differentiate instruction and increase exposure to non-fiction vocabulary and texts. This would apply to the recommendation on page 5 to make available</p>		<p>Building Principal and Consultants</p>	

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

<p>adequate amounts of Spanish Language texts.</p> <p>2. Teaching and Learning</p> <p><b><u>Recommendation:</u></b> It was also recommended we ensure the writing component is supported school-wide using exemplars and standardized rubrics across grade levels. There is some evidence that teachers use rubrics to guide students' written work as evidenced by the writing on bulletin boards around the school and in the classrooms. The evidence also reflects inconsistencies in the quality, rigor, relevance and complexity of this work (page 4). This weakness is also cited in our CEP Plan that literacy skills can be improved through writing across content areas and this was a major emphasis for the school year 2011-12. The Common Core Standards have required students to become accomplished writers commanding higher order thinking skills</p> <p><b><u>Corresponding Activity</u></b> The exemplars noted in the Appendixes of the CCLS for ELA shows that our student population would benefit from school-wide standards based writing program such as "Step Up to Writing". The implementation of this initiative would enable the staff to receive professional develop in explicit, differentiate instruction utilizing a standards-based writing program to meet the needs of our diverse student population. It would provide staff with a standardized and consistent vocabulary and writing methodology that could be carried from grade to grade and teacher to teacher. Rubrics would be utilized school-wide to provide exemplars for students as suggested in the JIT review page 4 IIc. A writing program would also enhance the core curriculum with more opportunities for students to write to enhance the core curricula. It will also include utilization of web media.</p> <p>3. School Leadership</p> <p><b><u>Recommendation:</u></b> Other observations included increasing student instructional materials at the Junior High level particularly in the bilingual classrooms as noted on page 5 of the JIT review. As noted on page 7, the JIT review team recommended the</p>			
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**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

<p>principal be provided with the appropriate tools and funding resources necessary to effectively respond to the needs of an increasing population of ELL and ESL students.</p> <p><b><u>Corresponding Activity:</u></b> The writing program is structured so that all teachers in all areas can be trained in the program. This utilizes literacy across the curriculum as required by the New York State Common Core Standards that will become part of teachers' evaluation. Step Up to Writing is a research based approach to improving standardized test scores with proven success in other urban schools. The writing projects produced from this program would also provide additional evidence for analysis and support as is the final recommendation from the JIT review for ongoing professional development for teachers' use of data in lesson planning. Step Up to Writing is a tool that will allow us to respond more effectively to the needs of our entire population including our ELL students. An across the grade-level, school-wide writing program emphasizing explicit instruction and higher order thinking strategies is an integral part of Frank Semite's restructuring plan and our comprehensive educational modifications to make AYP in 2012. The Step Up to Writing Plan requisition attached includes a kit for every teacher and professional development to be provided on early release days.</p> <p>We have also included a request for Elmo's to assist teachers in modeling writing and reviewing exemplars within the classroom. Since there are no consumables there will be limited replacement costs for future years. The knowledge the teachers will glean from the professional training will carry across the curriculum and help improve instruction and learning.</p>			
<p><b>School #94 (JIT in 2009-2010)</b></p>			
<p>The New York State Education Department Joint Intervention Team Review Report stated the following recommendations:</p> <ul style="list-style-type: none"> <li>• There needs to be time set aside for</li> </ul>			

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

<p>teachers to work with content-specific specialists to further refine the curriculum focus in the core areas of ELA, Math, Science, and Social Studies. (pg. 2)</p> <ul style="list-style-type: none"> <li>• It is clear that resources and staff time must be devoted to improving the quality of science instruction to ensure continuous improvement. There needs to be more dedicated PLO's for elementary teachers to attend on how to teach science. (pg. 3)</li> <li>• Teachers need more professional development in how to correctly and consistently implement the districts programs in reading, math, science and social studies to ensure the highest quality instruction occurs. (pg. 3)</li> </ul> <p>ELA</p> <ol style="list-style-type: none"> <li>1. Topic- The development and mastery of writing skills that are the necessary foundation for each student to become college and career ready.</li> <li>2. Rationale- After spending time in meaningful analysis of student assessment data it was recognized that: <ul style="list-style-type: none"> <li>• Students do not possess the writing skills that are necessary to become career and college ready.</li> <li>• A common language must be developed internally. A universal acceptance of how writing should be implemented at West Hertel Academy should be developed and implemented across grade levels and content areas. The shortcomings in the current methods of writing instruction have been examined. It has been determined that there must be a building wide focus on writing instruction. More time must be spent on this neglected area.</li> <li>• There is a need for consistency and a common language that students will interact with throughout their academic experiences.</li> <li>• By standardizing how writing skills are taught, students will be immersed into the language of writing and develop a toolbox of</li> </ul> </li> </ol>			
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New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

<p style="text-align: center;">strategies that will be used each day, in all classes by all teachers. Everyone will speak the same language to assist students in gaining mastery of writing skills.</p> <p>3. Description- After careful analyze of the assessment data, one question emerges. What specific “best practices” are associated with improving the writing skills of all students?</p> <ul style="list-style-type: none"> <li>• A cohort of teachers will collaborate to determine what research-based practices will be used to meet the needs of the students at West Hertel Academy.</li> <li>• The cohort will develop a “writing handbook” or “toolbox” that will be used as a guide for all teachers. The handbook or toolbox will be filled with a variety of strategies to meet the individual needs of students.</li> <li>• The cohort will implement professional learning opportunities to assist teachers as they develop their knowledge base and understanding of the universal implementation of the writing strategies.</li> <li>• Specific leadership practices that are associated with the improvement and implementation of the teaching process will be examined and developed.</li> <li>• A progress monitoring system will be implemented. Teachers will collectively examine the data and determine what the response to the data will be.</li> </ul> <p>Math</p> <p>1. Topic-Developing and using math strategies to correctly and consistently implement the investigations math program.</p> <p>2. Rationale- After spending time in meaningful analysis of student assessment data it was recognized that:</p> <ul style="list-style-type: none"> <li>• Teachers need training in the use</li> </ul>			
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New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

<p>of technology to enhance student's understanding of math concepts</p> <ul style="list-style-type: none"> <li>• Number sense and measurement were areas of deficiency across the elementary grade levels.</li> <li>• Teachers were lacking the necessary knowledge and skills to effectively implement the district's "Investigations" program with fidelity.</li> </ul> <p>3. Description- After careful analyze of the assessment data, one question emerges. What specific "best practices" are associated with improving the math skills of all students?</p> <ul style="list-style-type: none"> <li>• Teachers will be involved in professional learning opportunities that will include:             <ul style="list-style-type: none"> <li>- Using technology to enhance student understanding of math concepts</li> <li>- A focus on number sense and measurement</li> <li>- Developing strategies to solve problems pertaining to basic math operations</li> <li>- Developing strategies to play games within the investigations program that encourage math talk</li> <li>- Developing products that will be used to teach math skills</li> </ul> </li> </ul> <p>Science</p> <p>1. Topic- Science and the integration of literacy, numeracy and inquiry based skills</p> <ul style="list-style-type: none"> <li>- Science kit training</li> </ul> <p>2. Rationale- After spending time in meaningful analysis of student assessment data it was recognized that:</p> <ul style="list-style-type: none"> <li>• The practice of integrating literacy and numeracy skill into daily science lessons must be developed and implemented. Students will have increased opportunities to develop reading and writing skills, and to develop an understanding of math concepts during science instruction</li> <li>• Inquiry based approaches to science education must be implemented</li> </ul>		
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**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

<p>throughout grade levels. Through this method, students will gain knowledge, information and truth through questioning.</p> <p>3. Description- After careful analyze of the assessment data, one question emerges. What specific "best practices" are associated with improving the math skills of all students?</p> <ul style="list-style-type: none"> <li>• All elementary teachers will be trained in the implementation of the science kits.</li> <li>• All teachers will receive professional learning opportunities on the implementation of literacy and numeracy skills in their daily science lesson plans.</li> <li>• Teachers will develop products that will be used when developing science lesson plans which incorporate literacy and numeracy.</li> </ul>			
<b>School #17 ESCA in 2010-2011</b>			
<p>School #17 will implement the following major recommendations of the ESCA report that was conducted during 2010-2011 school year:</p> <p>Strengthening the writing component of ELA (p.9) will take time and commitment on the part of the staff. Further we need to align our curriculum vertically (p. 10). Additionally, we need to provide stronger strategies and training for behavior management for our students with disabilities and additional training on strategies for co-teaching (p.10).</p> <p>We have an after-school program in which many of our teachers provide instruction. After school professional development opportunities will not attract the numbers of teachers needed to create a critical mass of teachers implementing powerful instruction and technologies. Therefore, we want to provide paid professional development opportunities. This will ensure teachers all receive the same message at the same time. Further, ongoing professional development and curriculum alignment work can take place during the school day while our cadre of skilled substitute teachers provides instruction to the students.</p>		<p>Building Administrator and Staff</p>	

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

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

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

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

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

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

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

School	10-11 All Students ELA PI	Target ELA PI Year 1	10-11 All Students Math PI	Target Math PI Year 1
3	97	108	109	119
17	81	93	78	91
18	92	103	117	126
19	106	116	136	143
30	100	110	104	114
31	76	89	96	107
32	110	119	105	115
42	186	188	151	156
43	115	124	139	146
53	95	106	114	123
54	103	113	110	119
66	97	108	95	106
72	125	133	142	148
74	81	93	90	101
76	71	84	92	103
79	100	110	117	126
80	87	99	89	101
82	101	111	107	117
89	103	113	109	119
91	81	93	72	85
94	84	96	104	114

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

97	84	96	97	108
99	81	93	75	88
192 - Elementary	134	141	129	137
192 - Secondary	181	183	172	175
198 - Elementary	84	96	77	90
198 - Secondary	157	162	138	145
305	169	173	162	166

Please refer to the attached APP data.

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

The District will collect data through the year and use this data regularly to monitor the schools' progress towards their goals. Information gleaned from regular assessments, instructional walkthroughs, and grade level meetings will be used at the school and district level to adjust instruction and interventions as necessary to ensure the goals are met. Data teams will be created at each school, and Race to the Top Network Teams are being created at the district level to work with Race to the Top Inquiry Teams at the schools. The District level team will meet for this purpose on a bi-monthly basis, school level data meetings will be held as determined by their Turnaround plan.

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

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

**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

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

**LEA: Buffalo City School District**

**NCES#: 3605850**

**School: Bilingual Center #33**

**NCES#: 00333**

**Grades Served: PreK – 8**

**Number of students: 490**

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

<b>Needs Assessment Process</b>	<b>List Data Analyzed</b>	<b>Major Findings</b>
<b>Joint Intervention Team (JIT) Report - March, 2011</b>  <b>Raising the Achievement of English Language Learners in the Buffalo Public</b>	<ul style="list-style-type: none"> <li>• ELA Core Instruction Findings</li> <li>• NYSESLAT data and findings</li> <li>• Mathematics core instruction findings</li> <li>• Disaggregated student data (ELL, FRPL, SWD)</li> <li>• New York State School Report Card</li> </ul>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• <b>Synthesis: Misalignment, disconnection of curriculum, need for collection, analysis, and utilization of data</b></li> <li>• There are no curriculum maps for English Language Arts (ELA), English as a Second Language (ESL), or Native Language Arts (NLA) curriculum or units of study that incorporate ESL strategies into content areas.</li> <li>• The District has provided a standards-based English Language Arts and a Native Language Arts (NLA) curriculum with their corresponding scope and sequence, but classroom observations indicate that whereas both programs aim to teach the same language objectives in different languages, there is no clear alignment between these two curricula.</li> </ul>

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

<p><b>Schools by the Council of the Great City Schools</b></p> <p><b>ANALYSIS OF CURRENT, LOCAL DATA</b> (as listed in the adjacent column)</p>	<ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Student Attendance Rate</li> <li>• White paper, “Application of CCLS for ELLs” by The National Governors Association Center for Best Practices and the Council of Chief State School Officers</li> </ul>	<p>Moreover, the ESL curriculum is implemented separate from and does not necessarily reinforce and/or support the ELA and NLA curricula in a way that effectively responds to the needs of ELLs.</p> <ul style="list-style-type: none"> <li>• Teachers have participated in PD regarding the use of summative data and formative assessments, including item analysis of the ELA test and the New York State English as a Second Language Achievement Test (NYSESLAT), but there was little evidence that this knowledge is incorporated into the development of differentiated lessons.</li> </ul>
		<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Synthesis: Limited use of academic Spanish and sheltered (differentiated) instruction</b></li> <li>• Faculty expressed high expectations for all students. However, the lack of challenging student work being displayed around the school, the dominance of the teacher standing in front of a chalkboard, and the use of colloquial Spanish in bilingual classrooms convey an attitude of lower expectations, particularly for ELLs and students with disabilities.</li> <li>• In most classrooms, there was little evidence of small-group differentiated instruction, student-centered interaction, high-level questioning strategies, or ESL strategies in ESL settings or in classrooms with large numbers of ELLs.</li> <li>• Many teachers do not use data to prepare their lesson plans, as evidenced by the lack of differentiated instruction, particularly as it applies to subgroups.</li> <li>• The tone around the school is respectful, but the school is not student-centered as evidenced by the predominance of whole-group lessons, little opportunity for student interaction and limited differentiation.</li> </ul>
		<p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>• <b>Synthesis: Lack of organized parent group, limited use of academic Spanish and sheltered (differentiated) instruction throughout school</b></li> <li>• The new administration is aware of teachers’ professional needs and is</li> </ul>

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

		<p>taking steps to address some of them, as evidenced by informal observation reports, teacher interviews and classroom observations. However, much more needs to be done to ensure that lessons are academically rigorous and differentiated to respond to students' needs as well as interests.</p> <ul style="list-style-type: none"> <li>• Colloquial Spanish is being used in bilingual classes instead of high-quality language. This limits the students' ability to have an understanding of their own language or transfer it to English.</li> </ul> <p><b>Programming for ELLs</b></p> <ul style="list-style-type: none"> <li>• <b>Synthesis: Need to articulate the Bilingual Education Program</b></li> <li>• In the 2006-2007 school year, the District developed an action plan for improving bilingual and ESL services at this school. This plan has been reviewed with the school administration. Despite these efforts, the school-level implementation of a transitional bilingual-education model is inconsistent, and teachers expressed confusion regarding the use of NLA.</li> <li>• From the Council of the Great City Schools Report: ELLs programs reported as being “default programs that isolate ELLs academically” and “the vision of ELL programming was largely remedial and “add on” rather than integrated in nature”.</li> </ul>
		<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• <b>Synthesis: Lack of coherent, targeted, school wide professional development plan</b></li> <li>• The impact of the PD offered on teacher instructional practices and student work is not always evident, although teachers participated in numerous on-site PD provided by the District, including training on the SIOP, NYSELAT and Transferring NLA skills to ELA. Off-site trainings in classroom management and data analysis were also offered to the teachers but were not readily observable in classrooms.</li> </ul>

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

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

The Buffalo City School District has developed and will implement a comprehensive restructuring plan for Bilingual Center School #33. In collaboration with various school and community stakeholders, the turnaround model was chosen, and the associated plan specifically designed to raise student achievement in math and English Language Arts. Through inductive research methods, four pillars of change were identified to meet the unique needs and challenges of School #33. The four pillars of change include:

1. **Common Core Learning Standards-** *aligning guiding curricular documents with the NYS P-12 CCLS;*
2. **High Quality Sheltered Instruction**—high quality, sheltered instruction to be utilized school-wide to effectively address the needs of ELLs;
3. **Bilingualism as an Asset**—the Dual Language Program at School #33 will promote with bi-literacy as a major program goal;
4. **The Power of Inquiry and Construction**—Student centered, inquiry-based learning activities.

Through the Turnaround Model, School #33 will create a school-wide culture of high expectations, where children have opportunities to demonstrate the ability to listen carefully; to think critically and creatively; to evaluate facts rigorously; to reason analytically; to maintain intellectual curiosity and to speak and write persuasively with a reasonable familiarity with the treasures of history, literature, theater, music, dance and art that previous civilizations have delivered. The goal of the restructured Bilingual Center will be to create an environment that supports lifelong learning, to employ cultural competence in decision-making, and to work relentlessly to improve teaching and learning with consistency and continuity.

Funds allocated via the 1003(g) School Improvement Grant will be used to address the major findings of the needs assessment, including the recommendations in the Joint Intervention Team Report. The ideas and programs in this plan were chosen for their effectiveness with students of similar demographics; and were thoughtfully and strategically crafted to bring about swift, yet sustainable changes at School #33 for the duration of the grant period and beyond.

Through the Turnaround Model, the district will:

- Implement an instructional program aligned to **New York State P-12 Common Core Learning Standards** and promote the ongoing use of data to inform the written, taught and tested curriculum;
- Create a **Two Way Immersion (TWI) 50/50 dual language program** titled JUNTOS (Together), and implement a high-quality sheltered instructional program across classrooms and grade levels;
- Shift the methods of teaching and learning by delivering **student-centered, inquiry-based instructional activities** in science and other core subjects. Specifically, a **Reggio Emilia inspired environment** will be created throughout the school.

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

- Provide school leaders, instructional staff, and support staff at the school with embedded, targeted and ongoing professional learning, coaching and support for the school's leaders, teachers, and support staff which align with school-wide goals, instructional priorities, student and teacher needs.

**Curriculum**

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The needs assessment process revealed a misalignment and disconnection of the written, taught, and tested curriculum. Curriculum mapping will be used by school staff to ensure the development of comprehensive guiding curricular documents such as unit plans, pacing guides, lesson plans, and common formative assessments. A customizable, web-based application process will serve as an electronic compass of the curriculum development process, and facilitate collaboration among teachers across subject areas and grades. The curriculum mapping template can be preloaded with the NYS P-12 Common Core Learning Standards to provide a clear path for vertical and horizontal alignment.

In addition, to the development of clearly articulated curriculum maps in core subject areas, School #33 will nurture a culture of Data Driven Inquiry (DDI) through the development of the School-Based Inquiry Team (SBIT). EngageNY outlines a number of strategies that School #33 will adapt to ensure the use of DDI. Curriculum and instruction will be aligned with common interim assessments for each grade and content areas. Common assessments will provide school leaders and teachers an opportunity to monitor and evaluate the effectiveness of the curricular sequence and instructional strategies; and allow instructional staff to collect, analyze and use data to revise instructional practices and potentially the sequence of learning activities.

Additional instruction will supplement the instruction provided in the general curriculum for students who are at risk of not achieving the state learning standards in the core content areas. After determining that their current structures and processes for Academic Intervention Services (AIS) are not meeting their students' academic needs, support services will incorporate a more responsive model. In collaboration with two local professors, School #33 will implement a model of Response to Instruction (RtI), including a data-driven decision-making model that includes:

- The use of a school-wide (universal) screening assessment to identify students at risk for poor learning outcomes

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

- Multi-tiered intervention programs and strategies that increase in levels of intensity
- Frequent and ongoing progress monitoring to determine student progress and determine program efficacy
- A team structure to organize and analyze student performance using progress monitoring data

**Teaching and Learning**

In alignment with New York's Race to the Top (RTTT) reforms, including the Common Core Learning Standards, there are instructional shifts that are needed in order for students to be college and career ready, beginning as early as Pre-Kindergarten. The pedagogical staff at the Bilingual Center will focus on instructional strategies that seek to increase students' ability to grapple with new performance standards, expectations and 21<sup>st</sup> Century Skills.

These instructional shifts include:

ELA/Literacy - *Balancing Informational and Literary Text; Building Knowledge in the Disciplines; Staircase of Complexity Text-based Answers; Writing from Sources; and Academic Vocabulary*  
Mathematics - Focus; Coherence; Fluency; and Deep Understanding

EngageNY encourages the use of additive programs that encourage bilingual education. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. Two innovative initiatives to impact student learning at School #33 are the dual language program and an inquiry based units of study.

**Dual Language Program through Two Way Immersion (TWI) 50/50 (JUNTOS/ TOGETHER)** - TWI programs integrate native English speakers and native Spanish speakers in the same classroom and provide high quality educational experiences for all students to promote higher levels of academic achievement. The proposed TWI program at School #33 would completely replace the current Transitional Bilingual Education Program, which was found to “isolate ELLs academically; to be largely remedial and “add on”.

The new program will be integrated throughout content area instruction, enrichment and intervention services. According to Center for Applied Linguistics (CAL), there are nearly 500 programs like the proposed TWI program in the U.S. The majority of these programs are Spanish/English programs in public elementary schools. Considerable research has demonstrated the effectiveness of the TWI model for both native English speakers and native Spanish speakers. In the last five years, four major reviews have been published confirming that children in bilingual programs do better on tests of English reading than those in all-English programs, including one

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

report from the US Government. In addition, students develop oral and written proficiency in two languages. As students become bi-literate, they develop high levels of academic competence and motivation, ambitions to go on to college, pride in bilingualism, and elevated self-esteem.

The JUNTOS program design draws heavily from effective schooling literature for English Language Learners (ELLs). Research shows that schools for ELLs are more effective when district, school and community support provide a foundation upon which other effective practices can be built, sustained, and continuously renewed. A program model grounded in sound theory and best practices associated with enriched, not remedial, instructional models is most effective. The JUNTOS program was designed with Criteria for Success in Two-Way Immersion Education (Howard and Christian, 2002) and Features of Effective Schools for English Language Learners (Gold, 2006) as a theoretical/practical foundation. This program will:

- Provide an equal number of Spanish dominant and English dominant children in the same class
- Provide both groups of students with core academic instruction in both languages
- Develop students' levels of proficiency in their first language
- Develop students' level of proficiency in a second language.

**Inquiry Based Instruction through the Reggio Emilia approach** – This approach stresses that every child is rich in potential and able to construct learning through interaction, observation, questioning, interpretation and representation of the world with competence and clarity. According to August and Shanahan (2010), second language learners in classrooms receiving instruction in word-level skill such as phonological awareness, spelling, and decoding can demonstrate mastery equal to first language learners, but often fail to achieve equivalency in higher level skills, such as comprehension. One research conclusion from this report on *Developing literacy in second-language learners* was that explicit instruction in the five areas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) is not sufficient for second language learners. Both social and academic oral language proficiency are necessary for literacy development.

Implementing a curriculum with inquiry-based units of study will provide a language rich environment conducive to both literacy development and second-language acquisition. In the *National Study of School Effectiveness for Language Minority Students*, researchers describe an effective bilingual/ESL program as one that meets students' linguistic, academic, cognitive, emotional, social, and physical needs in a learning environment with rich, natural oral and written language being used by students and teachers. In addition, real world problem solving, cooperative learning, and challenging unit studies that build upon and hold students' interest are integral to a well-designed bilingual/ESL program (Thomas & Collier, 2002). A Reggio Emilia inspired program at School #33 will provide the means to implement

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

such a research based bilingual/ESL program.

The Reggio Emilia-inspired curriculum and learning environment will have the following features:

- Flexibility and adolescent focus
- Connections to current life
- Support for student autonomy and leadership
- A variety of modalities, strategies, and materials
- Cumulative content-driven exchanges
- Open-ended questions and statements
- Emphasis on meaningful relationships among facts, skills, and concepts.

**Inquiry Based Science:** Educators, policymakers, and employers agree that certain academic fields, including the STEM fields of science and technology, are critical to U.S. competitiveness, workforce preparedness, informed citizenship and student post-secondary success. A major source of students' success in these fields is the ability to access Academic English or AE—the specialized language within and across disciplines that is crucial for learning content and demonstrating knowledge and skills. While a mastery of AE is demanding for all students, it can be especially daunting for high-needs students who struggle with other linguistic challenges, such as English language learners (ELLs), students who speak non-standard dialects of English, and students who have not been sufficiently exposed to the language of different content areas. This is most apparent at the middle and high school levels where students work almost exclusively with conceptually dense and abstract expository texts.

Professional development consisting of *Academic Language Analysis and Inquiry Based Instructional Applications* will serve to better support School #33 teachers in providing academic language instruction to our English language learners and other high-needs students. This PD will engage classroom teachers and ESL/bilingual education teachers, reading specialists and school coaches in (1) selecting the materials and passages that are most relevant to key science concepts and standards, (2) learning the process of language analysis and how to apply it to important subject matter texts, (3) building strong teacher learning communities by creating and supporting professional learning teams, (4) understanding how students who have difficulty with AE comprehend academic texts, and (5) providing ongoing coaching support and mentoring through a language analysis study team structure. The PD has the potential to build teachers' capacity to support high-needs students in developing the AE competence necessary for accessing science content, pursuing upper-level science coursework, and succeeding in a science career. Teachers will be able to provide inquiry-based, student-

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

driven, direct-experience, focused, interdisciplinary classroom instruction. This style of instruction/learning is recommended by the CCLS. It introduces many opportunities for interaction and language acquisition and has been shown to make a positive impact on student learning as measured by standardized tests.

**Professional Development**

Throughout the three years of funding, school-wide data will be used to drive targeted professional development. The professional development plan will address both student learning and teacher learning. Professional learning activities will be designed with student achievement as both the impetus and outcome. School improvement goals will be directly related to a review of student achievement data. Subsequently, teacher learning activities will be directly related to the goal of improving student outcomes.

All professional development activities will be embedded in classrooms and follow up observations will be conducted by co-teachers, administrators, or university coaches. This could take the form of faculty coach modeling best practice, faculty coach observing teaching, co-teaching between faculty coach and teacher, or any where in-between. This is not evaluative in any way—these are formative experiences designed to take place authentically, in the classrooms at School #33. Topics for embedded professional development may shift as a result of the ongoing monitoring and evaluation of the turnaround initiatives.

School leaders and instructional staff will engage in ongoing mentor/mentee relationships with schools which have successfully implemented TWI 50/50 Dual language programs and Reggio Emilia. These relationships will provide faculty with support through school visits, national conferences, student and lesson study through monthly meetings using video technology and are described in detail in the plan for implementation.

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

**APPENDIX B: TURNAROUND MODEL**

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
<p>1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Mr. Miguel Medina was appointed the principal of School #33 in August, 2010. As an innovative, collaborative, and capable leader, he will be part of the turnaround of School #33. Mr. Medina is currently in his twenty-fifth year as an educator. He has obtained two Masters of Education from SUNY at Buffalo (Urban Education and Educational Leadership); certification as a NYS School District Administrator and School Business Administrator; and has served as a Woodrow Wilson Fellow and Fulbright National Teacher Fellow.</p> <p>Mr. Medina will have sufficient operational flexibility to:</p> <ul style="list-style-type: none"> <li>• Hire new staff;</li> <li>• Align and develop curriculum;</li> <li>• Develop the master schedule and professional development calendar;</li> <li>• Establish school procedures;</li> <li>• Secure resources; and</li> </ul> <p>Other activities that address recommendations, needs assessment findings,</p>	<p><b>Pre-Implementation</b> – Mr. Medina was appointed principal of Bilingual Center in August, 2010.</p> <p><b><u>Years 1-3</u></b> Implement a School Administrator Manager (SAM). This will be in place for the duration of the grant.</p>	<p>1.0 FTE School Administrator Manager (SAMS) Year 1 \$85,871 Year 2 \$87,871 Year 3 \$89,871 Plus benefits</p> <p>Contract Services: SAMS Training, Jefferson County Schools Year 1 \$10,000</p> <p>Employee PLO/Conference Expense- Four Principal</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	and turnaround initiatives.		Turnaround Leadership meetings Albany, NY Year 1 \$3,200 Year 2 \$3,200 Year 3 \$3,200  Network Team Training Albany, NY - 5 days Principal, Literacy Coach, Data Coach Year 1 \$4,500 Year 2 \$3,000 Year 3 \$2,000  Technology Supplies – iPads for leadership team Year 1 \$12,000
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs	All current School #33 staff will be screened for allocated positions in the 2012-13 school year. As required by the turnaround model, <u>locally adopted competencies</u> will be used to	The teacher screening process will commence in late spring upon: <ul style="list-style-type: none"> <li>• approval of this</li> </ul>	N/A

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
<p>of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. All existing staff will be screened and no more than 50 percent will be rehired following federal turnaround guidelines. The Offices of School Innovation and Turnaround and Human Resources will provide assistance with this process, which will include: posting of all positions and screening of applicants.</p> <p>Recruitment of highly effective teachers and evaluation of staff will be conducted per BCSD policy and agreements with Buffalo Teachers Federation, Buffalo Educational Support Team, Professional Clerical and Technical Employees Association, and Buffalo Council of Supervisors and Administrators.</p> <ul style="list-style-type: none"> <li>• Upon approval, staff will have 30 days to notify the principal in writing of their plans to pursue a voluntary transfer or remain at the school for the turnaround</li> </ul>	<p>application</p> <ul style="list-style-type: none"> <li>• Finance Dept providing staffing allocation numbers for the 2012-13 school year</li> </ul> <p>All new staff will be in place for the 2012-13 school year.</p>	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>period.</p> <ul style="list-style-type: none"> <li>• The district will honor transfers and post job bulletins to replace transferred teachers and other new hires.</li> <li>• If more than 50% of the staff wishes to remain as part of the turnaround model, district seniority will prevail (complying with approved union contractual guidelines).</li> </ul> <p>The school leadership team will screen each applicant to ensure he or she meets all qualifications to be a part of a system of continuous instructional improvement. This includes a commitment to team instructional planning, professional development, and teacher evaluation aligned with 3012c requirements. Teachers must commit to being a learning community in order to improve learning outcomes for the students in School #33.</p> <p>The turnaround of School #33 will be led by the principal, Mr. Miguel Medina, with the support of the following additional faculty</p>		

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>listed below:</p> <ul style="list-style-type: none"> <li>• <b>School Administrator Manager (SAM)-</b> Responsible for the operational and administrative management of the school building; freeing up time for the principal to focus on instructional leadership</li> <li>• <b>Data Coach-</b> Responsible for managing school-wide data, leading the school steering committee through the effective analysis and use of school-wide data, and use student data to inform curricular decision-making</li> <li>• <b>Curriculum Program Coordinator –</b> Responsible for organizing the implementation and support of a CCLS and a school-wide Reggio Emilia inspired environment. This person will facilitate and monitor the mentor relationship between School #33 teachers and mentor school, co-teach with teachers, facilitate CCLS curriculum development and instructional planning, and determine the ongoing professional learning needs of teachers as it relates to the Reggio Emilia</li> </ul>		<p>Noted in previous section</p> <p>1.0 FTE Data Coach – Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p> <p>1.0 FTE Curriculum Program Coordinator – Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>program</p> <ul style="list-style-type: none"> <li>• <b>Resident Artist-</b> Responsible for the development and maintenance of relationships with external partners and cultural organizations that support art, literacy and inquiry-based education. This person will work with instructional staff to enhance student inquiry and learning through varied modalities of expression and representation</li> <li>• <b>Bilingual Program Coordinator-</b> Responsible for the implementation and support of the two-way immersion program. This person will monitor and evaluate the model on a frequent and regular basis. He or she will also coordinate the professional learning activities of JUNTOS teachers, including the mentor/mentee program</li> <li>• <b>Instructional Technology Teacher-</b> Responsible for providing training and support for the instructional use of the Promethean Active Board as an instructional tool. This person will also</li> </ul>		<p>1.0 FTE Resident Artist- Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p> <p>1.0 FTE Bilingual Program Coordinator- Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p> <p>1.0 FTE Instructional Technology Teacher- Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>support inquiry based learning using computers and other technologies and work to enhance students' technology skills. Additionally, the IT Teacher will manage the school website and supportive technology that will be used for ongoing teacher mentoring program</p> <ul style="list-style-type: none"> <li>• <b>Foreign Language ES Teacher-</b> Responsible for the foreign language instruction of students outside the two way immersion program</li> <li>• <b>Math/Science Support Teacher –</b> Responsible for developing and maintaining the school curriculum and instructional model of inquiry-based science in support of math and literacy skills. This person will assist teachers in creating interdisciplinary units of study that facilitate science/math exploration and connections</li> <li>• <b>Bilingual School Counselor:</b> Responsible for providing social emotional support services, to limited English proficient students. This person</li> </ul>		<p>Plus benefits</p> <p>2.0 FTE FLES Teachers– Year 1 \$120,350 Year 2 \$124,000 Year 3 \$128,000 Plus benefits</p> <p>1.0 FTE Math/Science Support Teacher Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p> <p>1.0 FTE Bilingual School Counselor- Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>will work with the existing school counselor to implement and maintain a comprehensive school counseling program. The program will be designed to meet the Social and Emotional Development and Learning (SEDL) standards as outlined by NYSED and will also support the Dignity for All Students Act and the District’s PBIS initiative.</p> <ul style="list-style-type: none"> <li>• <b>Bilingual/SWD Parent Coordinator</b> – Responsible for communicating with bilingual parents and facilitating parent involvement activities throughout the school. This person will work closely with the parent facilitators in the building to incorporate a cohesive, productive school parent group at Bilingual Center #33.</li> <li>• <b>Teaching Assistants-</b> Responsible for providing additional support to ELL and SWD in the implementation of the Reggio Emilia Inspired philosophy.</li> </ul>		<p>Plus benefits</p> <p>1.0 FTE Bilingual/SWD Parent Coordinator Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p> <p>2.0 FTE Teaching Assistants Year 1 \$39,692 Year 2 \$40,600 Year 3 \$41,600 Plus benefits</p>
3. Implement such strategies as financial incentives, increased opportunities for promotion and	Financial incentives and additional pay opportunities that are available to all BPS teachers will be available to teachers at School	<b><u>Years 1-3</u></b> These actions are currently contractual and will be	N/A

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
<p>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 the turnaround school</p>	<p>#33. Additional pay currently available to teachers include:</p> <p><b>Teachers of Tomorrow (TOT)</b> – The purpose of this grant is to provide a variety of incentives that encourage prospective teachers to teach in a school district with low-performing schools, or those having teacher shortages and/or subject shortages. This program provides awards of \$3,400 per year and is renewable for three additional years for a maximum of \$13,600. BCSD provides tuition reimbursements for eligible teachers of up to \$4,200. Additional TOT programs include:</p> <ul style="list-style-type: none"> <li>• <b>New York State Master Teacher Program</b>-allows BPS to use a National Board Certified Teacher to serve as a Master Teacher in low-performing school;</li> <li>• <b>Teacher Recruitment Tuition Reimbursement Program</b>- allows teachers who agree to teach for at least one year in a shortage area, to be reimbursed for approved coursework.</li> </ul> <p>Teachers are compensated to participate in</p>	<p>available to teachers for the life of their current contract.</p>	<p>Funded by TOT grant</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>professional development outside of the regular school day. Additional incentives will be negotiated with the local collective bargaining unit.</p>		
	<p>To encourage and sustain the professional learning of staff and faculty, teachers and school leaders will be encouraged to attend and present at regional or national conferences in the following areas: TWI/Dual-Language, Reggio Emilia, Inquiry-based science, and other content-area conferences. These activities will promote the continued use of best practices in each area.</p>	<p><b><u>Years 2-3</u></b> Programs and activities will be in place for the duration of the grant. Conferences will be identified yearly and evaluated for their impact.</p>	<p>Employee PLO/Conference Expenses: NYSABE Conference NY, NY Year 1 \$12,000 Year 2 \$12,000 Year 3 \$12,000</p>
<p>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>The District is committed to on-going professional learning aligned with District initiatives and individual school needs. The Office of Professional Development will work with the Principal and the Instructional Leadership Team to support the development and integration of job-embedded professional development throughout the day.</p> <p>All staff and faculty will agree, upon hiring, to actively participate in job-embedded professional development. Professional learning will include workshops, trainings, and common planning time. Professional learning activities will also take place in the</p>	<p><b><u>Pre-Implementation</u></b> Conduct needs assessment, select goals for student learning, select PD activities to meet goals</p> <p><b><u>Year 1</u></b> Implement PD Activities and monitor and evaluate impact.</p> <p><b><u>Years 2-3</u></b> Modify PD Plan</p>	<p>Teachers will attend professional learning opportunities (PLO) during the summer:</p> <p>Year 1 \$90,000 Year 2 \$41,844 Year 3 \$40,000 Plus benefits</p> <p>Reggio Emilia teachers will attend summer</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>classrooms of teachers and students, including coaching, modeling, observations, and co-teaching between coaches and teachers.</p> <p>A consultant will lead the school in transitioning to its new programs and design.</p> <p>PD will be aligned with turnaround initiatives, school-wide goals and learning objectives, students' needs based on data; and teacher needs to support and improve instruction. Key elements of the design and structure of the school:</p> <ul style="list-style-type: none"> <li>• <b>CCLS and Instructional Shifts</b></li> <li>• <b>Two-Way Immersion (JUNTOS)</b></li> <li>• <b>Reggio Emilia</b></li> <li>• <b>Sheltered Instruction</b></li> <li>• <b>Response to Intervention</b></li> <li>• <b>Inquiry-Based Science</b></li> </ul> <p>The Bilingual Coordinator will observe, identify and provide embedded support and instructional modeling to all staff on the proper implementation of academic language in both English and Spanish aligned with the Common Core Learning Standards.</p>		<p>PLO: Year 1 \$5,206 Year 2 \$3,000 Year 3 \$3,000 Plus benefits</p> <p>Contract Services: Consultant TBD Year 1 \$11,250</p> <p>TWI Professional Development – Practitioners from Rochester Public Schools will present to staff 2 presentations x \$4,875 Year 1 \$9,750</p> <p>Reggio Emilia Professional Development – Practitioners from Reggio Emilia schools in Indiana will present to</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
			<p>staff – 2 presentations x \$7,000 Year 1 \$14,000</p> <p>Instructional Supplies: Professional books for teachers Year 1 \$10,000</p> <p>Bilingual books for school library Year 1 \$15,020</p> <p>Contract Services: SUNY Fredonia Year 1 \$50,000 Year 2 \$50,000 Year 3 \$25,000</p>
	<p><b>Instructional Support Team:</b> SUNY Fredonia professors will provide capacity in the form of professional development faculty coaches for bands of teachers. Bands of teachers will be grouped by grade level or topic, and topics will address the Four Pillars of Change: CCLS, Sheltered instruction, Bilingualism, Inquiry and Construction.</p> <p>The Dean of the College of Education, Dr. Chris Givner, has agreed to support the placement of SUNY Fredonia teacher candidates and professional development faculty coaches at School #33. The following</p>		

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

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	<p>professors have agreed to provide professional development at School #33:</p> <ul style="list-style-type: none"> <li>• Dr. Chris Givner (Ph.D. in Special Education with a focus on High Incidence Disabilities),</li> <li>• Dr. Karen Lillie (Ph.D. Applied Linguistics),</li> <li>• Dr. Carrie Fitzgerald (Ph.D. Counselor Education),</li> <li>• Dr. Laura Geraci (Ph.D. Special Education), and</li> <li>• Dr. Guanyu Tan (Ph.D. Cultural Foundations of Education)</li> </ul>		
	<p><b>Mentoring</b> JUNTOS, two-way immersion, teachers will engage in a mentor/mentee relationship with the staff of the James P.B. Duffy School No. 12 in Rochester, New York. School No. 12 is currently in its twenty-second year practicing a successful Two Way Immersion 50/50 model, HOLA.</p> <p>Each School #33 teacher will work with a mentor teacher from the James PB Duffy school, and engage in monthly meetings via technology, like Skype. The principal will also enter into a mentor/mentee relationship with</p>	<p><b><u>Years 1-3</u></b> Programs and activities will be in place for the duration of the grant. The mentoring program will be evaluated for its impact.</p>	<p>Employee Travel: James P.B. Duffy School #12 Rochester, NY 8 teachers, 2 administrators Year 1 \$10,000 Year 2 \$5,000 Year 3 \$2,500</p> <p>Contract Services: Stipends for TWI mentors – 5</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>the principal of the James P.B. Duffy school.</p> <p>The same mentor/mentee model will be used with teachers of the Reggio Emilia program. Teachers will partner with the staff of schools like the Butler University Laboratory School in Indianapolis, Indiana and/or a model school in Brooklyn, NY. The assistant principal will also establish a mentee/mentor relationship with the principal of the school.</p>		<p>mentors x \$800 Year 1 \$4,000 Year 2 \$4,000 Year 3 \$4,000</p> <p>Employee Travel: Reggio Emilia School in Brooklyn, NY 4 teachers, 1 administrator Year 1 \$20,000 Year 2 \$10,000 Year 3 \$5,000</p> <p>Contract Services: Stipends for R.E. mentors – 5 mentors x \$800 Year 1 \$4,000 Year 2 \$4,000 Year 3 \$4,000</p>
	<p><b>CONFERENCES</b> Teachers and school leaders will be encouraged to attend and present at regional or national conferences in the following areas: Dual-Language, Reggio Emilia, Inquiry-based science, and other content-area conferences.</p>	<p><b><u>Years 2-3</u></b> Programs and activities will be in place for the duration of the grant. Conferences will be identified yearly and evaluated for their impact.</p>	<p>Noted in previous section</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	These activities will promote the continued use of best practices in each area.		
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	<p>The Office of School Innovation and Turnaround was recently established to provide support and provide oversight to PLA schools. Over the past several months, the roles and functions of the Office have been defined as described in section B of this application. Each school has established a structure for the school leadership team which includes administrators, teachers, and parents. Each school leadership team will receive close direction and support from the Office of School Innovation and Turnaround. Each turnaround school principal will work directly with the Turnaround Liaison, a director in the Turnaround Office. The Turnaround Liaison is responsible for:</p> <ul style="list-style-type: none"> <li>• Providing targeted professional development, oversight, and support to turnaround schools to ensure their success in meeting targets and building long term sustainability</li> <li>• Gathering and connecting best practices across schools</li> <li>• Monitoring implementation and</li> </ul>	<p><b><u>Years 1-3</u></b> This governance structure and its supports will be in place for the duration of the grant.</p>	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p style="text-align: center;">assisting with State and Federal reporting requirements</p> <p>Initially, all turnaround school leadership teams will be required to attend a turnaround orientation, held by the District, which will provide school leadership teams with close guidance on the expectations regarding the structures and processes necessary for turnaround success. Turnaround principals will report weekly on the key leading indicators as well as on the quick win strategies for the school.</p> <p>In addition to the district level support for turnaround schools, schools will also receive additional financial flexibility. The district is in the process of developing a site-based budgeting approach for these schools, and will work closely with the schools to implement the new model</p>		
<p>6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>The turnaround plan and instructional program for School #33 was developed following an intense analysis of data, including major findings and recommendations of the Joint Intervention Team report. In direct response, three research-based initiatives were chosen to</p>	<p>Work continues through 2011-2012 school year</p> <p>SBIT DDI course in spring 2012</p> <p><b>Years 1-3</b></p>	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>enact the four pillars of change; <i>Two Way Immersion and inquiry based instruction.</i></p> <p>The Office of Shared Accountability, in collaboration with the Office of School Innovation and Turnaround, is implementing a plan for collecting, analyzing, and interpreting instructional practice data. This work will aid in the strengthening of the implementation of an aligned and research based instructional program at School #33 and will continue and be intensified.</p> <p>A thorough analysis of the school's needs is being performed. Data is being examined from multiple databases including the newly developed BPS data warehouse coupled with the insights from the JIT report, in order to give an accurate picture of the school's needs and to provide the basis for action planning. A research aide, assigned specifically to the PLA schools will be added to the Office of Shared Accountability and under RtT data coaches have been added to the Network Team Equivalents in the Office of School Innovation and Turnaround in order to meet the specific data needs of Bilingual Center School and the other PLA schools. Since the identification of #33 as a PLA in October 2011, staff has been</p>	<p>School #33 will follow the Buffalo Public Schools curriculum.</p> <p><b><u>Year 1</u></b> During grade level meetings and common planning time, staff will conduct alignment studies of the written, taught and tested curriculum. Common Assessments will be developed (with guidance from district staff and/or consultants) to assess effectiveness of the taught curriculum.</p> <p><b><u>Years 2-3</u></b> Guiding curricular documents will be updated based on data; AND in preparation for the roll out of the assessments developed by the PARCC consortium in 2014.</p>	<p>Contract Services: Curriculum Mapping Training Year 1 \$7,700 Year 2 \$4,000</p> <p>Curriculum Mapping Software Year 1 \$3,000 Year 2 \$3,000 Year 3 \$3,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>working directly with the principal and school staff in order to create data reports that specifically target areas in need of improvement. This work has taken place both in grade level meetings and in professional development sessions. With the assignment of a Turnaround principal for the school, creation of a SBIT, and with a new plan to implement, this work will intensify and continue. The work is critical, and as the JIT findings indicate, the linkage has not yet been made between analysis of data and making instructional decisions at the classroom instruction level.</p> <p>District offices have begun working with school staff to improve the school-based assessments practices. School wide a focus has been on developing rubrics and grading policies consistent across the entire school, per the recommendation of the JIT report. Data coaches and instructional coaches will actively participate in grade level meetings to assist in this process.</p> <p>In 2011-2012, the work will be strengthened with the addition of professional development, on-going and targeted, on the creation of SBIT.</p> <p>A partnership is in place with Nancy Love, the</p>		

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

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	<p>author of “Using Data, Getting Results”, for this professional development. Additionally, 2011-2012 begins the Race to the Top work of Network Team Equivalents at the district level who will provide support to the inquiry/data teams at the schools, in order to support the use of data and to identify best practices in the implementation of the new Core Curriculum standards.</p> <p>Curriculum alignment is an essential attribute of high achieving schools and districts.</p> <p>School #33 will continue to develop a curriculum that is aligned with NYS P-12 Common Core Learning Standards. School leadership and staff at the school and district level will work to ensure that all guiding curriculum documents are fully aligned with these learning standards in preparation for 2012-2013 implementation, while considering the implications and considerations of the CCSS for ELLs, which include:</p> <ul style="list-style-type: none"> <li>• Appropriate instructional supports</li> <li>• Aligned assessments as students acquire language proficiency and content area knowledge</li> </ul>		

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<ul style="list-style-type: none"> <li>• Effective instruction, where teachers diagnose students, adjust instruction, and monitor progress;</li> <li>• Opportunities for classroom discourse and interaction;</li> <li>• Instruction that develops foundational skills;</li> <li>• Literacy-rich school and classroom environments;</li> <li>• Instruction designed and implemented through the use of multiple modalities.</li> </ul>		
	<p><b>Two Way Immersion (TWI) 50/50-JUNTOS (Together)</b> is 50/50 two way immersion program. Features of JUNTOS include:</p> <ul style="list-style-type: none"> <li>• An equal number of Spanish dominant and English dominant children in the same class;</li> <li>• Provisions for both groups of students to receive core academic instruction in both languages</li> <li>• Students will develop high levels of proficiency in both their dominant and second language;</li> <li>• Increased academic performance for ALL students</li> <li>• Improved cross-cultural attitudes and</li> </ul>	<p><b><u>Years 1-3</u></b> All programs will be in place for the duration of the grant.</p>	<p>Noted in previous section</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>behaviors.</p> <p><b>Center for Applied Linguistics (CAL)</b> will conduct the evaluation of the JUNTOS Two Way Immersion Program. All program goals will be monitored on a monthly basis and an annual report will be written each of the three years. Consultant Julie Sugarman will conduct the JUNTOS program evaluation and make ongoing recommendations with JUNTOS program coordinator to improve program and remain faithful to the 50/50 model.</p>		<p>Contract Services: Center for Applied Linguistics (CAL) for evaluation of JUNTOS Program Year 1 \$60,000 Year 2 \$60,000 Year 3 \$60,000</p>
	<p><b>Reggio Emilia Inspired Environments-</b> This approach is based on the following set of principles:</p> <ul style="list-style-type: none"> <li>• Children must have some control over the direction of learning;</li> <li>• Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing;</li> <li>• Children have a relationship with other children and with material items that they must be able to explore; and</li> <li>• Children must have endless ways and opportunities to express themselves.</li> </ul> <p>Teachers are the co-learners and collaborators with the child and facilitate learning by</p>		<p>Minor Equipment and Furniture for the Reggio Emilia program Year 1 \$41,286</p> <p>Instructional Supplies for the Reggio Emilia program Year 1 \$18,714 Year 2 \$10,000 Year 3 \$10,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>planning activities and lessons based on children’s interests, asking questions to further understanding, and actively engaging in activities alongside children, instead of merely instructing and observing.</p> <p>A local early childhood professor, <b>Dr. Mira Berkely from SUNY Fredonia</b>, who studied Reggio Emilia schools in Italy on sabbatical, has agreed to provide consultation to create a Reggio Emilia inspired environment at School #33.</p>		<p>Field Trips Year 1 \$10,000 Year 2 \$7,000 Year 3 \$4,000</p> <p>Contract Services: Dr. Mira Berkely Year 1 \$15,000 Year 2 \$7,000</p>
	<p><b>Inquiry Based Science-</b> Classroom instruction will be characterized by inquiry-based, student-driven, interdisciplinary experiences. The school will work with an external partner to develop and implement a school-wide inquiry-based environment.</p>		<p>Contract Services- Inquiry based science professional development – First Hand Learning Year 1 \$75,000 Year 2 \$50,000 Year 3 \$50,000</p> <p>Instructional Supplies for Inquiry based science program Year 1 \$54,911</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
			Year 2 \$25,000 Year 3 \$15,000
7. 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	To promote the continuous use of data to inform instruction, School #33 will develop and administer frequent, high quality, common benchmark assessments. During common planning time, teachers (with the support of school leadership and content area coaches) will review data on individual student performance to inform instruction. Staff will also review aggregated data on groups of students, entire classes, and whole grades. Specifically, teachers will: <ul style="list-style-type: none"> <li>• Use diagnostic and formative assessments to monitor student progress and design learning opportunities to meet student needs;</li> <li>• Use summative assessments to measure student achievement towards meeting learning standards, school and district wide student learning objectives and goals;</li> <li>• Use performance data to revise and redesign guiding curricular documents</li> </ul>	<b><u>Years 1 -3</u></b> These methods of collecting, analyzing and using student data will be in place for the duration of the grant; years 1-3 and will be evaluated yearly.	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p style="text-align: center;">and lesson plans.</p> <p>A district data warehouse has been created and is developing in terms of both data sources and data displays. This will efficiently allow access to multiple measures of data to inform teachers and differentiate instruction. Evaluation linked to these protocols will focus on clear, measurable outcomes so that key stakeholders are apprised of the progress being made by Bilingual Center School #33.</p> <p>VersiFit is a Wisconsin company that provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit's core data warehouse product is called Edvantage.</p> <p>The SchoolCity software solution includes</p> <ul style="list-style-type: none"> <li>• Analysis and reporting tools to identify low performing students, help teachers to improve instruction, improve decision</li> </ul>		<p>Software – Versafit Year 1 \$2,000 Year 2 \$2,000 Year 3 \$2,000</p> <p>SchoolCity Year 1 \$16,900 Year 2 \$16,900 Year 3 \$16,900</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>making and increase overall academic achievement.</p> <ul style="list-style-type: none"> <li>• An assessment platform that allows for standards-based formative assessments to be created and delivered to students. Teachers use results to identify student needs and to re-teach.</li> <li>• An online repository of standards aligned resources that provides teachers with resources in order to re-teach students on specific standards.</li> </ul>		
	<p><b>Responsive Academic Intervention and Supports-</b> Dr. Kate Mahoney (TESOL) and Dr. Laura Geraci (Special Education) will co-ordinate an effort to monitor and document academic interventions and supports to inform and evaluate best-practice-interventions and assessments as well as regularly monitor the progress of students. The consultants will work with the Student Impact Data Manager to do the following:</p> <ul style="list-style-type: none"> <li>• Identify and lead a team of school staff members who will lead the “rollout” of selected interventions;</li> <li>• Carefully plan the rollout to ensure an</li> </ul>	<p><b><u>Year 1-3</u></b></p> <p>The intervention program will continue throughout the duration of the grant and beyond. Consultants will investigate which components worked well and which need to be refined.</p>	<p>Contract Services: Dr. Kate Mahoney Year 1 \$18,750 Year 2 \$10,000 Year 3 \$10,000 Dr. Laura Geraci Year 1 \$18,750 Year 2 \$10,000 Year 3 \$10,000</p> <p>Instructional Supplies – JUNTOS Program materials Year 1 \$60,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>effective implementation including: defining the intervention infrastructure, scheduling, resources, staffing, screening and progress monitoring assessments, intervention programs, tools, and strategies.</p> <ul style="list-style-type: none"> <li>• Establish a team structure, routines, and procedures for making decisions, including explicit decision rules to decide when students will move into, out of, or within interventions;</li> <li>• Establish a yearly, school-wide schedule for assessments and screening procedures. Establish participation criteria, select benchmarks or cut points at which risk is determined, and identify students who fail to meet benchmarks or fall below specified cut points.</li> <li>• Select evidence-based intervention programs and/or strategies to use with students who fall in various ranges based on the screening tool used. Ensure that services and programs are “tiered” and increase in levels of intensity, which</li> </ul>		<p>Year 2 \$30,000 Year 3 \$20,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p style="text-align: center;">match the increasing needs of students</p> <ul style="list-style-type: none"> <li>• Monitor student progress; establish a benchmark for performance and timeline for progress monitoring.</li> </ul>		
<p>8. Establish schedules and implement strategies that provide increased learning time</p>	<p>To effectively increase learning time in an effort to rapidly accelerate student achievement, the master schedule will be completely restructured. Rather than tacking additional time at the end of the day, the master schedule will be designed in an effort to rethink how the entire day is structured. This new schedule will significantly increase the total number of school hours to include additional time for instruction in core academic subjects; instruction in other subjects and enrichment activities; and time for teachers to collaborate, plan, and engage in professional development</p> <p>The schedule will have the following structural elements:</p> <ul style="list-style-type: none"> <li>• The core academic subjects will be extended by at least 30 minutes;</li> <li>• Literacy courses will be taught in a double period;</li> <li>• Embedded academic intervention services</li> </ul>		<p>N/A</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>throughout the day.</p> <ul style="list-style-type: none"> <li>• Extended day program for remediation, acceleration, supplemental instruction and enrichment activities.</li> </ul> <p>Enrichment courses will take place after school and during the summer. The enrichment activities will be directly aligned with Math and ELA standards and expectations. Activities will be thematic in nature and promote bilingualism and cultural competencies. Additional enrichment programs will promote the student interest, inquiry-based learning, the Reggio Emilia approach and the social well-being of all students. Such activities include: Yoga, karate, ballroom dancing, camping, creative writing, book club, and peer mediation.</p>		
<p>9. Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>A range of social-emotional and community-oriented services will be offered to the students of School #33. Family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement.</p>		<p>Parent Meetings: Administrator Ancillary-per contract Year 1 \$646 Year 2 \$646 Year 3 \$646  Teacher</p>

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

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	<p>Two full-time Guidance counselors and the Student Support Team (<i>consisting of a Bilingual Coordinator, Bilingual school psychologist, English speaking school psychologist, Bilingual Social Worker, clerk</i>) will help identify students and families who require additional services.</p> <p>These staff will also develop and implement a school-wide Positive Behavior Interventions and Support program, aligned with New York State Social Emotional Development Learning Standards.</p> <p>In continued support of the instructional program, teachers will work with an artist in residence to create a Reggio Emilia-inspired learning environment.</p> <p>The JUNTOS two way immersion program creates an additive environment to promote self-esteem, and a sense of linguistic and cultural identity within the learning environment.</p>		<p>Ancillary-per contract Year 1 \$1,671 Year 2 \$1,671 Year 3 \$1,671</p> <p>Meeting Expense Year 1 \$2,044 Year 2 \$2,044 Year 3 \$2,044</p> <p>Engineer Overtime Year 1 \$228 Year 2 \$228 Year 3 \$228</p> <p>Custodian Contract Year 1 \$180 Year 2 \$180 Year 3 \$180</p>
<p>10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure</p>	<p>External partners are critical to the success of many of our turnaround schools. As indicated previously, the District is identifying a set of national partners that will work with the schools in the key areas of ELL, time on task,</p>	<p><b><u>Year 1</u></b> Each school's partner will have to complete an application process that includes demonstrated</p>	<p>N/A</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
their quality	and Turnaround Structures and Processes. These partners will be selected by the district based on their National reputation and demonstrated successes. They will work with all schools through providing professional development activities. In addition, we recognize that schools may identify local partners to provide key services to the schools. These partners often have in-depth knowledge of the community and experience working with local schools. They are able to come into the schools with established trust, which accelerates performance.	<p>successes in similar schools. The Office of Innovation and School Turnaround’s Turnaround Liaison will vet each partner to ensure they meet the criteria. If they do not, they will work with the school to find suitable partners.</p> <p><b><u>Years 2-3</u></b> The Office of School Innovation and Turnaround will create a partner application process for all partners that will yield a vendor list for turnaround schools. This will both ensure quality partners and expedite the process of matching new turnaround schools to the best available partners. This process will also likely yield a greater pool of qualified partners to serve our schools.</p>	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>School #33 will work with a number of partnerships with national and local organizations who provide tutoring, enrichment and other activities during extended instructional time. These organizations include:</p> <ul style="list-style-type: none"> <li>• <b><u>SUNY Fredonia</u></b> : to provide faculty coaches and consultants for RtI/ELL and Reggio Emilia Inspired program</li> <li>• <b><u>Valley Community Center</u></b>: dedicated to enhancing the quality of life of the residents of the surrounding community; supports the students of School 33 with after school tutoring, enrichment programs and neighborhood initiatives; a partner on the Site Based Management Team.</li> <li>• <b><u>S.E.S.</u></b>: will provide after school tutoring in ELA and Mathematics using workbooks aligned with the Common Core Learning Standards and current student data to SES eligible students. The program specializes in providing supports for the ELL and their parents.</li> <li>• <b><u>Watts Education</u></b>: will provide after school intervention/enrichment in ELA and Mathematics using a computer based program aligned with the Common Core Learning Standards and current data as</li> </ul>	<p><b><u>Year 1</u></b> Partnerships will be developed (or continue) with the aforementioned organizations. Goals, performance expectations, monitoring and evaluation parameters will be set and continuously revised during this time.</p> <p><b><u>Year 2 and Year 3</u></b> Upon joint evaluation of services, partnership agreements will continue.</p>	N/A

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period</b>	<b>Description of costs associated with the action</b>
	<p>well as supporting social and emotional growth to SES eligible students.</p> <ul style="list-style-type: none"> <li>• <b><u>Western NY United</u></b>: provides student mentors, workshops in student leadership and embracing a drug/alcohol free lifestyle.</li> <li>• <b><u>Belle Center</u></b>: offers innovative educational, social and community building services to support students and their families.</li> <li>• <b><u>Hispanics United of Buffalo</u></b>: provides services to advance and improve the social, educational, cultural and economic status of members of the Latino Community</li> </ul>		

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$5,723,719</b>	<b>\$4,841,899</b>	<b>\$881,820</b>

**APPENDIX B: TURNAROUND MODEL**

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

The Budget Narrative form provides detail on other funding sources for 2012-2013.

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

<b>Funding #33</b>	<b>Source</b>	<b>Amount</b>
<b>Title I</b>	<b>NYSED</b>	<b>\$293,940</b>

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

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

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

New teachers will be supported and mentored during the day. New grant funding sources will be pursued to support some SIG initiatives and other initiatives will be phased out as the school improves. Data will be reviewed during each year of the grant to determine the effectiveness of practices and staff.

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

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

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

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

- 1) LEA policy about student selection.** We request students with dominance in English or Spanish with an interest in becoming bilingual be enrolled in School #33. This school intends to emerge as a Spanish/English bilingual school with a high quality and state-of-the-art program in Spanish and English (the JUNTOS Dual Language Program). It will serve school and community better if English Language Learners (ELLs) dominant in Spanish are to be enrolled at School #33.
- 2) Lack of flexibility and organization.** It is necessary for the building engineer to collaborate in creating a learning environment that supports the vision and philosophy outlined in this turnaround plan. This will help create the space needed to inspire a Reggio Emilia and science inquiry environment. For example, the courtyard could be utilized as an outdoor classroom with pebble boxes and other sensory activities and displays. Furthermore, an over-arching policy is needed to paint walls, create, change, add, subtract, display art and follow a child-centered environment at School #33. In addition to flexibility in the environment, we request flexibility to support healthy life-long learners by involving students and staff in planning nutritious meal choices.
- 3) LEA Policy about purchasing curriculum and supplemental material.** An obstacle to Turnaround 33 is LEA mandated use of programs and support materials. We require the flexibility to choose instructional support materials to meet the unique needs of students at School#33 as identified by student-level data analysis.

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

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

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

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

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

***Appendix B:***  
***Futures Academy #37***

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

**APPENDIX B: TURNAROUND MODEL**  
**LEA Implementation Plan for the Turnaround Model**

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

**LEA: Buffalo City School District**

**NCES#: 3605850**

**School: Futures Academy #37**

**NCES#: 00335**

**Grades Served: PK - 8**

**Number of students: 563**

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

Needs Assessment Process	List Data Analyzed	Major Findings
<p><b>JIT Review Report</b> (February 2011)</p> <p><b>ANALYSIS OF CURRENT, LOCAL DATA</b> (as listed in the adjacent column)</p>	<ul style="list-style-type: none"> <li>• NYS Assessments for ELA, Math and Science in grades 3-8</li> <li>• Special Education Referrals</li> <li>• Teachers' years of experience, certification, and assignments</li> <li>• Discipline</li> <li>• Local Benchmark Assessments</li> <li>• 5 week progress reports and 10 week report</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• There is a disconnect between the written curriculum and the taught curriculum.</li> <li>• Teachers do not extend their instructional practice beyond the prescribed curriculum.</li> <li>• Grade level meetings are held once during the schools 6 day cycle for homeroom and core academic area teachers (English, Mathematics, Social Studies, and Science). However, these are held during the school day and take teachers out of their classrooms.</li> <li>• There are insufficient materials to support differentiated instruction across the school.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• In the elementary classrooms, some evidence of small group instruction is present, however whole group instruction is predominated throughout the school.</li> </ul>

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

	<p>cards</p> <ul style="list-style-type: none"> <li>• <b>NYS SCHOOL REPORT CARD (2009-10)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practices implementing differentiation of instruction are not evident.</li> <li>• Processes to develop and/or use higher order thinking skills were not evident in the tasks assigned to students.</li> <li>• Students did not understand the purpose of lessons.</li> <li>• Although the school adopted PBIS model to address behavior, teachers were not following the procedures associated with the model.</li> <li>• There was inconsistency in applying the District Code of Conduct.</li> <li>• Numerous teachers have their own classroom rules resulting in students experiencing inconsistency from one classroom to another.</li> </ul> <p><b>School Leadership:</b></p> <ul style="list-style-type: none"> <li>• A minimum of 10- 15 minutes of instructional time is lost each school day due to the schools' schedule configuration.</li> <li>• Teachers do not have routines that would enable students to be seated immediately so that class could begin as soon as they arrive, especially in the upper grade levels.</li> <li>• Little evidence of clear action steps (to be used by teachers, to implement in their classrooms or to direct follow-up for future grade level meetings) in grade level meeting minutes.</li> <li>• Student support staff (i.e.: guidance counselor, social worker, CSE chair) do not participate in grade level meetings therefore, they cannot assist teachers, except by individual requests with social and developmental problems that may be impacting learning.</li> <li>• Common planning time is rare for subject area teachers.</li> <li>• Little evidence was demonstrated that teachers have been trained in classroom and behavioral management strategies. This results in high numbers of discipline referrals to school administrators. Little evidence of a rigorous Academic Intervention Service (AIS) program. Strategies are not customized to meet students' needs.</li> <li>• The library media center is adequate but there is a need for increased and current book and magazine collections.</li> </ul>
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**New York State Education Department  
LEA School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965**

		<ul style="list-style-type: none"> <li>• Access to the technology in the library is inconsistent, as is the working condition of the equipment to support instruction.</li> </ul> <p><b>Infrastructure for student success:</b></p> <ul style="list-style-type: none"> <li>• Expectations for the lowest performing students with special needs are generally low.</li> <li>• Hallway transitions were not orderly, smooth nor seamless.</li> <li>• Teachers did not give immediate attention to disruptive students, especially in the 7<sup>th</sup> and 8<sup>th</sup> grade levels.</li> <li>• Students were allowed to call teachers by their last name with no salutation (Mr., Mrs., etc.).</li> </ul> <p><b>Collection, Analysis, and Utilization of Data:</b></p> <ul style="list-style-type: none"> <li>• Little evidence of teachers using data to inform their instructional practices.</li> <li>• Data is not consistently used to develop lesson objectives.</li> <li>• The 2010-11 Comprehensive Educational Plan (CEP), does not document any comprehensive plan for the use of data to identify school-wide priorities or the effectiveness of current educational programs.</li> <li>• Student attendance is problematic, especially in the winter because of the weather.</li> </ul>
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**New York State Education Department  
LEA School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965**

		<ul style="list-style-type: none"> <li>• Benchmark assessments are being used in ELA and Mathematics, but few formative assessments have been developed and implemented by the classroom teachers.</li> <li>• Discipline data has not been shared consistently with the school community.</li> </ul>
		<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Many teachers do not take advantage of the comprehensive staff development opportunities provided by the district. Such participation could enhance the professional growth of staff members.</li> <li>• Much needs to be done to ensure that professional development is translated into instructional changes in the classrooms that will result in improved student achievement.</li> <li>• A substantial number of teachers do not integrate strategies from professional development into actual practice.</li> <li>• Training of general and specialist teachers on how to effectively use co-teaching in a classroom has been lacking.</li> </ul>
		<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>• Teaching staff has not availed themselves to participate in after-school professional development</li> <li>• There has been a frequency of new and different district-driven initiatives which has allowed for little time to fully integrate or implement one initiative before another one is mandated.</li> <li>• Upon entering Futures Academy School #37, a high percentage of students are below grade level in reading and mathematical abilities.</li> </ul>

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

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

The district has collaborated with various stakeholders to develop a restructuring plan for Futures Academy, which will dramatically transform operations and leadership at the school, as well as big picture philosophies which will greatly enhance how teaching and learning happens. Funds are sought from the New York State Education Department via the 1003(g) School Improvement Grant, to help ensure that all of the missing facets identified in the JIT Report and the local needs assessment process, will be thoughtfully and strategically implemented to bring about swift, yet sustainable changes. Futures Academy will become Futures Preparatory School.

Through the Turnaround Model, the district will:

- Restructure the administrative team and governance structure to lead implementation of the Turnaround Model, including the hiring of a School Administration Manager (SAM)
- Reconfigure Futures Preparatory School into Small Learning Communities (SLC) and redesigned instructional space
- Implement a curricula aligned to NY State Common Core Standards, designed to engage students of all academic levels, including students with disabilities (SWD), and students at-risk of academic failure, in learning activities that stem from the Advancement Via Individual Determination (AVID) college readiness program; and
- Provide school leaders, instruction staff and support staff at the school with embedded, targeted and ongoing professional learning, coaching and support for the school's leaders, teachers, and support staff which align with school-wide goals, instructional priorities, and student and teacher needs.

As described throughout this application, the Turnaround Model for School #37 will coordinate a multitude of carefully planned and implemented activities designed to bring about swift, high impact change.

**Teaching and Learning**

The school will be reconfigured into three **Smaller Learning Communities (SLCs)**. A Small Learning Community or “house” is an educational environment in which a core group of teachers and other adults within a school are dedicated to working with specific groups of students, allowing them to know the needs, interests, and aspirations of each student, closely monitoring student progress, and providing students with the personalized academic and other supports needed to become college and career ready. SLC teachers plan lessons together and the curriculum in each SLC is structured around a theme or unifying principle. Research states that educational SLCs/House systems greatly increase: (a) student academic achievement, (b) student attendance, (c) student engagement, (d) positive behavior, and (e) parent satisfaction (Shah, Seema, Medratta, McAlister, 2009).

One SLC will be housed on each of the school's three floors. The newly hired Principal, Dr. Tonja M. Williams, will oversee all instructional and operational aspects of the school, and each SLC will be assigned its own Assistant Principal. The SLC model has

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

proven to have a positive impact on both school culture and student academic performance because students will be a part of a personalized learning environment that prepares them for success in high school and beyond. The smaller learning environment will allow administrators, faculty and staff the opportunity to establish meaningful relationships with students and parents, therefore creating an increased sense of community within the school and identify students at risk of academic failure more quickly to provide them with targeted intervention services and programs.

Each SLC at Futures Preparatory School will focus on meeting the developmental needs of students in different grades. While the Primary House will serve grades Pre-K through 3 and follow a co-educational model, the other two houses will follow a gender-based model, with implementation of single gender SLCs beginning in grade 4. It was recently published by the National Association for Single Sex Public Education (NASSPE) that good evidence exists that single-sex classrooms can break down gender stereotypes and enhance academic achievement. Gender-based education, serving nonwhite, high-poverty students, presents advantages for both boys and girls in terms of fostering socio-economical health and promoting positive peer interactions. Other perceived benefits of single-sex schooling cited by teachers and principals include a greater degree of order and control and fewer distractions in the classroom (RMC Research Cooperation, 2008). Public elementary schools from Alabama to Illinois to New York City that have implemented single gender grouping have seen immediate and drastic improvements in test scores. Qualitative and quantitative research conducted by: Dr. Leonard Sax and Dr. Jawanza Kunjufu identify that it is around 4<sup>th</sup> grade that gender-based differences in learning styles become apparent.

**Curriculum and Data Driven Instruction**

A key element of Small Learning Communities is the implementation of a rigorous curriculum and instruction for all students, centered on a unifying focus. The goal of SLCs is to improve teaching, learning, and student outcomes.

To support this restructuring, School #37 will implement the Advancement Via Individual Determination (AVID) program. AVID is an elementary through postsecondary college readiness system, designed to increase school wide learning and performance. The research-based and proven system and its components are designed to accelerate student learning. The AVID Elementary (grades 4-6) and Secondary (grades 7 and 8) are designed to be embedded into the daily curriculum of all classrooms across entire grade levels to impact school-wide structures. AVID is not intended to be taught in isolation. The coherence provided by AVID serves as a vehicle for teachers to plan together and to encourage connections within and across content areas. Key components include:

- Student Success skills: communication skills, educational self-advocacy, study skills
- Organization: mental and physical organization within agenda/planner, organizational tools, time management, goal setting and note-taking strategies
- WICOR lessons: emphasis on writing to learn, inquiry, collaboration, organization, reading to learn in all content areas; and

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

- Partnerships: classroom, grade levels, families and communities.

The focused nature of the AVID program and the house system will, in addition, support the implementation of the NYS P-12 Common Core Learning Standards. In alignment with New York's Race to the Top (RTTT) reforms, including the Common Core Learning Standards, there are instructional shifts that are needed in order for students to be college and career ready, beginning as early as Pre-Kindergarten. The pedagogical staff at Futures Preparatory School will focus on instructional strategies that seek to increase students' ability to grapple with new performance standards, expectations and 21<sup>st</sup> Century Skills.

These instructional shifts include:

ELA / Literacy - *Balancing Informational and Literary Text; Building Knowledge in the Disciplines; Staircase of Complexity; Text-based Answers; Writing from Sources; and Academic Vocabulary*

Mathematics- Focus; Coherence; Fluency; and Deep Understanding

Additional Instruction will supplement the instruction provided in the general curriculum for students who are at risk of not achieving the state learning standards in the core content areas. After determining that their current structures and processes for Academic Intervention Services (AIS) are not meeting their students' academic needs, support services will incorporate a more responsive model. In collaboration with two local professors, School #37 will implement a model of responsive academic interventions and supports, including a data-driven decision-making model that includes:

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

### **Professional Development**

Throughout the three years of funding, school-wide data will be used to drive targeted professional development. The professional development plan will address both student learning and teacher learning. Professional learning activities will be designed with student achievement as both the impetus and outcome. School improvement goals will be directly related to a review of student achievement data. Subsequently, teacher learning activities will be directly related to the goal of improving student outcomes.

All teachers hired to work at Futures Preparatory School will participate in a comprehensive professional development plan to increase teacher capacity to deliver high quality, standards-based lessons that engage all students. The plans include school-specific training,

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

along with training that will develop capacity for the full implementation of small learning communities, AVID, the Common Core Standards, and other New York State initiatives such as data driven instruction (DDI). A revamped schedule will enable teachers to receive embedded professional development throughout the day as well as participate in workshops and trainings during the summer, after school and on weekends. Pedagogical staff and school leaders will focus on strengthening student work by examining and refining curriculum, assessments, and classroom instruction; and strengthening teacher practice by examining and refining the feedback teachers receive.

The professional development will be led by program experts (AVID, gender-based educational experts), school leaders, content area coaches and district personnel to ensure that school-based activities are aligned with the turnaround model, JIT recommendations, and district initiatives.

The activities described in the table below support the implementation of the turnaround plan and model, staff development and capacity building, and the increased achievement of all students. Additionally, partnerships with parents, community and civic organizations will help to bring educational resources to Futures. Partnerships with community organizations currently supporting Futures - including Princeton Review, Inc., Huntington Learning Centers, and North West Community Center - will be continued throughout implementation of the turnaround plan. In addition, the school will partner with the national AVID organization for support with implementation of the program and will continue to seek research and evidence-based partnerships with organizations that have proven successful in increasing academic results of students.

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

**APPENDIX B: TURNAROUND MODEL**

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
<p>1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Dr. Tonja M. Williams was appointed the new principal of Futures Academy in August 2011. The Superintendent conducted a series of meetings with Central Office to develop criteria for the type of principal capable of leading the Turnaround Model. Candidates for the position engaged in a rigorous four-round interview process to ensure that a highly qualified candidate would be granted the Principalship. As a result, Dr. Williams was successfully appointed to the position. Dr. Williams brings to the position a wealth of skills in creating cultures of change as well as leading and evaluating teaching staff through formal evaluation processes. She has served on district level Walk-through teams and has noteworthy skills in data analysis and communication and presentations. A veteran administrator, Dr. Williams has experience with scheduling and leading PBS initiatives as head of the district’s Guidance Department. Her Ed.D in Executive Leadership is specifically focused on transformative leadership processes and will enhance her facilitation of the redesign and turnaround of School #37.</p> <p>Dr. Williams will have sufficient operational flexibility to:</p>	<p><b><u>Pre-Implementation</u></b> Dr. Williams was appointed the new principal of Futures Academy on August 2011.</p>	<p>Employee PLO/Conference Expense: Four Principal Turnaround Leadership Meetings in Albany, NY Year 1 \$3,200 Year 2 \$3,200 Year 3 \$3,200</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<ul style="list-style-type: none"> <li>• Hire new staff;</li> <li>• Align and develop curriculum;</li> <li>• Develop the master schedule and professional development calendar;</li> <li>• Establish school procedures;</li> <li>• Secure resources; and</li> <li>• Other activities that address recommendations, needs assessment findings, and turnaround initiatives.</li> </ul>		Network Team Meeting in Albany, NY – Principal, Literacy Coach, Math Coach Year 1 \$4,500 Year 2 \$3,000 Year 3 \$2,000
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	<p>All current School #37 staff will be screened for allocated positions in the 2012-13 school year. As required by the turnaround model, <u>locally adopted competencies</u> will be used to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. All existing staff will be screened and no more than 50 percent will be rehired following federal turnaround guidelines. The Offices of School Innovation and Turnaround and Human Resources will provide assistance with this process, which will include: posting of all positions and screening of applicants.</p> <p>Recruitment of highly effective teachers and evaluation of staff will be conducted per BCSD policy and agreements with the Buffalo Teachers</p>	<p>The teacher screening process will commence in late spring upon:</p> <ul style="list-style-type: none"> <li>• approval of this application</li> <li>• Finance Dept providing staffing allocation numbers for the 2012-13 school year</li> </ul> <p>All new staff will be in place for the 2012-13 school year.</p>	

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

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	<p>Federation, Buffalo Educational Support Team, Professional Clerical and Technical Employees Association, and Buffalo Council of Supervisors and Administrators.</p> <ul style="list-style-type: none"> <li>• Upon approval, staff will have 30 days to notify the principal in writing of their plans to pursue a voluntary transfer or remain at the school for the turnaround period.</li> <li>• The district will honor transfers and post job bulletins to replace transferred teachers and other new hires.</li> <li>• If more than 50% of the staff wishes to remain as part of the turnaround model, district seniority will prevail (complying with approved union contractual guidelines).</li> </ul> <p>The school leadership team will screen each applicant to ensure he or she meets all qualifications to be a part of a system of continuous instructional improvement. This includes a commitment to team instructional planning, professional development, and teacher evaluation aligned with 3012c requirements. Teachers must commit to being a learning community in order to</p>		

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

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	<p>improve learning outcomes for the students in School #37.</p> <p>School instructional focus and design, orientation, mentoring, leadership support and development, on-going and job-embedded professional development will be used to recruit and retain staff. Incoming staff will be required to provide evidence of effective pedagogy, content knowledge, parent engagement and professional learning.</p> <p>In Year 1, Futures Preparatory Academy will serve students in Pre-K through grade 8. The principal will be supported by three Assistant Principals, one of whom will serve as the School Administration Manager (SAM).</p> <p><b>Assistant Principal(s)</b> – responsible for overseeing the daily operation and instructional program of a Small Learning Community or “house.” This individual will ensure the effective development of the school’s curriculum and programs.</p> <p><b>Guidance Counselors</b> – responsible for overseeing the behavioral and social-emotional development of students in a particular SLC or “house.” This individual will be critical in supporting and maintaining a positive school climate and culture. Guidance Counselors will provide coaching and</p>		<p>1.0 FTE Administration Manager (SAM) Year 1 \$85,871 Year 2 \$87,871 Year 3 \$89,871 Plus benefits</p> <p>1.0 FTE Assistant Principal Year 1 \$85,871 Year 2 \$87,871 Year 3 \$89,871 Plus benefits</p> <p>2.0 FTE Guidance Counselors Year 1 \$120,350 Year 2 \$124,350 Year 3 \$128,350 Plus benefits</p>

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

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	<p>consultative serves to teachers as needed.</p> <p><b>Teachers Assistants/Aides</b> - responsible for supporting the instruction of students with IEPs in the general education setting.</p> <p><b>Literacy Coach</b>- responsible for developing and delivering coaching and support services to teachers. This person will help teachers to incorporate what they have learned in professional development training into their daily instruction</p> <p><b>Math Coach</b> – responsible for developing and delivering coaching and support services to teachers. This person will help teachers to incorporate what they have learned in professional development training into their daily instruction.</p> <p><b>Attendance Teacher</b>- responsible for working closely with students and families to reduce tardiness and truancy. This individual will collect and analyze student attendance data, conduct home visits and create and maintain programs and incentives which will encourage student attendance.</p> <p><b>Alternate Instruction Teacher(s)</b> – provide instruction for students who need to be removed from classes for disciplinary issues. Alternate instruction will be provided in lieu of out of school</p>		<p>15.0 FTE Teacher Assistants (15) Year 1 \$297,350 Year 2 \$305,190 Year 3 \$312,690 Plus benefits</p> <p>Literacy coach- Funded from a different source</p> <p>1.0 FTE Math Coach Year 1 \$60,175 Year 2 \$62,000 Year 3 \$64,000 Plus benefits</p> <p>.5 FTE Attendance Teacher Year 1 \$30,088 Year 2 \$31,000 Year 3 \$32,000 Plus benefits</p> <p>1.5 FTE Alternate Instruction</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>suspensions. This individual will work closely with teachers, assistant principals, and guidance counselors to support students.</p> <p><b>Extended Day Coordinator</b> – responsible for coordinating quality after school programs. This individual will identify and retain community organizations for sustainable partnerships.</p> <p><b>Library Media Specialist</b>- responsible for supporting the implementation of school-wide curriculum with print and media resources to support the curriculum. This person will be able to determine the needs of teachers and students as a basis for the selection of new materials and equipment.</p>		<p>Teachers Year 1 \$90,263 Year 2 \$91,763 Year 3 \$93,200 Plus benefits</p> <p>Extended Day Coordinator – 1.0 FTE Community Education Leader Year 1 \$14,758 Year 2 \$7,379 Year 3 \$7,379 Plus benefits</p> <p>Library Media Specialist – Funded from a different source</p>
<p>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit,</p>	<p>Financial incentives and additional pay opportunities that are available to all BCSD teachers will likewise be available to teachers at Futures Preparatory School. Additional paid opportunities currently available to teachers include:</p> <p><b>Teachers of Tomorrow (TOT)</b> – The purpose of this grant is to provide a variety of incentives that</p>	<p><b><u>Years 1-3</u></b> These actions are currently contractual and will be available to teachers for the life of their current contract.</p>	<p>N/A</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
<p>place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>encourage prospective teachers to teach in a school district with low-performing schools, or those having teacher shortages and/or subject shortages. This program provides awards of \$3,400 per year and is renewable for three additional years for a maximum of \$13,600. TOT provides tuition reimbursements for eligible teachers of up to \$4,200. Additional TOT programs include:</p> <p><b>New York State Master Teacher Program-</b>allows BCSD to use a National Board Certified Teacher to serve as a Master Teacher in low-performing school;</p> <p><b>Teacher Recruitment Tuition Reimbursement Program-</b> allows teachers who agree to teach for at least one year in a shortage area, to be reimbursed for approved coursework.</p>	<p></p>	<p></p>
	<p>Numerous opportunities to earn additional pay will be open to teachers at School #37. Monies will be set aside for staff to participate in curriculum development and alignment to the Common Core Standards. Participation in after-school professional development opportunities tailored to the needs of the school will also be paid at the hourly rate.</p>	<p><b><u>Years 1-3</u></b> All programs and activities will be in place for the duration of the grant period.</p>	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
<p>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>The District is committed to on-going professional learning aligned with District Initiatives and individual school needs. The Office of School Innovation and Turnaround will work with the Principal and the Instructional Leadership Team to support the development and integration of job-embedded professional development throughout the day.</p> <p>All staff and faculty will agree, upon hiring, to actively participate in job-embedded professional development. PD will be aligned with turnaround initiatives, school-wide goals and learning objectives, students’ needs based on data and teacher needs to support and improve instruction. Key elements of the design and structure of the school include:</p> <ul style="list-style-type: none"> <li>• Common Core Standards</li> <li>• Data Driven Instruction (DDI)</li> <li>• Great Teachers Great Leaders</li> <li>• Gender-based Education</li> <li>• AVID</li> <li>• PBS</li> <li>• Integrated Co-teaching</li> <li>• Differentiated Instruction</li> <li>• Cultural Competency</li> <li>• School Administration Manager (SAM)</li> </ul>		<p>Noted in other sections</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>Staff will participate in a paid week-long retreat over the summer in the key design elements of the school: Gender-based education, Co-Integrated teaching, Positive Behavior Supports (PBS), Small Learning Communities and AVID.</p>	<p><b><u>Year 1</u></b> All turnaround staff will participate in the retreat. This will be designed to shift instructional practices, set and maintain high expectations of all students, and build a positive school culture, needed for truly successful school turnaround.</p> <p><b><u>Years 2 -3</u></b> The week long retreat will be developed based on student and staff needs and monitoring and evaluating effectiveness of year 1 professional development and retreat.</p>	<p>Summer Retreat Teacher Ancillary Year 1- 60 tchrs x 5 days x 1/200<sup>th</sup> of salary – per contract Year 1 \$97,500 Year 2 \$41,844 Year 3 \$40,000 Plus benefits</p>
	<p>One of the six shifts in instruction needed to implement the Common Core Standards is a cross curricular approach to literacy instruction. Part of the training provided by the Network Team Equivalent will include the research-based practices for infusing literacy and mathematics into other instructional areas, which will address a finding of the JIT.</p> <p>Common Core Standards will support a more rigorous instructional plan for students. It will also require teachers to differentiate instruction to meet the needs of various learners. The school’s Response to Intervention/Academic Intervention</p>	<p><b><u>Year 1</u></b> During Year 1 the district will provide a more thorough training based on metrics provided by NYSED.</p> <p><b><u>Year 2-3</u></b> Tailored to the needs of the school, this level of training will deepen teachers’ content knowledge in order to support continued implementation of the Standards.</p>	<p>No SIG Cost-Training costs paid for using RTTT funds</p>

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

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	Services will help teachers to differentiate instruction to accommodate the needs of students performing below grade level.		
	<p><b>SAM Training –</b> The principal of the school must be the instructional leader of the building. All PLA schools will participate in the National School Administration Manager Project. A full-time School Administration Manager (SAM) will be hired for each PLA school before the start of school year. This SAM will be an assistant principal who will assume many of the non-instructional responsibilities in the school, allowing the principal to focus on building instructional leadership capacity, achieving students’ learning goals, and improving instruction.</p>	<p><b><u>Years 1-3</u></b> This program and related training will be ongoing throughout the duration of the grant period.</p>	<p>Contract Services SAM training- Jefferson County Schools \$10,000</p>
	<p><b>Integrated Co-Teaching:</b> Training will be provided to staff by members of the Regional Special Education Technical Assistance Support Centers. Training will focus on possible models of integrated co-teaching and effective ways to team.</p>	<p><b><u>Year 1</u></b> Introductory/awareness level training will be provided to staff during the retreat. Additional training will be provided as needed throughout the course of the year.</p> <p><b><u>Year 2-3</u></b> Ongoing training will be provided as needed</p>	
	<p>Gender-based Education: In an effort to create highly-effective single gender smaller learning community, the book <i>Why Gender</i></p>	<p><b><u>Year 1-2</u></b> Staff will partake in a book study facilitated by the building principal</p>	<p>Instructional Supplies – Professional</p>

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

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	<p><u>Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences</u> by Dr. Leonard Sax will be purchased for the entire staff.</p> <p>Dr. Sax, a well-published author and leading expert on the topic of single gender education has been featured on “Good Morning America” and “The Today Show” to share expert advice on this topic. A consultant with the National Association for Single-Sex Public Education (NASSPE), Dr. Sax has supported the development of several single gender schools and classes across the country. He will provide two day long seminars, during years 1 and 2 of the grant.</p> <p>A second consultant, Dr. Jawanzaa Kunjufu, has published several books on successfully educating males of color. His book, <i>Understanding Black Male Learning Styles</i> presents strategies to effectively improve the academic achievement of black and Latino boys.</p>	<p>One day seminars on gender-based education conducted by NASSPE</p> <p>One day seminars on gender-based education conducted by Dr. Juwanza Kunjufu</p>	<p>books for teachers Year 1 \$1,000 Year 2 \$1,000 Year 3 \$1,000</p> <p>Contract Services Dr. Leonard Sax Year 1 \$12,700 Year 2 \$6,350</p> <p>Dr. Jawanzaa Kunjufu Year 1 \$6,500</p> <p>Instructional supplies (books)– Noted in previous section</p>
	<p><u>Cultural Competency-Gary Howard-You Can’t Teach What You Don’t Know</u></p> <p>Gary Howard will provide a complement to the training provided by Drs. Sax and Kunjufu. Howard’s work is focused on both building of cultural competence and changing teacher practice</p>	<p><b><u>Pre Implementation-</u></b> Staff will partake in a book study of Gary Howard’s <i>You Can’t Teach What You Don’t Know</i> facilitated by the building principal.</p> <p><b><u>Year 2 and 3</u></b></p>	<p>Instructional supplies (books) - Noted in previous section</p>

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

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	<p>in the classroom. The practical application will enhance teachers' understanding of the need for rigorous instruction for all students, and will deepen relationships with students, other faculty, community partners and parents.</p>	<p>Faculty training to complement the work of Drs. Sax and Kunjufu will be provided by Gary Howard during the second and third year of the grant. This training will expand the early focus to include cultural competency training focused on teacher practice in the classroom.</p>	
	<p><b>AVID</b> Advancement Via Individual Determination (AVID), is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance while supporting additional rigor. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. AVID will be a strong support for teachers and students as the Common Core Standards are rolled out.</p> <p>Ongoing professional development is critical to supporting student and teacher success. Professional development for ongoing implementation will be necessary for fundamental changes in teaching and learning at Futures Preparatory School. The principal and assistant principals will attend the AVID summer institute to</p>	<p><b><u>Year 1</u></b> Building administrators will participate in AVID professional development. Training will be turnkey training to staff</p> <p>Identify a lead teacher to provide ongoing support for AVID initiative</p> <p><b><u>Years 2-3</u></b> The lead teacher for the AVID initiative will receive additional training in order to build capacity for future turnkey training</p> <p>The PD plan for ongoing AVID implementation will be developed based on student and staff needs and monitoring and evaluating</p>	<p>Contract Services AVID implementation fee Year 1 \$14,200 Year 2 \$14,200 Year 3 \$14,200</p> <p>AVID consultation fees Year 1 \$17,500</p>

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

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	receive initial training. Likewise, in order to build internal capacity, a lead teacher will be identified to build capacity to support the AVID initiative. The lead teacher will receive additional training and will turnkey this to staff as needed. Additional training will be identified based on student and staff needs.	effectiveness of year 1 professional development.	
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	<p>The Office of School Innovation and Turnaround was established to provide support and oversight to PLA schools. Over the past several months, the roles and functions of the office have been defined as described in section B of this application. Each school has established a structure for the school leadership team which includes administrators, teachers, and parents. Each school leadership team will receive close direction and support from the Office of School Innovation and Turnaround. Each turnaround school principal will work directly with the Turnaround Liaison, a director in the Turnaround Office. The Turnaround Liaison is responsible for:</p> <ul style="list-style-type: none"> <li>• Providing targeted professional development, oversight, and support to turnaround schools to ensure their success in meeting targets and building long term sustainability</li> <li>• Gathering and connecting best practices across schools</li> </ul>	<p><b><u>Years 1-3</u></b> This governance structure and its supports will be in place for the duration of the grant.</p>	SIG District budget

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<ul style="list-style-type: none"> <li>• Monitoring implementation and assisting with State and Federal reporting requirements</li> </ul> <p>Initially, all turnaround school leadership teams will be required to attend a turnaround orientation, held by the District, which will provide school leadership teams with close guidance on the expectations regarding the structures and processes necessary for turnaround success. Turnaround principals will report weekly on the key leading indicators as well as on the quick win strategies for the school.</p> <p>In addition to the district level support for turnaround schools, schools will also receive additional financial flexibility. The district is in the process of developing a site-based budgeting approach for these schools, and will work closely with the schools to implement the new model.</p>		
6. 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	Futures Academy (School #37) will become Futures Preparatory School, a Pre-K through 8 school. The school will be reconfigured to three Smaller Learning Communities or SLCs; one SLC will be co-educational, while the other two will provide a rigorous, college preparatory education in a single-sex model.	<b><u>Years 1-3</u></b> Supported by district personnel, school leadership will continue to refine the guiding curricular documents of the school (pacing calendars, unit plans, assessments).	N/A

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>Advancement Via Individual Determination (AVID), is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.</p> <p>The foundational component of the program is that AVID strategies and philosophy are threaded throughout the entire school day and across grade levels. The AVID curriculum will be embedded into the daily lessons of all classes across all grade levels. Key components of AVID that will be infused include:</p> <ul style="list-style-type: none"> <li>• WICOR lessons; <i>writing, inquiry, collaboration, organization and reading in all content areas</i></li> <li>• Communication skills, educational self-advocacy, and study skills;</li> <li>• Organizational tools, time management, goal setting and note-taking strategies; AND</li> <li>• Classroom, grade, family and community partnerships</li> </ul>	<p><b><u>Year 1</u></b> School leaders will receive and turnkey training to the staff on the program and its components.</p> <p><b><u>Years 2-3</u></b> Guiding curricular documents will be updated to reflect AVID’s research based strategies.</p>	<p>Costs noted in previous section</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>The Buffalo City School District Curriculum is an academic program that is currently aligned with state learning standards. Specific academic goals and student leaning objectives for all grades and subjects are consistent from school to school. However, as curriculum alignment is an essential attribute of high achieving schools and districts, Futures Preparatory School will continue to develop a curriculum that is aligned with NYS Common Core State Standards. As District leadership, Network Team members, and staff at the school level, will work to ensure that all guiding curriculum documents are fully aligned with these learning standards in preparation for 2012-2013 implementation.</p> <p>In addition to vertical and horizontal alignment and alignment with rigorous standards, all guiding curricular documents will infuse best practices in gender-based education and AVID.</p>	<p><b><u>Years 1-3</u></b> Futures Preparatory School will follow the Buffalo Public Schools curriculum.</p> <p><b><u>Year 1</u></b> After school, during grade level meetings and at common planning time, staff will conduct alignment studies of the written, taught and tested curriculum. Common Assessments will be developed (with guidance from district staff and/or consultants) to assess effectiveness of the taught curriculum.</p> <p><b><u>Years 2-3</u></b> Guiding curricular documents will be updated based on data and in preparation for the roll out of the PARCC assessment design in 2014.</p>	<p>Curriculum Committee Chair-Admin Year 1 \$288 Plus benefits</p> <p>Curriculum Committee Member-Admin Year 1 \$807 Year 2 \$400 Year 3 \$200 Plus benefits</p> <p>Curriculum Committee Member – Teacher Year 1 \$16,907 Year 2 \$10,000 Year 3 \$4,000 Plus benefits</p>

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

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	<p>A <b>full inclusion educational program</b> will provide children with disabilities a pathway to increased performance and full participation in activities with the general education peers. This model will include an integrated co-teaching model (CTT) with a general education and special education teacher in one classroom. This provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Integrated Co-Teaching ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are met.</p> <p>In the lower grades, CTT may be provided full-time, while in the upper grades, it may be provided for individual subjects in the departmentalized program. Programmatic decisions will be made upon further review of student needs and staffing.</p>	<p><b><u>Year 1</u></b> The school will move to the full inclusion model effective school year 2012-13. Training will begin during the faculty retreat.</p> <p>Need for additional staff will be evaluated on an annual basis after considering student enrollment and IEP requirements.</p>	<p>N/A</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>Technology will play an extremely important role in both teaching and learning, curriculum implementation and assessment. All administrative staff will be provided with a laptop or tablet, which will be used to collect data that will be used at all grade level meetings; communicate with parents and students through teacher web pages and e-mail; create and submit lesson plans; and receive feedback on those lesson plans. Classrooms will be equipped with a range of digital communication tools; including a document camera, computers and a printer.</p> <p>The library media center (LMC) will be equipped with improved technology and print resources that will facilitate learning. The LMC will host a variety of print materials spanning all grade levels, subject areas and genres, with special attention paid to materials that represent the diversity and culture of the school community. Digital learning materials will include E-readers, DVDs and playaways (individual media players which accompany traditional print books). These materials have been proven to remedy a wide range of reading challenges, and will support literacy skills development and foster pleasure for struggling and reluctant readers.</p>	<p><b><u>Years 1</u></b> Teachers receive laptops/tablets for professional use during School year 2012-2013. Classrooms are outfitted with computers and printers. Improvement of the LMC begins. Staff will receive training on the use of technology in the classroom.</p> <p><b><u>Years 2-3</u></b> LMC continues to be improved with technology, digital and print materials as determined by student and staff needs. Staff will continue to receive training on the use of technology in the classroom.</p>	<p>District will supply laptops for administrative staff</p> <p>Minor Equipment and Furniture: E readers, Playaways, DVDs, Desktop Computers, Printers, Graphing Calculators Year 1 \$114,600 Year 2 \$40,000 Year 3 \$10,000</p>
7. Promote the continuous use of	In order to facilitate the use of data to inform instruction, Futures Preparatory School will	<b><u>Year 1</u></b> SBIT training will take place during	SBIT training funded through

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
<p>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</p>	<p>identify a team of teachers and administrators to form the School Based Inquiry Team (SBIT). Team members will participate in the Research for Better Teaching course, Unleashing the Power of Collaborative Inquiry: A Professional Development Program for School Based Inquiry Teams (SBIT). This program teaches a structured process of collaborative inquiry that is increasing professional community, effective uses of data, and student achievement. Principals and their SBIT members gain essential skills and knowledge in four areas: Data Literacy, Facilitation, and Leadership for Sustainability, and Cultural Proficiency. The approach features the development of school leaders who guide data teams through a process of building a foundation, identifying student learning problems, verifying causes of student learning problems, generating and monitoring solutions and achieving results. Through this program, turnaround principals learn how to lead a process of collaborative inquiry with school-based data teams and to influence the culture of schools to be one in which data are used continuously, collaboratively and effectively to improve teaching and learning. The Unleashing the Power of Collaborative Inquiry course is 37.5 hours of instruction and includes six site visits for implementation support.</p> <p>Staff meetings will be used for data analysis.</p>	<p>the first year of the grant in order to foster team understanding of the the data analysis process</p> <p><b><u>Years 2 -3</u></b> These methods of collecting, analyzing and using student data will be place for the duration of the grant; years 1-3 and will be evaluated yearly.</p>	<p>RTTT grant</p>

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

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	<p>Examples of assessments are:</p> <ul style="list-style-type: none"> <li>• NYS ELA, Mathematics assessments</li> <li>• C.I.R.C.L.E.</li> <li>• DIBELS Progress Monitoring</li> <li>• Harcourt <i>Trophies</i> and <i>Moving into English</i> program assessments</li> <li>• SRA <i>Language for Learning</i> program assessments</li> <li>• SRA <i>Reading Mastery</i> program assessment</li> <li>• SRA <i>Corrective Reading</i> program assessment</li> <li>• Test of Silent Word Reading Fluency</li> <li>• Degrees of Reading Power</li> <li>• mClass Mathematics progress monitoring</li> <li>• Mathematics program assessments</li> <li>• Success Net &amp; Success Tracker</li> </ul> <p>Moreover, in order to promote the continuous use of data to inform instruction, Futures Preparatory School will develop and administer frequent, high quality, common benchmark assessments. During common planning time, which will include the SST and other teachers (with the support of school leadership and content area coaches) will review data on individual student performance to inform instruction. Staff will also review aggregated data on groups of students, entire classes, and whole grades. Specifically, teachers will:</p> <ul style="list-style-type: none"> <li>• Use diagnostic and formative assessments</li> </ul>		

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

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	<p>to monitor student progress and design learning opportunities to meet student needs;</p> <ul style="list-style-type: none"> <li>• Use summative assessments to measure student achievement towards meeting learning standards, school and district wide student learning objectives and goals;</li> <li>• Use performance data to revise and redesign guiding curricular documents and lesson plans.</li> </ul> <p>The principal, and assistant principals/SAM, will use the data uploaded into the districts “data warehouse” to identify quick, big impact areas of improvement and successes as well as systemic areas of need.</p> <p>The district data warehouse has been created and is developing in terms of both data sources and data displays. This will efficiently allow access to multiple measures of data to inform teachers and differentiate instruction. Evaluation linked to these protocols will focus on clear, measurable outcomes so that key stakeholders are apprised of the progress being made by Futures Preparatory #37.</p> <p>VersiFit is a Wisconsin company that provides advanced analytic tools to State Departments of</p>		

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

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	<p>Education and school districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit’s core data warehouse product is called Edvantage.</p> <p>The SchoolCity software solution includes</p> <ul style="list-style-type: none"> <li>• Analysis and reporting tools to identify low performing students, help teachers to improve instruction, improve decision making and increase overall academic achievement.</li> <li>• An assessment platform that allows for standards-based formative assessments to be created and delivered to students. Teachers use results to identify student needs and to re-teach.</li> <li>• An online repository of standards aligned resources that provides teachers with resources in order to re-teach students on specific standards.</li> </ul>		<p>Software – Versafit Year 1 \$2,000 Year 2 \$2,000 Year 3 \$2,000</p> <p>SchoolCity Year 1 \$16,900 Year 2 \$16,900 Year 3 \$16,900</p>
	<p><b>Responsive Academic Intervention and Supports</b> The principal, assistant principals and support services staff will coordinate an effort to monitor and document academic interventions and supports to inform and evaluate best-practice-interventions and assessments as well as regularly monitor the progress of students by doing the following:</p>	<p><b><u>Years 1-3</u></b> All intervention services and programs will continue throughout the duration of the grant period and beyond.</p>	

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

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	<ul style="list-style-type: none"> <li>• Identify and lead a team of school staff members who will lead the “rollout” of selected interventions;</li> <li>• Carefully plan the rollout to ensure an effective implementation including defining the intervention infrastructure, scheduling, resources, staffing, screening and progress monitoring assessments, intervention programs, tools, and strategies.</li> <li>• Establish a team structure, routines, and procedures for making decisions. Including explicit decision rules to decide when students will move into, out of, or within interventions;</li> <li>• Establish a yearly, school-wide schedule for assessments and screening procedures. Establish participation criteria, select benchmarks or cut points at which risk is determined, and identify students who fail to meet benchmarks or fall below specified cut points.</li> <li>• Select evidence-based intervention programs and/or strategies to use with students who fall in various ranges based on the screening tool used. Ensure that services and programs are “tiered”</li> </ul>		

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

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	<p>and increase in levels of intensity, which match the increasing needs of students</p> <ul style="list-style-type: none"> <li>• Monitor student progress; establish a benchmark for performance and timeline for progress monitoring</li> </ul>		
<p>8. Establish schedules and implement strategies that provide increased learning time</p>	<p>To effectively increase learning time in an effort to rapidly accelerate student achievement, the master schedule will be completely restructured. Rather than tacking additional time at the end of the day, the master schedule will be designed in an effort to rethink how the entire day is structure. Flexible and creative scheduling will allow for uninterrupted, consistent grade level meetings and common planning time for teachers. It will also allow the workday for the faculty and staff to remain at 6.5 hours as per collective bargaining agreements, while increasing instructional time by over 300 hours per school year.</p> <p>The schedule will have the following structural elements:</p> <ul style="list-style-type: none"> <li>• The Core academic subjects will be extended, with ELA receiving 120 minutes per day in all grades;</li> <li>• Classes in grades 4-8 will be departmentalized</li> <li>• Academic Intervention Services / Response to Intervention will be explicitly built into the schedule throughout the day in addition to after-</li> </ul>	<p><b><u>Years 1 -3</u></b> All structures and programs will take place for the duration of the grant; years 1-3 (and sustained after the conclusion of the grant life) and will be evaluated yearly.</p>	<p>After school program: Teacher Ancillary 15 teachers Year 1 \$125,280 Year 2 \$100,000 Year 3 \$100,000 Plus benefits</p> <p>Engineer Overtime - to keep building open after hours Year 1 \$5,700 Year 2 \$5,700 Year 3 \$5,700 Plus benefits</p> <p>Custodian Contract – to clean the rooms used for program Year 1 \$3,000 Year 2 \$1,400</p>

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

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	<p>school/extended day programs.</p> <ul style="list-style-type: none"> <li>• 10 day orientation/transition program for new and returning students.</li> <li>• Extended day program for remediation, acceleration, and supplemental instruction and enrichment activities.</li> </ul>		<p>Year 3 \$750</p> <p>Instructional supplies – student planners, logo notebooks, etc. Year 1 \$5,534 Year 2 \$4,000 Year 3 \$4,000</p>
<p>9. Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p><b>Small Learning Community (SLC) Model</b> The reorganization of the school into three distinct Small Learning Communities (SLC) - Primary Prep (grades PK-3), Boys Prep (grades 4-8) and Girls Prep (grades 4-8) - was designed with the social-emotional and developmental needs of the student population in mind.</p> <p>The principal will be supported by three assistant principals; each assistant principal will oversee one small learning community, or “house.” The SLC model will allow faculty and staff the opportunity to gain focused and personal insight into the specific needs of their students, thereby fostering a culture and climate of positive, consistent behavioral expectations and increased academic achievement for all students.</p> <p>Additionally, the following positions will oversee school-wide social-emotional programs and</p>	<p><b><u>Years 1-3</u></b> All described services and supports will begin in Year 1 and continue through the grant period.</p>	

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

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	<p>support:</p> <p><b>Guidance Counselors</b> – responsible for overseeing the behavioral and social-emotional development of students in a particular SLC or “house,” including mandatory meetings with students temporarily assigned to alternative education. This counselor will be critical in supporting and maintaining a positive school climate and culture. Guidance counselors, who have participated in PBS training delivered by BOCES, will also be pivotal in developing the school wide PBS model, coaching teachers and working with students.</p> <p><b>Social Worker-</b> Increasing the Social Worker from part-time to a full-time position to support an identified and trained member of the staff to provide counseling and support to students with disabilities</p> <p><b>2 Attendance Teachers</b> - responsible for working closely with students and families to reduce tardiness and truancy. These individuals will collect and analyze student attendance data, conduct home visits and create and maintain programs and incentives which will encourage student attendance.</p> <p><b>2 Alternate Instruction Teacher(s)</b> – provide instruction for students who need to be removed</p>		<p>Noted in previous section</p> <p>Funded by a different source</p> <p>Noted in previous section</p> <p>Noted in previous section</p>

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

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	<p>from classes for disciplinary issues. Alternate instruction will be provided in lieu of out of school suspensions. This individual will work closely with teachers, assistant principals, and guidance counselors to support students. The need for these positions will be reevaluated prior to Year 2, as increased fidelity to the PBS model will likely decrease the number of students in need of this service.</p> <p><b>Extended Day Coordinator</b> – responsible for coordinating quality after school programs. This individual will identify and retain community organizations for sustainable partnerships.</p>		<p>Noted in previous section</p>
	<p><b>PBS-</b> School-wide implementation of Positive Behavioral Strategies will provide a systemic approach to proactive, school-wide behavior. PBS is designed to increase student academic performance; improve safety; decrease problem behavior; and establish a positive school-wide culture. Staff will be trained on the philosophy of the model. On-going training will be provided to the school staff. The district’s PBS coach will support the school’s leadership team with conducting coaching and walk-throughs to ensure that the model is implemented with fidelity.</p>	<p><b><u>Years 1-3</u></b> All described services and supports will begin in Year 1 and continue through the grant period.</p>	<p>Funded by a different source</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period, and why at that time</b>	<b>Description of costs associated with the action</b>
	<p><b>Student Uniforms-</b> The school will implement a full uniform policy for students beginning in 2012-2013. Thus far, parents have expressed support for the implementation of a uniform policy. School uniforms contribute to positive student behavior, increased academic focus and increased sense of school culture and community. School uniforms will be purchased for families who demonstrate need.</p>	<p><b><u>Years 1-3</u></b> All described services and supports will begin in Year 1 and continue through the grant period.</p>	<p>Extra Uniforms Year 1 \$7,900 Year 2 \$5,000 Year 3 \$2,500</p>
	<p><b>Parental Workshops and Seminars-</b> Learning opportunities will be provided for parents each and every month. Topics of monthly seminars will vary, but may include ELA and math strategies, single-sex education, AVID, health and nutrition and community supports. Workshops will be facilitated by school staff, district staff, community partners and external providers /consultants.</p>	<p><b><u>Years 1 -3</u></b> All described services and supports will begin in Year 1 and continue through the grant period.</p>	<p>Funded by a different source</p>
	<p><b>Transition and Orientation Programs-</b> Returning students will attend a 10 day, 3 hour daily grade level orientation program. Students will be engaged in learning activities that will reinforce and enrich their ELA and Math skills. Additionally, students will engage in team-building activities with the staff and other students in their SLC. Critical to year 1, will be an orientation to the new structures and programs of the turnaround school.</p> <p>New students and families will also participate in</p>	<p><b><u>Years 1 -3</u></b> All described services and supports will begin in Year 1 and continue through the grant period.</p>	<p>Teacher Ancillary for Orientation Program Year 1 \$27,562 Year 2 \$24,781 Year 3 \$6,891</p>

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

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	an orientation program during the summer. Families and students will learn about the structure and design of Futures Preparatory Academy.		
	<b>Alternate Instruction-</b> Two full time Alternate Instruction Teachers will be hired to provide instruction to support the education of students who are not successful in the classroom for one reason or another. Alternate instruction will be provided in lieu of out of school suspension. A teacher will be assigned to each of the single-sex SLCs.	<b><u>Years 1 -3</u></b> All described services and supports will begin in Year 1 and continue through the grant period.	Costs noted in previous section
10. 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	Futures Preparatory School currently maintains a number of partnerships with national and local organizations who provide tutoring, enrichment and other activities during extended instructional time. These organizations include: <ul style="list-style-type: none"> <li>• Princeton Review</li> <li>• Huntington Learning Program</li> <li>• Northwest Community Center</li> </ul> A number of external partners will be used throughout the duration of the grant. The use of external partnership will allow the school to draw on the expertise of organizations which dedicate resources and personnel. Potential Partnerships include: <b><u>Roswell Park Cancer Treatment Facility-</u></b> To support career exploration with students <b><u>The Erie County Chapter of the Links, Inc.</u></b> –To provide academic/social skills to students	<b><u>Year 1</u></b> Partnerships will be developed (or continue) with the aforementioned organizations. Goals, performance expectations, monitoring and evaluation parameters will be set and continuously revised during this time.  <b><u>Year 2 and Year 3</u></b> Upon joint evaluation of services, partnership agreements will continue.	NO SIG Costs

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

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	<p><b><u>Buffalo Chapter of the Links, Inc.</u></b>- Mentoring program and book club for girls  <b><u>Kappa Alpha Psi Fraternity</u></b> – To provide mentoring and tutoring for boys</p>		
	<p>External partners are critical to the success of many of our turnaround schools. As indicated previously, the District is identifying a set of national partners (AIR, CGCS, and Time and Learning) that will work with the schools in the key areas of ELL, time on task, and Turnaround Structures and Processes. These partners will be selected by the district based on their National reputation and demonstrated successes. They will work with all schools through providing professional development activities. In addition, we recognize that schools may identify local partners to provide key services to the schools. These partners often have in-depth knowledge of the community and experience working with local schools. They are able to come into the schools with established trust, which accelerates performance.</p>	<p><b><u>Year 1</u></b>  Each schools partner will have to complete an application process that includes demonstrated successes in similar schools. The Office of School Innovation and Turnaround Liaison will vet each partner to ensure they meet the criteria. If they do not, they will work with the school to find suitable partners.</p> <p><b><u>Years 2-3</u></b>  The Office of School Innovation and Turnaround will create a partner application process for all partners that will yield a vendor list for turnaround schools. This will both ensure quality partners and expedite the process of matching new turnaround schools to the best available partners. This process will also likely yield a greater pool of qualified partners to serve our schools.</p>	

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

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$5,825,414</b>	<b>\$4,841,900</b>	<b>\$983,514</b>

**APPENDIX B: TURNAROUND MODEL**

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

The Budget Narrative form provides detail on other funding sources for 2012-2013.

<b>Funding #37</b>	<b>Source</b>	<b>Amount</b>
<b>21<sup>st</sup> Century – Northwest Community Center</b>	<b>NYSED</b>	<b>\$21,180</b>
<b>Title I</b>	<b>NYSED</b>	<b>\$320,778</b>

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

The professional development that will take place over the course of the grant will provide teachers and administrators with the skills that are necessary for the teaching of reading, mathematics and other academic content areas. The largest expenditures will occur as we train every staff member in instructional and curricular strategies to implement the turnaround. The ongoing job-imbedded professional learning opportunities (PLO) are initially performed through consultant training and coaching of teachers, administrators, and building coaches. The grant will fund three years of training to ensure mastery for the teachers as well as coaches and administrators. By the end of the grant period, the coaches will have the capacity to conduct the training and follow-up, which will eliminate the expense of hiring outside consultants. The administrators who are a part of the grant will know the qualities of solid instruction and how to work with teachers to improve practice. The professional development of these staff members will allow the

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

work to continue even after the grant has ended because internal capacity is being established. The culture of the school will change as a result of the professional development sessions and facilitated discussions within the schools during common planning time meetings.

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

New teachers will be supported and mentored during the day. New grant funding sources will be pursued to support some SIG initiatives and other initiatives will be phased out as the school improves. Data will be reviewed during each year of the grant to determine the effectiveness of practices and staff.

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

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

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

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

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

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

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

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

***Appendix B:  
Dr. Charles R. Drew  
Science Magnet #59***

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

**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

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

**LEA:** Buffalo City School District

**NCES#: 3605850**

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

**NCES#: 00350**

**Grades Served:** 3-8

**Number of students:** 855

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

<b>Needs Assessment Process</b>	<b>List Data Analyzed</b>	<b>Major Findings</b>
<p><b>JIT Review Report</b> (February 2011)</p> <p><b>ANALYSIS OF CURRENT, LOCAL DATA</b> (as listed in the adjacent column)</p>	<p>During the three day JIT review, the following data were collected:</p> <ul style="list-style-type: none"> <li>• State, District, &amp; School data</li> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Schedules</li> <li>• Lesson</li> </ul>	<p><b>Curriculum Documents</b></p> <ul style="list-style-type: none"> <li>• The literacy block is structured around the District standards-based curriculum, the scope and sequence, and the Harcourt Reading program, but there is little consistency on how well teachers use these resources across classes and grades. We also observed that classroom libraries consisted mostly of readers used for supplementary instruction, and we did not observe students reading independently or for extended periods in the classroom. Students indicated that they like to read for pleasure and some of them use the library to take books home to read; few of them could name an author, and they indicated that they did not keep a reading log.</li> <li>• Student work displays around the classroom and in the hallways</li> </ul>

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

	<p>Objectives</p> <ul style="list-style-type: none"> <li>• Classroom lessons</li> <li>• Differentiation of lessons</li> </ul>	<p>reflected a skill-oriented approach to writing, with essays organized around prompts. Students apply a small number of writing strategies that are used repeatedly and in all grades, thus limiting the rigor and depth of students' written work.</p>
	<ul style="list-style-type: none"> <li>• Learning areas</li> <li>• Teacher interviews</li> <li>• Student interviews</li> <li>• Community Partner interviews</li> <li>• Administrator interviews</li> </ul>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Teachers are not using the explicit instruction methodology recommended by the District, and their lessons are not aligned with the needs of the students, regardless of whether they are advanced or struggling students. As a result, there is some disconnect between what teachers teach, what they think that they teach, and what students actually learn as evidenced by our classroom observations and teacher interviews.</li> <li>• Middle school students appear to be grouped homogenously for core subjects. Though student/teacher schedules indicate a discrete differentiated instruction period as part of the literacy block for these grades and the District expects small group instruction during the Reading Block, lesson plans did not account for differentiation.</li> <li>• The school does not offer a continuum of special education services and all the students that “move up” from the feeder school, BPS 90, are placed in inclusion classes. In addition, in inclusion classrooms, the general education and the special education teacher worked side by side, but there was no co-teaching. In one of the classrooms, the special education teacher was using <i>Voyager Passport</i> while the other ten students worked in various learning centers under the supervision of the general education teacher.</li> <li>• District guidelines require that lesson objectives have a specific format and be displayed in every room, and all teachers work hard to meet these demands. However, many teachers appear more concerned about</li> </ul>

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

		<p>displaying the lesson objective and covering the curriculum than the actual impact of the lesson on students' learning as evidenced by the short response time to questions, formulaic follow-up questions, absence of meaningful feedback on student work and/or students' journals, and the brief amount of time teachers spend talking with individual students during class. Moreover, students interviewed were not familiar with the lesson objectives, and those who were could not articulate the objective or explain what they had learned in class that day. Rather, students gave some examples of tasks and themes and vague illustrations of the work done in class.</p> <ul style="list-style-type: none"><li>• Student engagement in the classroom is inconsistent. In some cases, the teacher ignored student noise and disengaged behavior; in other cases, it was the cause of frequent admonitions and interruptions to the flow of the lesson. Consequently, transitions could be noisy, lengthier than they should be and disruptive to other students due to loss of instructional time. The new administration established a school wide discipline policy last year, and there is an Academic Support Room (ASR) for students who display undisciplined behavior, but the school has not been consistent in implementing these policies. Thus, there are not always consequences to unruly behavior. In addition, a teacher aide rather than a teacher serves the Academic Support Room (ASR).</li><li>• Teachers reported using some rubrics, mostly those provided by the district, but they did not appear to customize them according to the lesson objectives, student learning goals, and performance task. Students were not familiar with the use of rubrics, although a few of them acknowledged that the teacher at times would use a simple one to four rubric to correct assignments.</li></ul>
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**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

		<ul style="list-style-type: none"> <li>• There was no evidence of a uniform grading policy, although there are grade-specific guidelines. These guidelines are limited to percentages applied to assessments, participation, class work, and homework.</li> </ul>
		<p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>• The new administration has made some progress in creating a more rigorous and stimulating learning environment with high expectations for all students, and there is some evidence of new initiatives that focus on teachers, such as teacher of the week, teacher web pages, and a professional study group facilitated by the principal as well as new school-wide and after-school programs. However, teacher and student observations, however, indicate that there might be too many new initiatives and/or that these efforts are too dispersed to make a real impact.</li> <li>• Teachers receive training on the use of summative and benchmark data at grade level meetings, but many teachers appear rather reluctant to make changes to their practice based on data, as evidenced by their observations during teacher forums and the lack of differentiated lessons in the core subjects.</li> <li>• The school facilitates teacher participation in PD opportunities outside the school and encourages teacher leadership through email notes and personal encouragement, but there is not a systemic approach to build teacher leadership and building capacity.</li> </ul>
		<p><b>Infrastructure for Student Success</b></p> <ul style="list-style-type: none"> <li>• Students identified as low performing and students with disabilities appear entrapped in a cycle of low expectations and consequently low level academic work. In some instances, these students are in homogeneous groups for most of the day and are not allowed to participate in field trips, informal learning at the Science Museum, or leadership programs, among</li> </ul>

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

		<p>others. This is one of the root causes of the continued low performance of the school.</p> <ul style="list-style-type: none"> <li>• The school was designed as an open classroom, or classrooms without walls. Students find this layout noisy and distracting and would welcome the addition of walls. On the other hand, teachers who have been in the school over a number of years and are used to this structure appear to favor this open model. These teachers see the open classrooms as creating a “family” environment where adults can communicate with each other at all times. They also indicated that students sometimes hear the same lesson two or three times, from overhearing it from another class, but they see it as reinforcement and not as a distraction.</li> <li>• Teachers meet regularly in grade level meetings, sometimes facilitated by either the coaches or the administration that lead conversation around data. Unfortunately, the majority of the teachers do not use these data when planning their lessons, and only two or three teachers appear to collaborate informally in lesson planning. Evidence also indicates that the guidance counselor, social worker, and specialists such as the school psychologist, are not a regular part of these meetings.</li> <li>• The school has a phone system to inform parents of school activities and meetings, and the new administration is encouraging teachers to call parents to give them updates of good behavior and progress. Despite these efforts, students report that only some teachers meet with them periodically to discuss their progress. A few students shared their personal goals, but in general individual student performance is only shared with them and families at mandated times during the year.</li> </ul>
		<p><b>Collection, Analysis, and Utilization of Data</b></p> <ul style="list-style-type: none"> <li>• In general, teachers and the new administration comply with District and</li> </ul>

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

		<p>school mandates regarding summative assessments and meet deadlines, but most teachers do not use data when planning their lessons, as evidenced by the fact that teachers do not modify their lessons to meet the needs of particular groups of students and instead rely on implementing the lessons provided in the reading program adopted by the District.</p> <ul style="list-style-type: none"> <li>• The Comprehensive Education Plan is populated with information and data from the District, but it appears that the school has paid limited attention to incorporating the data and making the CEP a working document that drives school wide goals, PD, and parent outreach and involvement.</li> </ul>
		<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• The school supports PD and facilitates the participation of teachers in opportunities offered by the District. The principal is currently facilitating a professional study group attended by a small group of teachers, but much more needs to be done in this area to make an impact on student learning.</li> <li>• There is limited evidence regarding how the school administration evaluates whether teachers implement what they learn at off-site trainings and how well they are implementing these new learning's, methodologies, and/or techniques. The evaluation seems to be based mainly on teacher satisfaction with the training.</li> </ul>
		<p><b>District Support</b></p> <ul style="list-style-type: none"> <li>• The technology infrastructure of the school is at times unreliable and lacks adequate bandwidth.</li> </ul>

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

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

The turnaround model will ensure that the appropriate corrective actions are taken to address findings and recommendations of the needs assessment process, including the Joint Intervention Team report. As part of the restructuring efforts undertaken by Buffalo Public Schools, School #59 will implement a focus on science and 21<sup>st</sup> century student outcomes. The proposed plan will create a consistent approach to teaching and learning across the school, increase student engagement, and foster a culture of data-driven curriculum development and instruction designed to meet the needs of all learners.

Through the Turnaround Model, the district will:

- Restructure the administrative team and governance structure to lead implementation of the Turnaround Model, including the hiring of a School Administration Manager (SAM);
- Reconfigure School #59 from a 3-8 school to Pre-K through 8 school;
- Implement a curricula aligned to NY State Common Core Standards, designed to engage students of all academic levels, including students with disabilities (SWD) and students at-risk of academic failure, in learning activities; and
- Provide school leaders, instructional staff and support staff at the school with embedded, targeted and ongoing professional learning, coaching and support for the school's leaders, teachers, and support staff which align with school-wide goals, instructional priorities, student and teacher needs.

As described throughout this application, the Turnaround Model for School #59 will coordinate a multitude of carefully planned and implemented activities designed to bring about swift, high impact change.

**Teaching and Learning**

The proposed plan includes a grade reconfiguration from grades 3-8 to Pre-Kindergarten to grade 8 with approximately 500 students. Research cites quantifiable positive results when comparing the outcomes of students who attended Pre-K to 8 schools versus the traditional K-5 then 6-8 environment. Students showed higher academic achievement and significantly higher scores on standardized tests. They also had higher levels of participation in extracurricular activities and demonstrated greater leadership skills. Benefits are substantial and have been recorded and documented many times over; most recently in the Columbia University study: *Students do better academically in k-8 schools than they do in middle schools*, by Maureen Downey, September 1, 2010 and *Stuck in the Middle*:

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

*How and Why Middle Schools Harm Student Achievement*, by Jonah E. Rockoff and Benjamin B. Lockwood, Fall 2010/Vol. 10, No. 4. Feedback given from local parents indicated that having students begin school in Pre-kindergarten would alleviate the stress related to transitioning schools and promote the family school connection.

**Curriculum and Data Driven Instruction**

To foster an increased science focus, the school will develop and refine a science curriculum based on the New York State Core Curriculum in Science and the Common Core Literacy Standards. With a focus on two major strands in kindergarten through eighth grade,-the Physical Setting and the Living Environment- science instruction will provide students with opportunities to interact directly with the natural world and obtain the skills needed to explain the work that surrounds them. The proposed approach to instruction will allow students to practice problem solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy.

Students in Pre-K to grade 5 will begin their science education with the use of the Delta FOSS program. This program is designed in a developmentally appropriate manner to meet the needs of students in science exploration. Students have opportunities to describe, sort, and organize observations about objects and organisms. Through carefully crafted investigations, students who experience the FOSS program are provided with a challenging and in-depth exposure to the subject matter. The scientific thinking processes employed by FOSS ensure that students possess the capacity to use scientific thinking to some degree through their lives.

Science instruction in grades 5-8 will be grounded in the SEPUP LAB-AIDS Applied Science Concepts Kits and Modules. This innovative STEM curriculum provides unique hands-on science activities which place an emphasis on design and problem-solving in learning situations that weave together the disciplines through topics. Students take on project-based investigations where they must use technology to gather and analyze data, design, test, and improve upon a proposed solution, and then communicate their findings to their peers. To prepare students for success in the 21<sup>st</sup> century, students investigate the science behind current societal and environmental issues, and learn to make decisions supported by the best available evidence.

In addition to the science curriculum, all subject area curricula will be revised to ensure alignment with New York's Race to the Top reforms, including Common Core State Standards. All guiding curricular documents will be revisited and refined to ensure the appropriate level of instructional rigor, vertical alignment through the grades, and horizontal alignment across subject areas. Writing across the curriculum will occur through the "Step-up the Writing" model provided by Cambium.

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

All staff will work continuously to align the written, taught and assessed curriculum. This work will occur during common planning time, where together, teachers will unpack the Common Core standards; develop curriculum maps, units of study, and lesson plans; analyze and interpret student performance data gathered from common formative and summative assessments; and reflect and enhance instructional practices in order to respond to the learning needs of individual students, groups of students, entire classes and grades. Additional professional learning opportunities will be available after school, on early release days, and during Superintendent professional development days. These meetings will be planned and facilitated by the school leader, instructional coaches, content area specialists and consultants. The ongoing work of the staff will be monitored through regular classroom observations (both formal and informal), learning walk-throughs, collaborative inquiry processes, and study teams.

There are instructional shifts that are needed in order for students to be college and career ready, beginning as early as Pre Kindergarten. The pedagogical staff at School 59 will focus on instructional strategies that seek to increase students' ability to grapple with new performance standards and expectations. These instructional shifts include:

ELA / Literacy - *Balancing Informational and Literary Text; Building Knowledge in the Disciplines; Staircase of Complexity; Text-based Answers; Writing from Sources; and Academic Vocabulary*

Mathematics- Focus; Coherence; Fluency; and Deep Understanding

To ensure a successful turnaround effort, teaching and learning will take center court. There will be an enhanced focus on teacher pedagogies which allow for a wealth of student-centered activities, similar to those inherent in the science curricular and programs. The newly developed and revised curriculum and pacing calendar will become tools that will promote higher levels of student engagement, academic rigor, extended independent daily reading and writing, and the use of higher order thinking skills to improve student performance.

Additional Instruction will supplement the instruction provided in the general curriculum for students who are at risk of not achieving the state learning standards in the core content areas. After determining that their current structures and processes for Academic Intervention Services (AIS) are not meeting their students' academic needs, support services will incorporate a more responsive model. In collaboration with two local professors, School #59 will implement a model of responsive academic interventions and supports, including a data-driven decision-making model that includes:

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

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

**Professional Development**

Throughout the three years of funding, school-wide data will be used to drive targeted professional development. The professional development plan will address both student learning and teacher learning. Professional learning activities will be designed with student achievement as both the impetus and outcome. School improvement goals will be directly related to a review of student achievement data. Subsequently, teacher learning activities will be directly related to the goal of improving student outcomes.

All staff will be provided with at least 10 days of site-based training each school year. Training includes the following:

- Curriculum development, “Unpacking’ of the Common Core Learning Standards and instructional shifts;
- Science teachers, school leaders, and instructional coaches will receive professional development in Lab-Aids Science Education Public Understanding Program (SE-PUP);
- All staff and faculty will participate in training developed by Research for Better Teaching;
- Interdisciplinary Science and Engineering -Teachers of science and technology will participate in professional development with a focus on science inquiry, content, and pedagogical content knowledge through interdisciplinary science and engineering research and workshops.
- Science Inquiry and Instruction – Buffalo Museum of Science will serve as mentors and side by side coaches to teachers. Additional training will include: Summer Institute Teacher Professional Development for Science Kit and STEM and Inquiry Skills Development
- Technology Training - Instructional technology is a key component to 21 Century and STEM education along with the Common Core Curriculum. Staff will receive 12 hours of direct instruction on the operation and use of the boards and software installed software installed on teacher laptops.

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

**APPENDIX B: TURNAROUND MODEL**

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
<p>1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>The Superintendent will conduct a series of meetings with Central Office staff to develop the criteria for the type of principal capable of leading the Turnaround model. The new principal will be recruited based up his or her expertise in successfully moving schools from improvement status into Good Standing within a three year window. This person will demonstrate skills in developing the culture of change through successful communication of the school’s mission and vision, a sense of urgency, and a culture of high expectations for both staff and students. Specifically the principal will:</p> <ul style="list-style-type: none"> <li>• Build effective coalitions and implement shared decision-making;</li> <li>• Use data to drive decisions and monitor/measure the need for mid-course corrections</li> <li>• Identify innovative opportunities and develop strategic plans</li> <li>• Demonstrate transformational, not simply transactional leadership skills</li> <li>• Motivate staff by identifying and celebrating high impact areas of change and quick successes.</li> </ul> <p>The principal will have sufficient operational flexibility to:</p>	<p><b><u>Pre-Implementation</u></b> Conduct recruitment and selection</p> <p><b><u>Years 1-3</u></b> Ongoing support and training from the Office of School Innovation and Turnaround.</p>	<p>Employee PLO/Conference Expense: Four Principal Turnaround Leadership Meetings in Albany, NY Year 1 \$3,200 Year 2 \$3,200 Year 3 \$3,200</p> <p>Network Team Meeting in Albany, NY –</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<ul style="list-style-type: none"> <li>• Hire new staff;</li> <li>• Align and develop curriculum;</li> <li>• Develop the master schedule and professional development calendar;</li> <li>• Establish school procedures;</li> <li>• Secure resources; and</li> <li>• Other activities that address recommendations, needs assessment findings, and turnaround initiatives.</li> </ul>		Principal and Coaches Year 1 \$7,500 Year 2 \$6,000 Year 3 \$4,000  Administrator Ancillary – Extra hours supervision Year 1 #11,476 Year 2 \$8,000 Year 3 \$4,000 Plus benefits
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and	All current School #59 staff will be screened for allocated positions in the 2012-13 school year. As required by the turnaround model, <u>locally adopted competencies</u> will be used to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. All existing staff will be screened and no more than 50 percent will be rehired following federal turnaround guidelines. The Offices of School Innovation and Turnaround and Human Resources will provide assistance with this process, which will include: posting of all positions and screening of applicants.  Recruitment of highly effective teachers and evaluation of	The teacher screening process will commence in late spring upon: <ul style="list-style-type: none"> <li>• approval of this application</li> <li>• identification of the new principal</li> <li>• Finance Dept providing staffing allocation numbers for the 2012-13 school year</li> </ul> All new staff will be in place for the 2012-13 school year.	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
(B) Select new staff	<p>staff will be conducted per BCSD policy and agreements with Buffalo Teachers Federation, Buffalo Educational Support Team, Professional Clerical and Technical Employees Association, and Buffalo Council of Supervisors and Administrators.</p> <ul style="list-style-type: none"> <li>• Upon approval, staff will have 30 days to notify the principal in writing of their plans to pursue a voluntary transfer or remain at the school for the turnaround period.</li> <li>• The district will honor transfers and post job bulletins to replace transferred teachers and other new hires.</li> <li>• If more than 50% of the staff wishes to remain as part of the turnaround model, district seniority will prevail (complying with approved union contractual guidelines).</li> </ul> <p>The school leadership and district staff will screen each applicant to ensure he or she meets all qualifications for the position. qualifications to be a part of a system of continuous instructional improvement. This includes a commitment to team instructional planning, professional development, and teacher evaluation aligned with 3012c requirements. Teachers must commit to being a learning</p>		

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

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	<p>community in order to improve learning outcomes for the students in School #59. Additional positions will include:</p> <ul style="list-style-type: none"> <li>• <b>School Administrator Manager (SAM)-</b> responsible for the operational and administrative management of the school building; freeing up time for the principal to focus on instructional leadership.</li> <li>• <b>Science Coach-</b>responsible for the science program, including curriculum development, instructional strategies and inquiry based learning. This person will work with other instructional coaches to support teachers in differentiating instruction .</li> <li>• <b>Library Media Specialist -</b> responsible for supporting the implementation of school-wide curriculum with print and media resources to support the curriculum. This person will be able to determine the needs of teachers and students as a basis for the selection of new materials and equipment.</li> <li>• <b>Instructional Technology Coach-</b> responsible for planning, modeling, guiding and/or assisting in the implementation of technology into regular instruction. Teachers can use the services of the ITC to bring together appropriate application of the new technology with the teaching and learning objectives.</li> <li>• <b>Data Coach –</b> responsible to support teachers with the structures needed to sustain a culture of data-</li> </ul>		<p>1.0 FTE School Administrator Manager Year 1 \$84,000 Year 2 \$86,000 Year 3 \$88,000 Plus benefits</p> <p>1.0 FTE Science Coach Year 1 \$55,000 Year 2 \$57,000 Year 3 \$59,000 Plus benefits</p> <p>.5 FTE Library Media Specialist Year 1 \$27,500 Year 2 \$28,500 Year 3 \$29,500 Plus benefits</p> <p>Funded by different source</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<p>driven instruction and continuous improvement. This person will work closely with teachers to help them learn to use data to drive their instruction.</p> <ul style="list-style-type: none"> <li>• <b>Math Coach</b> – is responsible to support teachers in best practices of math instructional strategies. This person will work closely with teachers to monitor students’ math mastery.</li> <li>• <b>PBIS Coach-</b> responsible for providing professional development to all faculty and staff in the methodologies of PBIS, one-on-one coaching, collecting, monitoring and utilizing data and overseeing and implementing student incentive activities.</li> <li>• <b>Guidance Counselor</b> – responsible for overseeing the behavioral and social-emotional development of students. This individual will be critical in supporting and maintain a positive school climate and culture. A Guidance Counselor will provide coaching and consultative services to teachers as needed.</li> <li>• <b>Reading Teacher</b> – additional reading teacher responsible for intervening with low achieving students to increase their academic success</li> <li>• <b>Classroom Teachers</b> – additional teachers for classrooms available after new scheduling. The configuration of the school is changing from Gr. 3 – 8 to PreK – 8. This will necessitate adding these additional teachers.</li> </ul>		<p>1.0 FTE Data Coach Year 1 \$55,000 Year 2 \$57,000 Year 3 \$59,000 Plus benefits</p> <p>1.0 FTE Math Coach Year 1 \$55,000 Year 2 \$57,000 Year 3 \$59,000 Plus benefits</p> <p>1.0 FTE PBIS Coach Year 1 \$55,000 Year 2 \$57,000 Year 3 \$59,000 Plus benefits</p> <p>1.0 FTE Guidance Counselor Year 1 \$55,000 Year 2 \$57,000 Year 3 \$59,000 Plus benefits</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
			1.0 FTE Reading Teacher Year 1 \$55,000 Year 2 \$57,000 Year 3 \$59,000 Plus benefits  5.0 FTE Classroom Teachers Year 1 \$275,000 Year 2 \$285,000 Year 3 \$295,000
3. 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	Financial Incentives and additional pay opportunities that are available to all BPS teachers will be available to teachers at Futures Preparatory Academy. Additional pay currently available to teachers include:  <b>Teachers of Tomorrow (TOT)</b> – The purpose of this grant is to provide a variety of incentives that encourage prospective teachers to teach in a school district with low-performing schools, or those having teacher shortages and/or subject shortages. This program provides awards of \$3,400 per year and is renewable for three additional years for a maximum of \$13,600. BPS provides tuition reimbursements for eligible teachers of up to \$4,200.	<u><b>Years 1-3</b></u> These actions are currently contractual and will be available to teachers for the life of their current contract.	Funded by TOT grant

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

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the needs of the students in the turnaround school	<p>Additional TOT programs include:</p> <ul style="list-style-type: none"> <li>• <b>New York State Master Teacher Program</b>-allows BPS to use a National Board Certified Teacher to serve as a Master Teacher in a low-performing school;</li> <li>• <b>Teacher Recruitment Tuition Reimbursement Program</b>- allows teachers who agree to teacher for at least one year in a shortage area, to be reimbursed for approved coursework</li> </ul> <p>Teachers are compensated to participate in professional development outside of the regular school day. Teachers can receive other smaller tuition stipends as well. Additional incentives will be negotiated with the local collective bargaining unit.</p>		<p>Additional Employee Tuition at various local colleges Year 1 \$20,000 Year 2 \$20,000 Year 3 \$20,000</p>
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with	<p>The District is committed to on-going professional learning aligned with District Initiatives and individual school needs. The Office of School Innovation and Turnaround will work with the Principal and the Instructional Leadership Team to support the development and integration of job-embedded professional development throughout the day. All staff and faculty will agree, upon hiring, to actively participate in job-embedded professional development. PD will be aligned with turnaround initiatives, school-wide goals and learning objectives, students' needs based on data and teacher needs to support and improve instruction.</p>		<p>Contract Services-SAMS Training Year 1 \$10,000</p> <p>Teacher Discussion Leader PD Year 1 \$1,391 Year 2 \$1,000 Year 3 \$500 Plus benefits</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
<p>school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>			<p>All PD after hours -Teacher/Student Year 1 \$55,770 Year 2 \$40,000 Year 3 \$30,000 Plus benefits</p> <p>All PD for full day – Sat or Summer Year 1 \$83,600 Year 2 \$41,845 Year 3 \$40,000 Plus benefits</p>
	<p>Teachers will participate in <b>ninety minutes of time dedicated to professional learning communities</b>. One forty-five minute grade-level meeting per week. In addition, each teacher will be assigned to a <b>core subject area vertical planning team</b>.</p> <p>During these times staff will participate in ongoing professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Common Core State Standards-</b> In the fall of 2011 teachers began professional development on the Common Core Learning Standards (in Math and ELA). Teachers will continue to receive training in the implementation of the Common Core Learning Standards</li> </ul>		<p>Substitute Teachers – Year 1 \$23,520 Year 2 \$10,000 Year 3 \$5,000 Plus benefits</p>

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

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	<ul style="list-style-type: none"> <li>• <b>Curriculum Mapping-</b> Allow teachers to make cross-discipline connections between all content areas. This will serve as a vehicle for adding rigor to the curriculum, infusing writing across all content areas, and framework for teaching and learning.</li> <li>• <b>Common Rubrics-</b>To help faculty and staff more fully articulate the complexities of student performance, develop tools that uniformly represent performance expectations, and standardized grading and evaluation of student work across the school.</li> <li>• <b>Common Assessments-</b>Staff will create and revise summative, formative and benchmark assessments. Learning to develop common assessments provides teachers with an opportunity to ensure that their instruction and lessons are rigorous and students will reach learning objectives.</li> <li>• <b>Response to Instruction/ Differentiated Instruction -</b> Teachers will be trained on the practice of providing high-quality instruction and intervention matched to student needs. They will also become familiar with using learning rates over time and level of performance to make informed educational decisions.</li> <li>• <b>Positive Behavior Interventions and Support -</b> The faculty and staff will attend training to creating a more positive environment and culture in the school will improve morale and student behavior.</li> </ul>		

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

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	<p>All staff will be provided with at least 10 days of site-based training each school year. Training includes the following:</p> <ul style="list-style-type: none"> <li>• Science teachers, school leaders, and instructional coaches will receive professional development in <b>Lab-Aids Science Education Public Understanding Program (SE-PUP)</b>.</li> <li>• All staff and faculty will participate in training developed by <b>Research for Better Teaching</b>.</li> <li>• <b>Interdisciplinary Science and Engineering</b> -Teachers of science and technology will participate in professional development with a focus on science inquiry, content, and pedagogical content knowledge through interdisciplinary science and engineering research and workshops.</li> <li>• <b>Science Inquiry and Instruction – Buffalo Museum of Science</b> will serve as mentors and side by side coaches to teachers. Additional training will include: Summer Institute Teacher Professional Development for Science Kit and STEM and Inquiry Skills Development</li> <li>• <b>Technology Training</b> - Instructional technology is a key component to 21 Century and STEM education along with the Common Core Curriculum. Staff will receive 12 hours of direct instruction on the operation and use of the boards and software installed software installed on teacher laptops.</li> </ul>		<p>Teacher PD after hours and summer -Noted in previous section</p>

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

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	<p><b>Teacher Mentoring Program-</b>Teachers in need of additional support to help refine instructional and pedagogical skills will be paired with a mentor that has proven to be successful at a particular skill to receive additional support. Additionally, new teachers are required to have mentors as part of their certification requirements. Teachers will have the opportunity to apply to serve as mentors. Mentors will be assigned mentees that they will work with based on their individual needs.</p>	<p>Years 1-3</p>	<p>Non Employee Stipends for teacher mentors – 16 mentors Year 1 \$64,000 Year 2 \$55,000 Year 3 \$32,000</p>
	<p><b>Data Coach Program-</b> This program is designed to build the capacity of teachers in the areas of data literacy, the facilitation of data driven dialogue, and cultural proficiency. This will provide teachers with the structures needed to sustain a culture of data-driven instruction and continuous improvement.</p>	<p><b><u>Pre-Implementation</u></b> Staff members participate in training.</p> <p><b><u>Years 1-2</u></b> Staff will receive ongoing training and support from school leaders and consultants from Research for Better Teaching.</p> <p><b><u>Year 3</u></b> School leadership team will serve as coaches and train new teachers.</p>	<p>Noted in previous section</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<b>Developing Urban Teachers</b> -In partnership with Canisius College, teachers with training in best practices and instructional strategies for working in urban schools including; classroom management, cultural proficiency, teaching and learning, data collection, analysis and use	<b><u>Years1-3</u></b> All aspects of this program will be place for the duration of the grant, years 1-3, and will be evaluated yearly.	Contract Services- Developing Urban Teachers – Canisius College Year 1 \$10,000 Year 2 \$10,000 Year 3 \$5,000
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in	The Office of School Innovation and Turnaround was established to provide support and oversight to PLA schools. Over the past several months, the roles and functions of the office have been defined as described in section B of this application. Each school has established a structure for the school leadership team which includes administrators, teachers, and parents. Each school leadership team will receive close direction and support from the Office of School Innovation and Turnaround. Each turnaround school principal will work directly with the Turnaround Liaison, a director in the Turnaround Office. The Turnaround Liaison is responsible for: <ul style="list-style-type: none"> <li>• Providing targeted professional development, oversight, and support to turnaround schools to ensure their success in meeting targets and building long term sustainability</li> <li>• Gathering and connect best practices across schools</li> <li>• Monitoring implementation and assist with State and Federal reporting requirements</li> </ul>	<b><u>Years 1-3</u></b> This governance structure and its supports will be in place for the duration of the grant.	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
exchange for greater accountability	<p>Initially, all turnaround school leadership teams will be required to attend a turnaround orientation, held by the District, which will provide school leadership teams with close guidance on the expectations regarding the structures and processes necessary for turnaround success. Turnaround principals will report weekly on the key leading indicators as well as on the quick win strategies for the school.</p> <p>In addition to the district level support for turnaround schools, schools will also receive additional financial flexibility. The district is in the process of developing a site-based budgeting approach for these schools, and will work closely with the schools to implement the new model.</p>		
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<p>The Office of Shared Accountability, in collaboration with the Office of School Innovation and Turnaround, is implementing a plan for collecting, analyzing, and interpreting instructional practice data. This work will aid in the strengthening of the implementation of an aligned and research based instructional program at School #59 and will continue and be intensified.</p> <p>A thorough analysis of the school’s needs is being performed. Data is being examined from multiple databases including the newly developed BPS data warehouse coupled with the insights from the JIT report, in order to give an accurate picture of the school’s needs and to provide the basis for action planning. A research aide, assigned</p>	<p>Work continues through 2011-2012 school year</p> <p>SBIT DDI course in Fall 2011</p> <p><b><u>Years1-3</u></b> All aspects of this program will be place for the duration of the grant, years 1-3, and will be evaluated yearly.</p>	<p>Curriculum Committee Chair – Teacher Year 1 \$8,352 Year 2 \$4,000 Year 3 \$2,000 Plus benefits</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>specifically to the PLA schools will be added to the Office of Shared Accountability and under RttT data coaches have been added to the Network Team Equivalents in the Office of School Innovation and Turnaround in order to meet the specific data needs of Charles R Drew School and the other PLA schools. Since the identification of #59 as a PLA in October 2011, staff has been working directly with the principal and school staff in order to create data reports that specifically target areas in need of improvement. This work has taken place both in grade level meetings and in professional development sessions. With the assignment of a Turnaround principal for the school, creation of a SBIT, and with a new plan to implement, this work will intensify and continue. The work is critical, and as the JIT findings indicate, the linkage has not yet been made between analysis of data and making instructional decisions at the classroom instruction level.</p> <p>District offices have begun working with school staff to improve the school-based assessments practices. School wide a focus has been on developing rubrics and grading policies consistent across the entire school, per the recommendation of the JIT report. Data coaches and instructional coaches will actively participate in grade level meetings to assist in this process.</p> <p>In 2011-2012, the work will be strengthened with the addition of professional development, on-going and targeted, on the creation of SBIT.</p> <p>A partnership is in place with Nancy Love, the author of</p>		<p>Curriculum Committee Member – Teachers Year 1 \$23,409 Year 2 \$19,000 Year 3 \$4,000 Plus benefits</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>“Using Data, Getting Results”, for this professional development. Additionally, 2011-2012 begins the Race to the Top work of Network Team Equivalents at the district level who will provide support to the inquiry/data teams at the schools, in order to support the use of data and to identify best practices in the implementation of the new Core Curriculum standards.</p> <p>The District’s overarching Curriculum Framework is being rewritten to align with CCLS and Student Learning Objectives. Departmental curriculum plans will specify what students are to know and be able to do in each subject area, at each grade level and will be delineated in the subject area curriculum documents.</p> <p>Implementation of the curriculum will be thoroughly studied and curriculum mapping will be used to ensure more instructional rigor and vertical alignment. This will allow faculty, staff and leadership to capture what is transpiring across grade levels and content areas, in order to inform curricular decisions. Curriculum maps are perceived as “living” documents to allow the ongoing review and revision of these guiding documents.</p> <p>One of the instructional tasks of the principal and leadership team, literacy, mathematics, and science coaches is to align the written, taught and assessed curriculum to maximize student learning. This alignment will occur through grade-</p>		

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<p>level meetings, which are focused planning sessions, where together teachers plan, prepare, think, and reflect on instructional practices in order to respond to and meet the needs of all learners. These meetings are planned and facilitated by building administration and instructional coaches. The building administrators will visit classrooms daily, attend and facilitate grade-level meetings, and review lesson plans for curriculum alignment.</p>		
	<p>A major part of the school’s turnaround plan is to become a Science focused school of excellence, incorporating the strategies and methodologies of a science based program, aligned with 21<sup>st</sup> Century skills and the CCSS.</p> <p>As the school refocuses on science-based instruction, Pre-K to grade four teachers will be trained in using science based kits from <b>FOSS who is the leading inquiry-based science program in America</b>. Developed at the Lawrence Hall of Science, this research-based curriculum is standards based and supports your reading program, with a strong literacy component.</p>	<p><b>Years 1-3</b> Teachers will be trained in the use and implementation of the three grade-level specific kits by the Museum of Science.</p>	<p>District owns FOSS kits</p>
	<p><b>Grades 5-8 will be trained and use the Lab-Aids / SEPUP year-long modules: SEPUP (The Science Education for Public Understanding Program)</b> creates innovative science curriculum for use in middle school and high school education. Issue-oriented science forms the core of SEPUP's curriculum materials. Every unit uses personal and societal issues to provide thematic continuity for student investigations and observations.</p>		<p>Instructional Supplies – Science Ed Kits from SEPUP Year 1 \$45,000 Year 2 \$20,000 Year 3 \$20,000</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>Whether taking notes, making observations or writing formal lab reports, research and practical experience suggest that language is an essential part of science learning and that all learners can develop their language skills through authentic experiences (Bybee, 2002). LAB-AIDS' work in the area of "writing to learn in science" has focused on using journals in the science classroom. Science journals and notebooks can promote literacy in the classroom, both written and oral, as well as help promote reading and vocabulary development, and help identify misconceptions for more effective teaching and learning. Lab-Aids will provide initial and on-going professional development over the life of the adoption, including new teacher training.</p>		
	<p><b>Instructional Technology-</b> Within the next nine months, the district plans to close the school for the purposes of reconstruction. The reconstructed school will be renovated with an enhanced technology infrastructure, including installation of Interactive Whiteboards. In conjunction with the installation of Interactive Whiteboards at School 59, there will be extensive support for the integration of these devices into regular instruction. Teachers and students will also use I-pads to support interactive instruction.</p> <p>Faculty at School #59 will have access to an <b>Instructional Technology Coach (ITC)</b> who can plan, model, guide and/or assist in the implementation of this technology into regular instruction. Teachers can use the services of ITC's to</p>	<p><b>Pre-Implementation</b> Since the JIT report the following has occurred at:</p> <ul style="list-style-type: none"> <li>• laptop computers have been deployed to each teacher for productivity</li> <li>• palms for literacy data collection were replaced by the laptops</li> <li>• district network switching equipment has been improved</li> <li>• district has increased the amount of technical</li> </ul>	<p>Noted in previous section</p>

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	bring together appropriate application of the interactive whiteboard/software features with the teaching and learning objectives. Moreover, as BPS #59’s physical infrastructure is improved through reconstruction; it will bring increased opportunities for faculty and staff to utilize the district's digital resources (both wired and wireless), to improve instruction.	support resources to the school After reconstruction- Interactive whiteboards Whiteboard training – four three hour training sessions Instructional Technology Coach <b><u>Years 2-3</u></b> I-pads and training for students	1.0 FTE Data Coach Noted in previous section  Research Aide Funded in district section of budget  Funded by different source
7. 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	Student achievement data will be a significant indicator in the ongoing monitoring and evaluation of the turnaround plan and instructional program.  Student assessments will be administered at least weekly and the data used to monitor student progress; and to inform, adjust, and differentiate instruction. Grade-level meetings will be used for data analysis. Examples of assessments are: <ul style="list-style-type: none"> <li>• NYS ELA and Mathematics assessments</li> <li>• DIBELS Progress Monitoring</li> <li>• SRA <i>Corrective Reading</i> program assessment</li> <li>• mClass Mathematics progress monitoring</li> <li>• Mathematics Program assessments</li> <li>• Success Net &amp; Success Tracker</li> </ul>	<b><u>Years 1 -3</u></b> These methods of collecting, analyzing and using student data will be place for the duration of the grant; years 1-3 and will be evaluated yearly	Contract Services- PD for data usage- Research for Better Teaching Year 1 \$27,750 Year 2 \$15,000 Year 3 \$10,000

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>Ongoing training and support will be provided to school leaders, instructional staff and coaches in order to be able to effectively use data. Student performance data will also be used to determine areas of need for training and learning for school staff.</p> <p>A district data warehouse has been created and is developing in terms of both data sources and data displays. This will efficiently allow access to multiple measures of data to inform teachers and differentiate instruction. Evaluation linked to these protocols will focus on clear, measurable outcomes so that key stakeholders are apprised of the progress being made by Charles Drew Science Magnet #59.</p> <p>VersiFit is a Wisconsin company that provides advanced analytic tools to State Departments of Education and School Districts that measure analyze and display data in the form of Key Performance Indicators (KPI) producing easy-to-read graphical indicators that alert district staff to at-risk conditions and monitor the effects of corrective actions. VersiFit’s core data warehouse product is called Edvantage.</p> <p>The SchoolCity software solution includes</p> <ul style="list-style-type: none"> <li>• Analysis and reporting tools to identify low performing students, help teachers to improve instruction, improve decision making and increase overall academic</li> </ul>		<p>Software – Versafit Year 1 \$2,000 Year 2 \$2,000 Year 3 \$2,000</p> <p>SchoolCity Year 1 \$16,900 Year 2 \$16,900 Year 3 \$16,900</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<p>achievement.</p> <ul style="list-style-type: none"> <li>• An assessment platform that allows for standards-based formative assessments to be created and delivered to students. Teachers use results to identify student needs and to re-teach.</li> <li>• An online repository of standards aligned resources provides teachers with resources in order to re-teach students on specific standards.</li> </ul>		
	<p><b>Data Team-</b> Consultants will work with school faculty and lead the school data team, composed of teachers across all grades and subject areas, in the process of collaborative inquiry. The team will learn to identify barriers to student learning, hypothesize causes, and generate and monitor solutions to achieve results. Faculty will increase data literacy, learning to interpret and respond to data sources, including formative, summative and interim data points previously mentioned.</p> <p>The work of the data team will transpire during grade level meetings, common planning time, coaching sessions, and workshops occurring during and after school. There will be on-site support for this data analysis in the form of coaching from the consultants, instructional coaches, data coach and staff from the Office of Shared Accountability, as needed. PLA research aides, in the Office of Shared Accountability, will manage the data and present it in a form easily accessed</p>		<p>Consultant Contract with Research for Better Teaching</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	by the school faculty and staff.		
	<p><b>Responsive Academic Intervention and Supports-</b> The principal, assistant principals and support services staff will coordinate an effort to monitor and document academic interventions and supports to inform and evaluate best-practice-interventions and assessments as well as regularly monitor the progress of students by doing the following:</p> <ul style="list-style-type: none"> <li>• Identify and lead a team of school staff members who will lead the “rollout” of selected interventions;</li> <li>• Carefully plan the rollout to ensure an effective implementation including defining the intervention infrastructure, scheduling, resources, staffing, screening and progress monitoring assessments, intervention programs, tools, and strategies.</li> <li>• Establish a team structure, routines, and procedures for making decisions. Including explicit decision rules to decide when students will move into, out of, or within interventions;</li> <li>• Establish a yearly, school-wide schedule for assessments and screening procedures. Establish participation criteria, select benchmarks or cut points at which risk is determined, and identify students who fail to meet benchmarks or fall below specified cut points.</li> </ul>	<p><b><u>Years 1-3</u></b> All intervention services and programs will continue throughout the duration of the grant period and beyond.</p>	N/A

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<ul style="list-style-type: none"> <li>• Select evidence-based intervention programs and/or strategies to use with students who fall in various ranges based on the screening tool used. Ensure that services and programs are “tiered” and increase in levels of intensity, which match the increasing needs of students</li> <li>• Monitor student progress; establish a benchmark for performance and timeline for progress monitoring</li> </ul>		
<p>8. Establish schedules and implement strategies that provide increased learning time</p>	<p>Additional time for learning is a powerful level for boosting student achievement, closing opportunities gaps and improving teacher effectiveness. However, this time must be used well and result in increased time on task for all students and increased learning opportunities for teachers (as detailed in section 4).</p> <p>The school’s master schedule will include <b>an additional forty-two minutes</b>, allowing for nine instructional periods. Staff and faculty will have staggered schedules, which allows for more flexibility. The new, extended schedule will include double period for the four core areas of instruction. The additional time will provide students with increased learning time, targeted interventions and supports, and enrichment opportunities.</p> <p>Below are descriptions of enrichment opportunities that will be a result of the extended learning time:</p> <ul style="list-style-type: none"> <li>• <b>The University at Buffalo, State University of New</b></li> </ul>		<p>Funded by a</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<p><b>York (UB):</b> As part of a five-year National Science Foundation (NSF) Grant focused on Interdisciplinary Science and Engineering Partnerships, students from partnering universities will be assigned to provide individual and small group mentoring, in and out of the classroom. Extended student learning opportunities, and field trips hosted by the Buffalo Museum of Science and UB STEM labs</p> <ul style="list-style-type: none"> <li>• <b>The Buffalo Museum of Science -</b> Students will participate in STEM based lessons and hand-on exploration and inquiry based activities in the museum, the Olmstead Park surrounding the museum and at Tifft for all interested students. This enrichment program will run in partnership with the University at Buffalo’s after-school programming. The Museum of Science will offer a summer STEM program, which will feature enrichment in technology and engineering. This program will be an extension to the summer STEM programs offered under the University at Buffalo ISEP grant. The Museum of Science will offer support to any Science clubs and teams.</li> <li>• <b>Northwest Buffalo Community Center (NWBCC):</b> The WNY Women’s Fund chose the Northwest Buffalo Community Center (NWBCC) and several additional community partners to run the “Out of School Time” (OST) program at School 59. The two-year program runs in four modules of eight weeks each and services</li> </ul>		<p>different source</p> <p>Contract Services- Buffalo Museum of Science Year 1 \$250,000 Year 2 \$225,000 Year 3 \$200,000</p>

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<ul style="list-style-type: none"> <li>• <b>Huntington Learning Center:</b> Through Supplemental Education Services, Huntington Learning Center provides on-site ELA and Mathematics tutoring and enrichment for students in grades 3-7, with the addition of grade 8 during the 2012-2013 school year.</li> </ul>		
9. Provide appropriate social-emotional and community-oriented services and supports for students.	<p>In response to the JIT findings and recommendations, the school initiated two student positive behavior programs.</p> <p><b>Buffalo Museum of Science and School 59 partnered to develop a Junior Docent program for select eighth graders.</b> Students are trained by the Museum Education Staff and work hand-in-hand with the Lead Museum Docent. Students work with visiting schools as docents, tour guides and as junior staff members manning informational and craft tables at large events. Junior Docents are required to maintain a minimum of 80% in each content area class.</p> <p><b>The Student Mentor Program</b> utilized students to serve as mentors to students struggling both behaviorally and academically. Eighth grade students mentor the younger students in the classroom, on field trips and during museum education classes. The eighth grade mentors have to maintain an 80% in all content area classes and have to secure weekly behavior reports from their teachers.</p>		
	<p><b>Positive Behavior Interventions and Supports-</b> A PBIS Universal Team has been established, consisting of</p>		

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>four middle school faculty members, the school counselor and the building principal. Members were trained in the methodology of PBIS. The School Behavior Matrix was created and many of the ideas, skills and procedures were piloted in the Universal PBIS Team member’s classrooms. The PBIS initiatives and philosophies were introduced at professional gatherings. Throughout the summer the Universal Team worked to develop an implementation plan and a school launch event. The faculty and staff kick-off training was followed by three days of explicit instruction in the school-wide matrix for the student body.</p> <p>The Check-In, Check-Out (CICO) procedure has been established and is being used effectively throughout the school. Students in grades 3 – 8 are selected based on pre-determined criteria and are assigned a mentor who monitors daily progress. The CICO procedure has led to a drastic reduction in problematic behaviors among the most frequently referred students based on SWIS data. The student, parent, school counselor and mentors collaborate to correct behaviors and redirect students to academic achievement. Students are rewarded for appropriate behavior with tickets that are collected in the office and names are drawn weekly for prizes.</p> <p>The Universal Team continues to participate in monthly professional development. The faculty and staff are continually encouraged to enforce the Behavioral Matrix in</p>		

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>a positive manner with weekly positive phone calls home, verbal praise of appropriate behavior and the use of the school tickets. The school will host weekly Science Celebration to reward students in each grade for good behavior.</p> <p>To fully support all PBIS initiatives, the plan is to hire a PBIS coach, who would be responsible for providing professional development to all BPS #59 faculty and staff in the methodologies of PBIS, one-on-one coaching, collecting, monitoring and utilizing data and overseeing and implementing student incentive activities.</p>		<p>1.0 FTE PBIS Coach – Noted in previous section</p>
<p>10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality</p>	<p>External partners are critical to the success of many of our turnaround schools. As indicated previously, the District is identifying a set of national partners that will work with the schools in the key areas of ELL, time on task, and Turnaround Structures and Processes. These partners will be selected by the district based on their National reputation and demonstrated successes. They will work with all schools through providing professional development activities. In addition, we recognize that schools may identify local partners to provide key services to the schools. These partners often have in-depth knowledge of the community and experience working with local schools. They are able to come into the schools with established trust, which accelerates performance.</p>	<p><b><u>Year 1</u></b> Each school’s partners will have to complete an application process that includes demonstrated successes in similar schools. The Office of Innovation and School Turnaround's Turnaround Liaison will vet each partner to ensure they meet the criteria. If they do not, they will work with the school to find suitable partners.</p>	

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

<b>Action Required By Turnaround Model</b>	<b>Description of how the action will be accomplished by LEA</b>	<b>Describe when the action will occur during the grant period ,and why at that time</b>	<b>Description of costs associated with the action</b>
	<p>In working with various partners and community resources, Dr. Charles R. Drew School of Science strives to improve student achievement by:</p> <ul style="list-style-type: none"> <li>• incorporating real world, hands-on experiences</li> <li>• embedding English Language Arts and mathematic instruction throughout all content area instruction, including: “Out of School” Time, laboratory experiences, field trips and outdoor observational journaling</li> <li>• providing services outside of the school day to enhance instruction that takes place during the school day</li> <li>• providing authentic learning experiences in professional environments, such as The University at Buffalo’s science laboratories, Canisius College learning centers and the Buffalo Museum of Science exhibits</li> </ul> <p><b><u>The University at Buffalo, State University of New York (UB):</u></b> B.P.S. #59 has partnered with the University of Buffalo as part of a five-year National Science Foundation (NSF) Grant focused on Interdisciplinary Science and Engineering Partnerships. The program targets middle school science and technology, with a focus on strengthening student achievement and teacher professional development during the critical transition from middle to high school. The middle-high school target is aligned with the Buffalo School District’s focus of integrating science and technology, while</p>	<p><b><u>Years 2-3</u></b> The Office of School Innovation and Turnaround will create a partner application process for all partners that will yield a vendor list for turnaround schools. This will both ensure quality partners and expedite the process of matching new turnaround schools to the best available partners. This process will also likely yield a greater pool of qualified partners to serve our schools.</p>	

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

Action Required By Turnaround Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period ,and why at that time	Description of costs associated with the action
	<p>enhancing the grades 5-12 curriculum, allowing for the extension and expansion of STEM (Science, Technology, Engineering, and Mathematics) education, thus creating an important opportunity to improve science achievement through the following activities:</p> <ul style="list-style-type: none"> <li>• Science and technology faculty professional development with a focus on science inquiry content and pedagogical content knowledge through interdisciplinary science and engineering research and workshops.</li> <li>• UB STEM graduate students will support teacher implementation of interdisciplinary inquiry-based science instruction. The graduate students will work with small groups of students to master science lab skills. Lab rotations will include a focus on mathematics and ELA connections in science, including making scientific observations, developing hypothesis and reading and interpreting data tables and graphs</li> <li>• Post-doctoral students work to create and implement enriched STEM programming and inquiry-based science lab skill lessons and team-teach science lab skills and differentiate to offer individual instruction to students struggling to reach mastery</li> <li>• Junior and senior honor students from partnering universities will be assigned to provide individual and small group mentoring, in and out of the classroom. These students may also be used to work with primary</li> </ul>		

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	<p>grade teachers to provide initial laboratory experiences.</p> <ul style="list-style-type: none"> <li>• After-school and weekend science clubs staffed by UB STEM graduate students to expand student learning opportunities.</li> <li>• Professional learning communities by creating mentoring relationships between BPS #59 students and parents and UB STEM faculty, undergraduate and graduate students.</li> <li>• Extended student learning opportunities, and field trips hosted by the Buffalo Museum of Science and UB STEM labs.</li> <li>• Speaker Series will be established in which speakers representing unique STEM careers will be featured on a monthly basis including Minorities in STEM careers.</li> </ul>		<p>Field Trips Year 1 \$1,797 Year 2 \$1,000 Year 3 \$1,000</p>
	<p><b><u>The Buffalo Museum of Science - School Day Based Options</u></b> Working with the Science Coach to schedule opportunities for co-teaching, co-planning and modeling of best practices, using inquiry-based instruction for all teachers at BPS #59. The museum will utilize the district-approved Instructional Science Kits developed by Foss Scientific and Delta Scientific, at the elementary level and Science Education for Public Understanding Program (Lab-Aids/SEPUP) year-long module at the middle level.</p> <p>The Director for Science Learning at the Buffalo Museum of Science and the Science Coordinator/Coach will work together to ensure that museum education staff are assigned</p>		

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	<p>to co-teach with building educators.</p> <ul style="list-style-type: none"> <li>• Team teach science with the classroom science teachers, using the research-based science kits, serving as mentors who will model the best educational pedagogy and utilize the full resources of the Buffalo Society of Natural Preserve, including Tiff Nature Preserve, the newly renovated Science Studios and Labs and the traveling exhibits</li> <li>• Teachers and museum education staff will work together to provide small group differentiated instruction using hands-on science skill instruction</li> <li>• Provide and support teacher professional development for inquiry-based learning and science kit training</li> <li>• Provide enrichment opportunities during the school day for students at the Museum such as the 8<sup>th</sup> grade Junior Docent Program. This program serves as a feeder for the Buffalo Museum of Science Teen Skills Initiative, (TSI) Program a high school program that provides life and job skills training through STEM learning. This program provides stipends to students, which can lead to employment at the Museum.</li> </ul>		
	<p>Additional Partnerships include: Northwest Buffalo Community Center (NWbcc), Huntington Learning Center, Buffalo Museum of Science,</p>		<p>Contract Services –Buffalo Zoo- Science related</p>

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	SPCA, Buffalo Urban Outdoor Education, Every Person Influence Children (EPIC), Child and Adolescents Treatment Services, Locust Street Art Studio, Young Audiences of WNY, the American Red Cross, the Buffalo and Erie County Historical Society and Made to Move Fitness, The Buffalo Zoo, and The Western Section of the State Teacher Association New York State Retired Science Teachers Network (RSTN).		projects Year 1 \$20,000 Year 2 \$20,000 Year 3 \$10,000

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
<b>\$5,671,961</b>	<b>\$4,841,900</b>	<b>\$830,061</b>

**APPENDIX B: TURNAROUND MODEL**

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

The Budget Narrative form provides detail on other funding sources for 2012-2013.

Funding	Source	Amount
Title I	NYSED	\$276,687

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

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

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

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

New teachers will be supported and mentored during the day. New grant funding sources will be pursued to support some SIG initiatives and other initiatives will be phased out the school improves. Data will be reviewed during each year of the grant to determine the effectiveness of practices and staff.

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

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

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

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

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

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

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

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