



2015 SIG 6 Application Cover Page

Last updated: 07/21/2015

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

140600010000 BUFFALO CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

140600010107 LAFAYETTE HIGH SCHOOL

Lead Contact (First Name, Last name):

Danielle Schwanekamp

Title (for Lead Contact)

Project Administrator for Grants Development

Phone number:

716-816-3625

Fax number:

716-851-3968

Email address:

BPSGrants@buffaloschools.org

Grade Levels Served by the Priority School Identified in this Application:

7-12

Total Number of Students Served by the Priority School Identified in this Application:

503

School Address (Street, City, Zip Code):

370 Lafayette High School, Buffalo, NY 14213

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no prior funding of SIG 1003g/SIF

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Turnaround

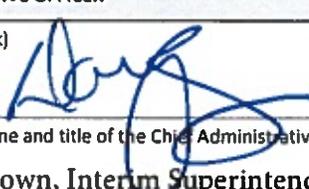
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Buffalo City School District			140600 01 0000		
Lead Contact (First Name, Last Name)					
Danielle Schwanekamp					
Title	Telephone	Fax Number	E-mail Address		
Project Administrator for Grants Development	(716) 816-3625	(716) 851-3968	BPSGrants@buffaloschools.org		
Legal School Name for the Priority School Identified in this Application			School Beds Code		
#204 Lafayette High School			140600 01 0126		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
7 - 12			3605850 01549		
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
503			370 Lafayette Avenue Buffalo, NY 14213		
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation Framework <input type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College <input type="checkbox"/>	Community <input type="checkbox"/>	Career <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date July 23, 2015
Type or print the name and title of the Chief Administrative Officer Darren J. Brown, Interim Superintendent	
DO NOT WRITE IN THIS SPACE	

**SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation Framework, Evidence-based
and Early Learning Intervention Models**

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input type="checkbox"/> Full Participation <input checked="" type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor’s Good Faith Efforts	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

I. District Level Turnaround Plan-Buffalo City School District

A. District Overview

i. District strategy and theory of action to improve schools for college and career readiness

The Buffalo City School District's (BCSD) Board of Education and Interim Superintendent's expectations guide our work to support our lowest achieving schools and ensure that all students graduate ready for college and careers. As a Focus District, BCSD has 25 Priority Schools, 5 Persistently Struggling Schools, and 20 schools that have recently been designated as Struggling Schools.

The Office of School Leadership holds primary responsibility for developing the leadership capacity of principals leading Priority Schools. Through use of the annual DTSDE recommendations (Tenet 2), the Marshall Rubric designated by the District's APPR Plan, and the implementation of initiatives outlined in school improvement grant or SCEP action plans, four associate superintendents, two supervising principals, and two directors strategize to both support and evaluate the leadership capacity of the principals. The associate superintendents regularly visit the school sites to which they are assigned and coach principals on all facets of their school improvement work. Regular professional development occurs at monthly principals' meetings. This targeted professional development is focused on shared understanding and implementation of the District APPR with an emphasis on inter-rater reliability; school-based practices that are contributing to academic gains; and issues of implementation of the Common Core State Standards. A new Principals' Advisory Group is forming prior to the opening of the 2015-16 school year to ensure that the principal voice is heard and valued related to school and District issues.

The District will continue its commitment to its "Three Big Rocks", those being daily classroom observations, effective use of data to inform and improve instruction, and collaboration through regular grade level and leadership meetings. Principals and Associate Superintendents for School Leadership visit classrooms on a daily basis and gather evidence of those practices outlined in the school's improvement plan. They gather feedback on the level of implementation of the Common Core State Standards and the effective use of common grade level/content planning time to examine student work for evidence of mastery and a plan to address the needs of students who require further instruction. DTSDE tenets three and four, along with assessment data, are used as indicators.

The BCSD is committed and motivated to ensure that all teachers are prepared to present the Common Core curricula through use of the NYS modules and other ancillary teaching resources. Throughout the 2015-16 school year, teachers will convene by grade level cohorts for five days to re-examine the standards, curricular materials, and review effective strategies outlined in the Common Core shifts and in the Research for Better Teaching's The Skillful Teacher. These grade level sessions, facilitated by the content directors and supervisors, are intended to offer an opportunity to review the initial two years of implementation, address teacher questions, and increase shared understanding of effective use of Common Core based resources and practices. At the school site, principals will continue to observe classroom teaching every day and provide timely and specific feedback to teachers.

ii District Approach

In June 2015, The Buffalo Schools Redesign Plan was presented to the Board of Education. As a result of this ambitious plan, the District will:

- Open six new secondary schools in “Good Standing”, two of which will be designed for advanced studies, one with a focus on over-aged and under-credited students, and one with a focus on students who are learning English as a New Language. One school will allow students enrolled in the Montessori School to continue the program and methodology into high school. The sixth school will replicate the highly desired Emerson High School for the Culinary Arts with an emphasis on hospitality services.
- Open one new phase-in school as a pre-K site, another with a gifted programming component, and a third with an arts exploratory theme; this will increase seats in three more elementary schools in “Good Standing”.
- Establish a Newcomer Academy specifically designed for secondary students who are new to the country and who need to learn English.
- Consider other options as recommended by the Board of Education, community members, and/or parents as the redesign effort evolves.

(See Attachment A - POWER POINT PRESENTED TO THE BOE ON JUNE 24TH)

The District is committed to re-invent currently struggling schools through this schema. It will require full effort and cooperation among parents and other stakeholders under the direction of the Board of Education.

Student supports and parent engagement are also major factors in the overall effort to significantly improve student attendance and achievement. The school choice initiative continues, and the Say Yes Program continues to partner with the schools to offer wrap around services to support academic achievement and empowerment of both students and their families. Extended learning time and summer school are parts of the full equation.

iii District Readiness

Despite a series of short-term superintendents and changes to personnel, the District Board of Education and the staff of the BCSD remain committed to serving its students and their families in meaningful and successful ways.

In addition to the key strategies and Redesign Plan, the District Comprehensive Improvement Plan (DCIP and Consolidated Application) processes include stakeholder input from the onset through every aspect of the plans of action. The collaborative structure involves a cyclical design of data-driven planning, implementation, monitoring and evaluation that will guide the direction of the District and allow for adjustments. *(see Attachment B DCIP Flow Charts)*

Data analysis will occur throughout the school year to monitor the progress of the planned activities and the impact of DCIP SMART goals on student outcomes. At the conclusion of the school year, a summary of the DCIP will be used to guide the plan for the following year. Schools will be aware of District priorities as they prepare to update their School Comprehensive Education or School Improvement Grant continuation plans. Areas of focus for 2015-16 address

the Standards of Practice for DTSDE tenets and provide the District framework for school improvement.

The selection of stakeholders will be in accordance with the District's shared decision-making plan and CR 100.11.

B. Operational Autonomies

i. Operational Autonomies

The BCSD has offered autonomies to Priority Schools in the areas of staffing, school-based budgeting, use of time during and after school, program selection, and the selection of educational partners over the past two years, and will continue this practice into the 2015-16 school year. While striving to attain “Good Standing” is an outcome for all schools, means to achieve the goal are dependent on many school level factors. The School Leadership Team is the primary vehicle for the development of school-based decisions on school practices, budgets, programs and staffing. The Office of School Leadership continuously assesses the needs of schools and addresses them through provision of resources, establishment of new practices, and monitoring of results.

Staffing: Principals have a voice in staffing Priority Schools through the continuation of a process that gives responsibility for screening and selecting staff to the school principal. At the inception of the School Improvement Grant-Writing process, American Institutes for Research (AIR) provided training to all principals on turnaround competencies for teachers. School principals offer increased opportunities, accompanied by compensation, for participation in professional development and to teachers who serve as Extended Learning Time instructors.

In order to carry out the requirements for staff replacement in the Turnaround Model, there is contract language to support the ability of the principal to select personnel suited for the school’s mission and student population served. That language stipulates:

“New schools will be provided with an experienced cadre drawn from personnel within the school system”. It further notes that “No applications for transfer to such schools shall be accepted until the principal has been named”.

School-Based Budgeting: Two years ago, the BCSD introduced a new school-based budgeting system rooted in the belief that school funding and other resources should be differentiated based on students’ needs. The process was developed through a committee of stakeholders and remains in place with minor modifications. A significant part of the building level process requires engagement with the Site-Based Management Team at each school. These teams include a cross-section of the school community including parents and students.

The Budget Office allocates differentiated school funding based on the following key factors: projected student enrollment, special education student population, English as a New Language student population, school grade level configuration, teacher-student established ratios by grade level, and specialty school or program status. For 2015-16, Priority Schools will have a Kindergarten class size of 20, which is lower than the established class size for either Focus Schools or Schools in Good Standing. State mandates and the collective bargaining agreement stipulate certain required staffing levels. This information is contained in the School Based Budget Development Guide. (*Attachment C pp. 9-11 - 5. Staffing and School Budget Process*)

Use of Time During and After School: The District model for use of ELT requires an academic focus (intervention and enrichment) and an emphasis on strategies that support a whole-child approach to learning. A Director of ELT coordinates the delivery of high-quality, curriculum-based after school educational activities that are aligned with CCLS and that support college and career readiness.

School principals have the autonomy to design an extended learning time program that meets the needs of its students and is endorsed by the Site-Based Management Team. Schools have flexibility regarding the time of day that the program is offered, the number of hours per week, and program offerings. The District Curriculum, Assessment and Instruction Division content specialists assist schools to plan for the academic portions of the program. Priority Schools offer a minimum of 200 hours of ELT, which typically exceeds the total hours for remaining schools.

Program Selection: Because NYS has adopted the Common Core State Standards and there is a District commitment to college and career readiness for all students, the District maintains a lead role in establishing curriculum and some common benchmark assessments. The elementary grades K-6 utilize either the Core Knowledge Language Arts (CKLA) at 8 pilot sites or Journeys/Senderos resources as its core set of ELA materials, with the Common Core State Standards at each grade level guiding instructional emphases. Priority Schools may utilize SIG or other funding to select ancillary materials to augment the basic program resources.

A recent example of a school-initiated and District-supported initiative is the request from twenty-one schools to introduce the Magic Penny program as a means to strengthen the phonemic awareness strand of the District's pre-K-grade 1 reading program. This is an example of the District responding to a need from schools and addressing it by providing training and support. A new position of Director of Reading has also been established to further assist schools to provide a strong research-based reading program with appropriate assessments, a universal screener, and strong, timely interventions. The District's RtI plan is under revision and will allow principals greater autonomy to select specific interventions based on student need.

Mathematics instruction is guided by the state curriculum modules and teachers use modules materials as core teaching materials. Schools have complete autonomy for selecting supplemental math materials for academic intervention, enrichment, or specific skill development.

Educational Partner Selection: At the commencement of the School Improvement Grant application process, the District issued a Request for Proposal (RFP) to solicit responses from educational consultants/vendors interested in forming partnerships to address leadership development, teaching practices, and school climate issues in schools applying for SIG funds. Since that time, this District has maintained a list of approved partners from which principals may choose. Principals and District administrators may recommend additional partners to add to the list as new and continuation grants are written. Principals have the autonomy to select partners from the approved list or speak directly with vendors and suggest that they be added to the list.

ii. Adopted BOE Policies

Although there are no formally adopted Board of Education policies that explicitly outline operational autonomies for Priority Schools, these schools have autonomy to:

1. Use discretionary funds as needed in the school-based budgeting process
(see Attachment C)
2. Direct the preparation of SIGs and SCEPs to address specific school priorities.
3. Determine how to utilize funds from 1003(a) for leadership and professional development.
4. Determine school “BIG Rocks” based on the District’s articulated “Three Big Rocks”
(see Attachment D)

iii. Supporting Labor-Management Documentation (see Attachment E)

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

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Telephone: (716) 816-3625 • Fax: (716) 851-3554

Supporting Labor Management Document

The Buffalo City School District's application does not require the Labor Management Document as the proposed plan is allowable under the Collective Bargaining Agreement.

The District assures BTF that all terms and conditions of the Collective Bargaining Agreement and provisions of the Taylor Law will be adhered to and that any changes must be agreed to by the BTF in writing.

C. District Accountability and Support

i. Meeting Federal Requirements

Buffalo City School District has the resource capacity to ensure that all federal requirements of the schools' chosen models are fulfilled and will continue to be fulfilled throughout the duration of the grant. The Offices of School Leadership, Grants, and Legal Counsel have the combined personnel and experience to understand and monitor the stated requirements. In the Office of School Leadership, four associate superintendents oversee the work of the implementation of all SIG grant awards. In particular, the BCSD has a history of receiving and administering School Improvement Grants. Specifically, there are two personnel in the Office of School Leadership, whose responsibilities are focused on all logistics related to the design, implementation, monitoring, and reporting on progress through the use of performance management reports and through consultation with the schools administering the funds. These administrators communicate regularly with the District's Grants Office, where there is one person who is assigned the oversight for the proper use of awarded SIG funds. The Office of Legal Counsel is directly involved with the review of all contracts awarded through SIG funds, and the Board of Education must approve all contracts with a total budget that meets or exceeds \$10,000. As performance management reports are written and reviewed, the associate superintendents meet with these personnel, along with the school principal and members of the school staff, to thoroughly discuss progress and needs for support.

ii Senior Leadership

The leadership structure that holds primary responsibility for District turnaround efforts is the Department of Teaching and Learning. The department leadership team consists of the Chief Academic Officer, Associate Superintendents for School Leadership (4), Assistant Superintendent for Curriculum, Assessment and Instruction, Assistant Superintendent for Shared Accountability, and Assistant Superintendent for Special Education. (*see Attachment F – Organizational Charts*)

The Office of School Leadership assumes direct responsibility for leadership development (Tenet 2) of Priority School principals and their school leadership teams. Their responsibilities include direct monitoring of the turnaround efforts and evaluations of school principals. Performance management reports, SIG grants, DTSDE recommendations reviews, and the quality of school improvement efforts are critical components of the work of this office. Associate superintendents visit their assigned schools on a daily rotational basis and spend approximately 50% of their time in school buildings to accomplish their work. They apply both pressure and support to school improvement efforts.

Through their advocacy at the District level, these associate superintendents communicate needs to the Superintendent's Cabinet and to the Chief Academic Officer. Mechanisms are established to resolve issues and respond to requests for information or specific support.

Priority school principals will meet monthly with an established agenda to pull together those personnel within the District Office who need to be involved to understand problems and reach

solutions. Some issues on the agenda for the upcoming school year include placement of students and special education classes in buildings and programs. Preliminary solutions have been established and will continue to be discussed and refined through use of this communication/problem solving advisory group. Traditional monthly administrative meetings are utilized to share critical information, such as NYSED regulation changes, Board of Education policy changes and decisions, and other relevant information that requires the opportunity for questions and clarification. Professional development for administrators is also part of this regular monthly meeting structure, and effective building practices are shared.

iii Accountability and Support

On a quarterly basis, formal progress monitoring sessions are held at each school. Data reports that address the requirements for the performance management reports are reviewed in tandem with the school's school improvement grant or SCEP. School leadership teams are guided as they make data-based decisions grounded in the DTSDE recommendations and their school action plans. The process is guided by four essential elements:

1. Data: Gaining a clear picture of progress against benchmarks, annual targets, and goals.
2. Questions: Drilling down to root causes and issues influencing student performance.
3. Action items: Developing actions to address root causes.
4. Follow-up: Tracking progress on action items.

In concert with the Office of School Leadership, the Offices of Curriculum, Assessment and Instruction; Shared Accountability; and Special Education are intricately connected within the Teaching and Learning Department. Each contributes to the coordinated District effort to improve student learning and achievement. The Office of Curriculum, Assessment and Instruction defines the viable curricula based on Common Core State Standards, District level assessments, and teaching practices that are most likely to result in achievement gains. Professional development initiatives are planned and supervised by this office. The Office of Shared Accountability is responsible for the implementation of the DTSDE process, the APPR process, data collection and reporting, assessment logistics, and research and evaluation efforts. The Office of Special Education monitors compliance with federal and state regulations for the education of students with disabilities and works closely with the other offices to plan and modify instructional practices.

Working as one unit, the Department of Teaching and Learning is led by the Chief Academic Officer, who sets systems and structures in place to guide all initiatives and works with all offices to set priorities, establish systems to achieve them, and monitor the quality of its efforts.

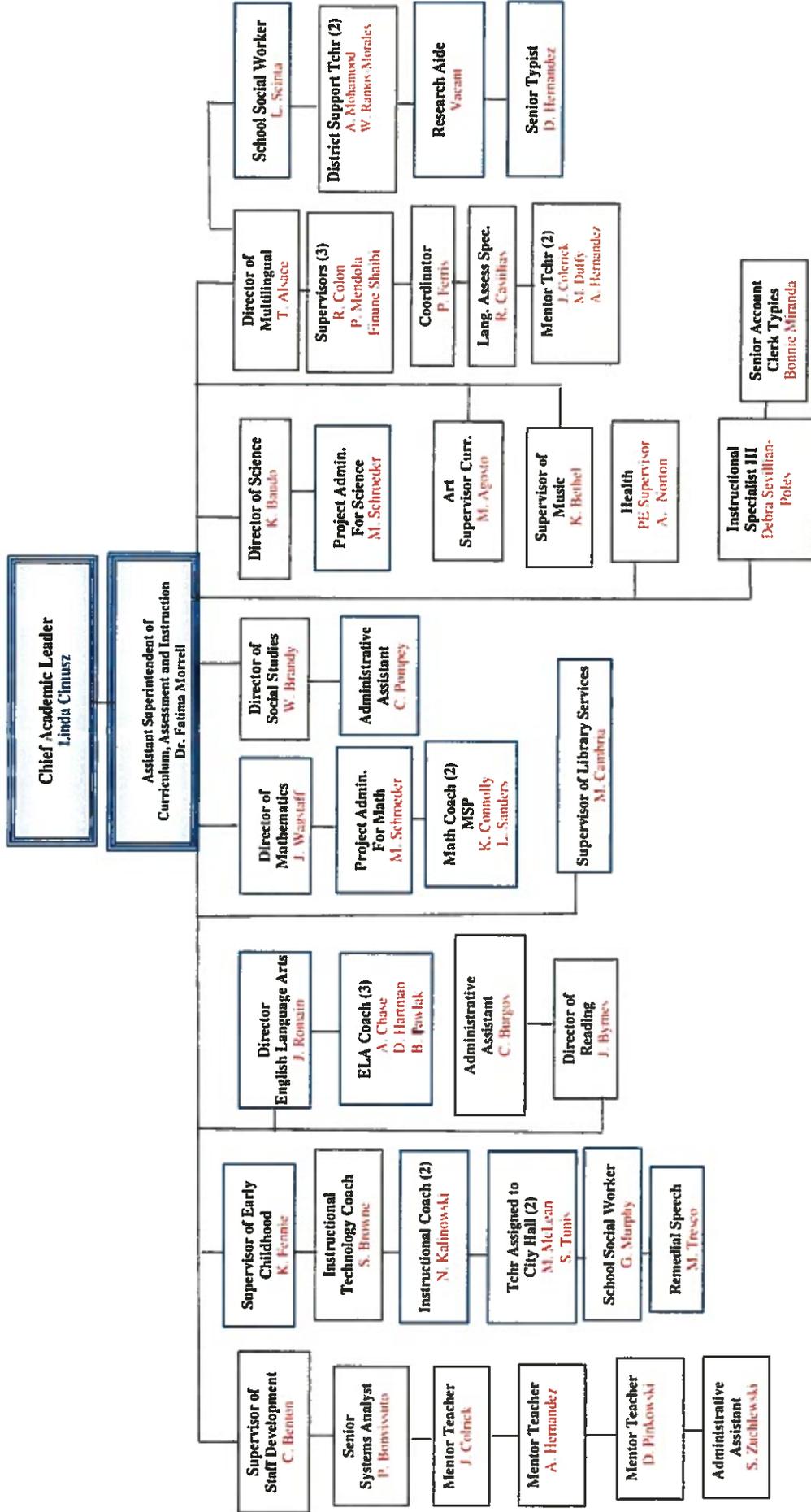
Meetings among department leadership are held weekly with specific agendas, including review of calendars, initiatives, problems, ideas, and planning. All relevant issues are discussed and plans are enacted with primary responsibility assigned. The Chief Academic Officer attends all principal meetings and engages building leaders in discussions leading to improved practices. Small group meetings are held on timely topics. The CAO brings critical matters to the superintendent of schools on a regular basis through Cabinet level and individual meetings.

External partners work at both the District and school levels. Principals meet with external partners monthly, and Supervisors of Turnaround regularly attend sessions and meetings to track work and monitor quality. (See school plans for details)

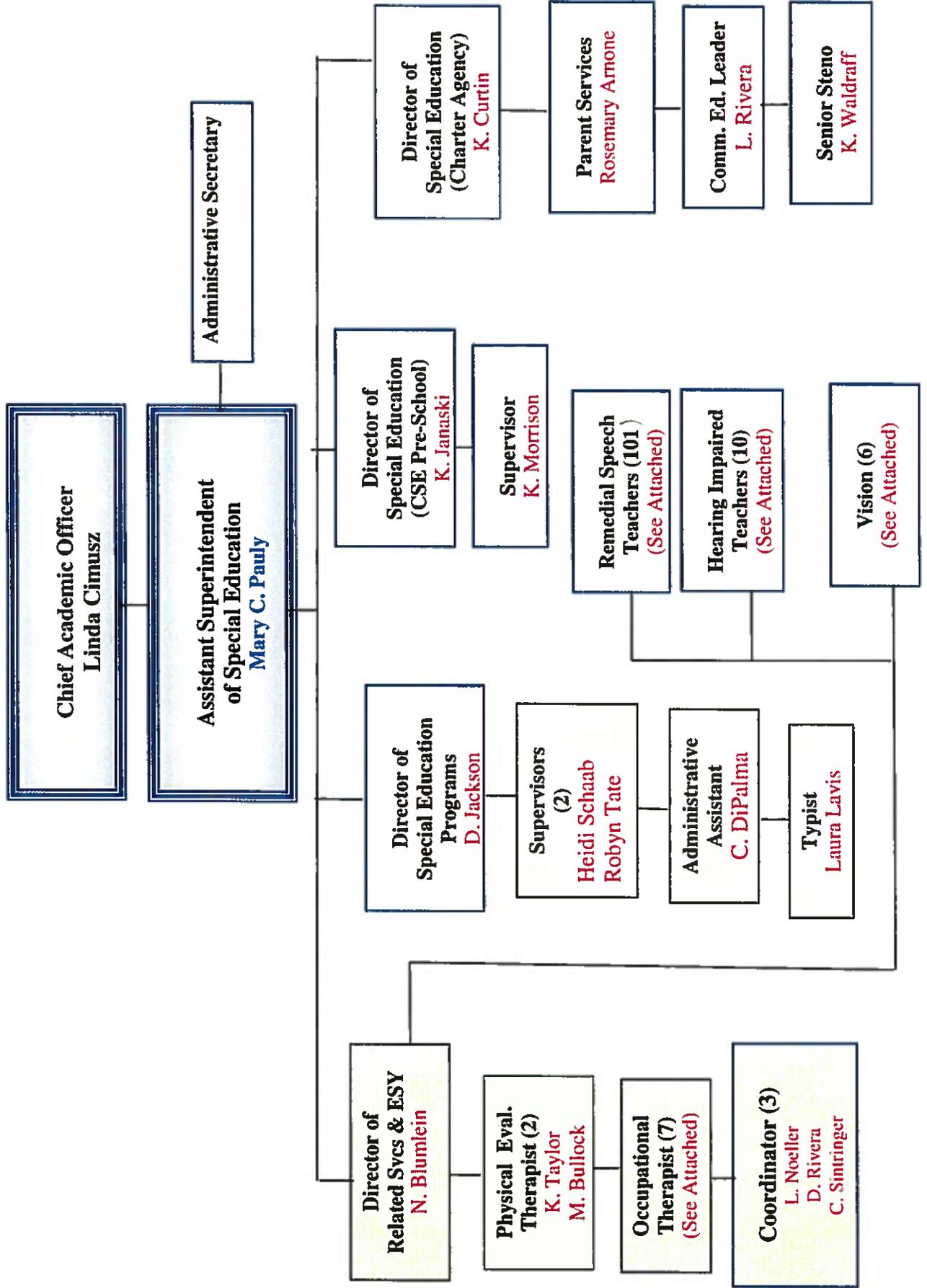
iv Timeframe and Persons Responsible (*see Attachment G*)

Attachment F – Organization Charts

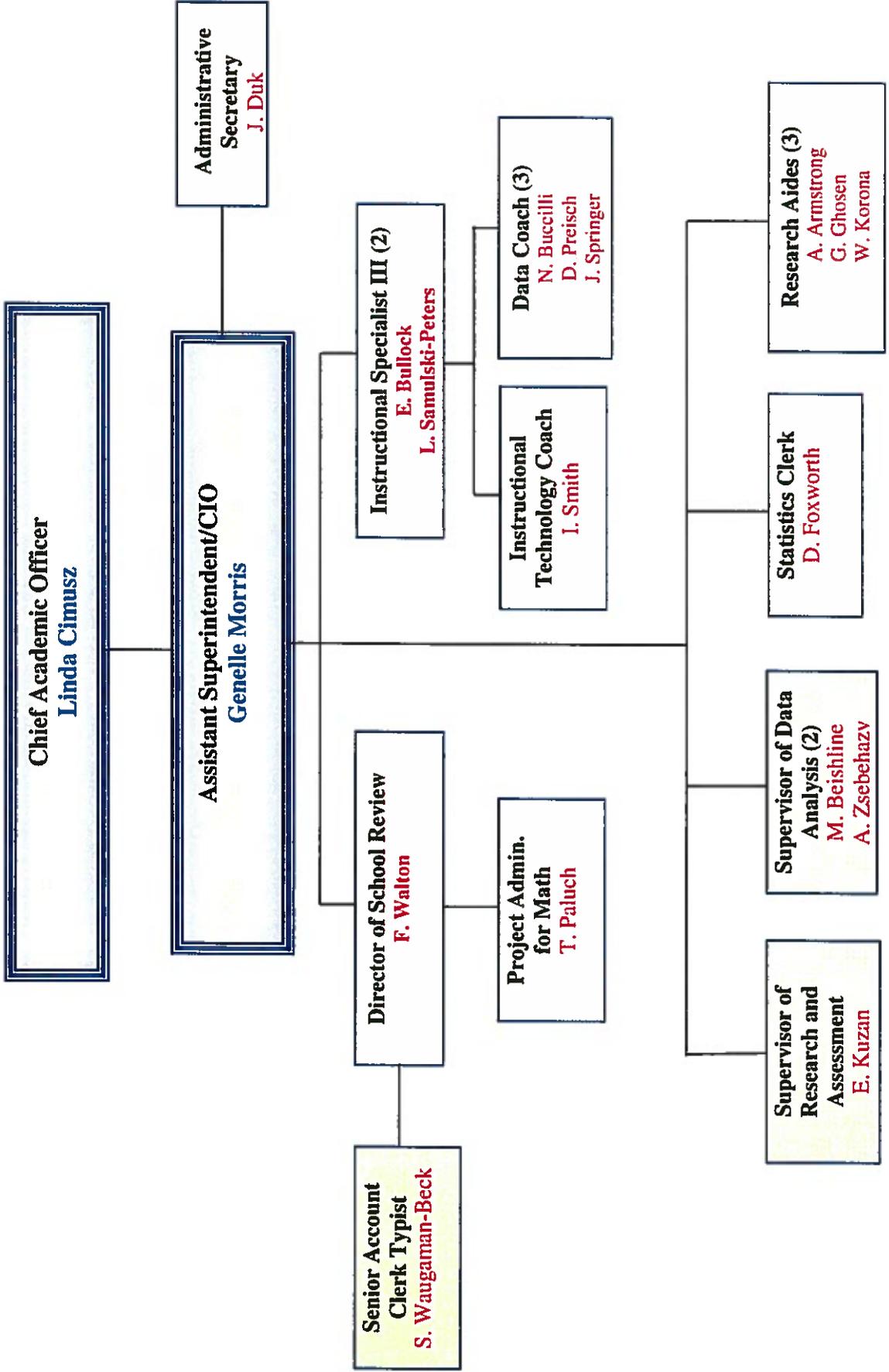
**CURRICULUM ASSESSMENT AND INSTRUCTION
2014-2015**



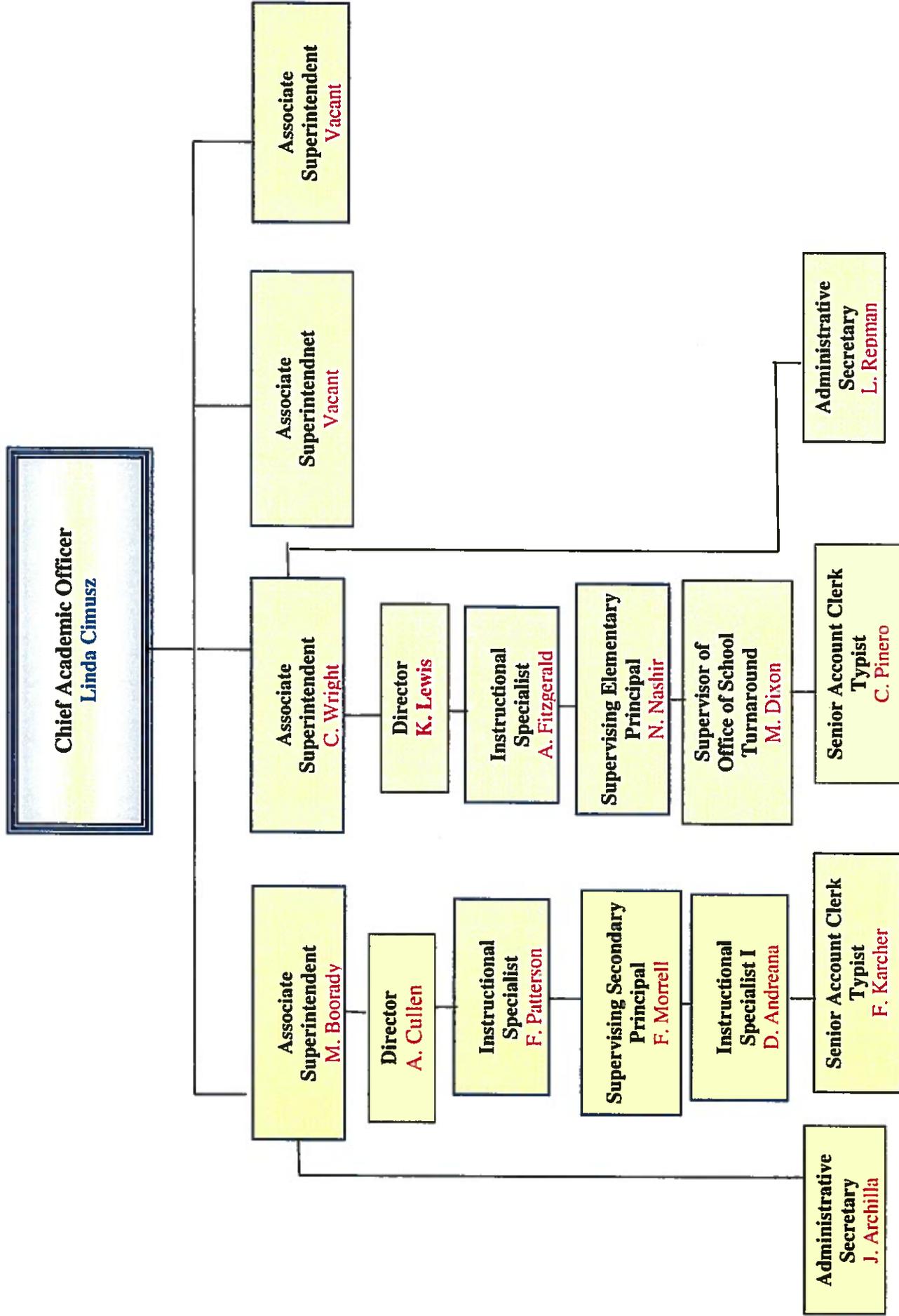
SPECIAL EDUCATION 2014-2015



OFFICE OF SHARED ACCOUNTABILITY 2014-2015



Office of School Leadership 2014-2015



D. District Teacher Leader Pipeline

i Recruitment

ii Hiring Procedures

During the past year, BCSD restructured its Department of Human Resources. Staff are now implementing new recruitment strategies to attract leaders and teachers for high-poverty and high-minority schools. Table 1 identifies specific goals to help the district meet this need and strategies that are currently in use or under consideration.

Recruitment Goals and Strategies

Goals	Strategies
Increase capacity of the Human Resources department.	<ul style="list-style-type: none">• The district created a new title of HR Manager with the responsibility of directly overseeing the staffing and hiring responsibilities of the department. She manages the candidate pool for all subject areas, resulting in an increase in the total number of available candidates and minority candidates. Previously, recruitment, screening, and selection of candidates was a lower Priority for this office; it is now a major focus.• The department has been restructured to create teams that focus on specific groups of schools, in alignment with the service structure of the Office of School Leadership (OSL). Each school has a specific, designated point of contact in HR and OSL to provide more customized service.
Strengthen partnerships with local colleges, universities, and other teacher preparation programs that have candidates who meet BCSD needs.	<ul style="list-style-type: none">• The HR Manager and team have developed stronger partnerships with local colleges and universities. These relationships have led to on-campus recruitment opportunities beyond traditional student job fairs, as well as referrals from the career office. When students visit the career office, staff are more knowledgeable about district opportunities and better equipped to identify appropriate matches for students.• BCSD staff recently attended a multilingual conference and rented a booth to recruit multilingual candidates• Developed recruitment tools such as thumb drives with video intended to attract diverse talent to BCSD, and a direct link to the Career page for applications.• Maintaining partnership with Teach for America (TFA) to recruit candidates for positions that the district typically struggles to fill.• Partnering with Niagara University to offer 78 teachers and administrators TLQP (Teacher/Leader Quality Partnership) certification training in response to the needs of the ESL population• In response to our request for high-need ESL teachers, TFA arranged for a local college to cross-train TFA candidates to obtain TESOL certification

Goals	Strategies
Provide recruitment incentives.	The Teachers of Tomorrow grant provides a recruitment incentive of up to \$3,400 per year, for a maximum of four years.
Refine the BCSD interview process to better identify candidates for high-need schools.	<ul style="list-style-type: none"> • The District uses electronic application software and we are in the final stages of enhancing and upgrading the application and onboarding process. • The District’s restructured hiring process places responsibility for interviewing and selecting staff squarely with the school principal. To equip principals for this new responsibility, AIR conducted two trainings based on Public Impact’s work on turnaround competencies. Human Resources received training to assess principals’ interviewing techniques. Principals received training to help them with the hiring of teachers. • Working with web designer to update HR page: provide more information to potential candidates about employment and culture of working at BCSD • The selection process includes interviews along with discussion of the hiring panel to determine the best fit for those receiving job offers.

iii District-wide Training and Support to Build Leader Capacity

One of the first steps in supporting Priority school principals during the change process involves providing tools, training, and strategies to focus the majority of their time on instructional leadership. As described in Section C of this narrative, newly hired principals and other school leaders receive intense support from the Office of School Leadership through weekly school visits and monthly school principals meetings.

Through various means, the District has established opportunities for Priority School principals to become familiar with the early research base for turning around a low-performing school. The training programs have included:

1. An early presentation by American Institutes for Research (AIR) on the competencies and behaviors of a turnaround principal, followed by the establishment of a Transformation Leadership Learning Network for principals in SIG Cohorts 3 and 4.
2. Leadership elbow coaching for Priority School principals from the Associate Superintendents for School Leadership, and by AIR, National Urban Alliance, and West Ed as selected by principals.
3. Participation by a cadre of District and school leaders in the New York City Leadership Academy.
4. Participation in Harvard School of Education’s Leadership Institute, The Harvard Educational Leadership Academy / National Institute for Urban School Leaders.
5. Training for all principals on the process and success of the turnaround, decade-long work done and sustained at Brockton High School.

Funding for these professional development experiences have come from SIG, 1003(a), Title IIA and some District operating funds.

iv District-Wide Training and Support to Build Teacher Capacity

District-level training programs, initiated through funds from Race to the Top (RttT), have been offered to teachers with a focus on:

1. Culturally responsive teaching behaviors and strategies. (Skillful Teaching)
2. Teaching strategies to effectively meet the unique needs of students with disabilities and English Language Learners. (SIOP and Specially Designed Instruction)
3. Understanding and implementing the NYS curriculum modules with an emphasis on the required instructional shifts.
4. Training on the concepts and processes of data-driven instruction. (DDI)

Funding sources for these initiatives include Title IIA, RttT, Title III, and some District operating funds.

v Training Events for 2015-16

(See Attachment H)

Attachment H - District-wide Training Programs – Leadership Capacity

September 1, 2015 – June 30, 2016

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
American Institutes for Research (AIR) – Transformation Leadership Learning Network (TLLN)	To enhance the turnaround competencies of building leaders and leadership teams in Priority Schools, based on skill building for effective turnaround leadership and 1:1 coaching; leadership teams will unpack SIGs; effective use of instructional coaches.	Participants evaluate each session according to established objectives; 75% favorable response is deemed as “met objective”; AIR provides monthly reports
AIR Instructional Coaching and Department of Curriculum, Assessment and Instruction	Principals, building instructional coaches, and content area directors will work together to increase effectiveness and knowledge base of instructional coaches.	Participants evaluate each session according to established objectives; 75% favorable response is deemed as “met objective”; ratings determine future objectives
Miller Consulting Group – Teaching Learning Solutions	Lead evaluators will better understand the nature of learning for students and educators; establish a common language that promotes professionalism and a culture for learning	250 BPS administrators’ calibration results will be analyzed and reported to the district and to each participant; participants who need targeted support will receive it based on the data.
West Ed	Principals and leadership teams will reflect on and evaluate SIG implementation during on-site coaching sessions.	West Ed will provide feedback to principals and monthly reports to the Office of School Leadership.
SAM Project	All principals with SAM trained APs will increase the amount of time spent on improvement of instruction leading to improved student achievement.	Use of SAM tracker will document increases in principal’s time spent on instructional improvement
National Urban Alliance	All participants will develop knowledge base and implement Culturally Responsive teaching methods via National Urban Alliance’s Pedagogy of Confidence Model	Classroom observation feedback will document use of specified strategies; report outs will occur through large group seminars and leadership training sessions.
Southern Regional Education Board / High Schools That Work	Building leadership team will increase knowledge base and process through the use of the	Regular monitoring and review of lesson plans and classroom observations will document

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
	Literacy and Math Design Collaborative planning format to integrate content area and career/tech ed. in teaching unit plans.	status of implementation effort.
ICLE / Scholastic Brockton High School Transformation	All principals and leadership teams will reflect on the Summer 2015 3-day institute to understand the change process that transformed Brockton High School	Associate Superintendents for School Leadership will coach principals on use of the successful practices instituted at Brockton High School.

Attachment H - District-wide Training Programs – Teacher Capacity

September 1, 2015 – June 30, 2016

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
Research for Better Teaching Studying Skillful Teacher Course	To enhance effective teacher practice through culturally responsive, data-driven instruction.	Classroom observations will be the vehicle for gathering evidence of applied strategies by teacher participants.
Skillful Teaching Professional Learning Community / BPS PD Facilitators	To enhance implementation of learned strategies with an emphasis on the Growth Mindset, use of DDI to examine student work.	Classroom observations will be the vehicle for gathering evidence of applied strategies by teacher participants.
CCLS – ELA and Math – BPS Directors and Supervisors of ELA, Math, Social Studies and Science	To improve teacher understanding of the Common Core Learning Standards for their <u>grade level</u> following initial implementation of the NYS curriculum modules; to share effective practices and deepen shared understanding of grade level rigor.	Principals will continue to observe Common-core aligned instruction from daily classroom visits, Learning Walks, and other means to evaluate implementation of Common Core Learning Standards.
Specially Designed Instruction – BPS Special Education Directors and B.O.C.E.S. RSE – TASC Facilitators	To improve teachers’ capacity to teach special education students Common Core rigorous curriculum while meeting IEP goals and providing necessary accommodations.	Learning Walks will be conducted using the checklist/protocol offered by Specially Designed Instruction presenters; data will be analyzed to check level and quality of implementation.
SIOP Sheltered Instruction Observation Protocol / Center for Applied Linguistics through Pearson	To build understanding of the facets of SIOP and the unique needs of learners who are acquiring English as a new language; to build capacity for classroom implementation of SIOP research-based strategies.	Priority Schools receive classroom visits both internally by principals and ENL coaches, and externally by a SIOP coach; evidence of SIOP strategies and quality of implementation provide data for analysis and improvement.

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

During previous planning processes for SIG grants, schools indicated that they needed assistance in selecting effective service providers. In response to this need, the district established a list of providers through a Request for Proposal (RFP) process. Priority schools are required to select providers from this list or they may request that a provider be added to the list. The principals and school representatives from Priority schools in SIG Cohort 6 will meet with District leadership to assist them in selecting a partner to best meet the needs of the students and school.

The Request for Proposals was posted on July 2, 2015 and it closed on July 17, 2015. The selection process will begin on July 20, 2015. A rubric and rating sheet will be used in the selection process by reviewers representing a cross-section of district stakeholders, including district personnel and school leadership team representatives. Prior to reviewing proposals, reviewers will be given the opportunity to examine the RFP and a chart that outlines all submissions. The completed rubrics will be collected and tabulated. A final list of providers will be created.

ii Procurement and Budget Timelines

By August 30, 2015, the District leaders will facilitate the contracts, Board of Education approvals and procuring funding to begin the services at the start of the school year. All contracts that exceed \$10,000 must be approved by the Board of Education. For subsequent implementation periods, contracts will be prepared and presented to the Board of Education during the preceding months of June and July.

iii Identification, Screening, Selecting, Matching, and Evaluating Partner Organizations

As stated, a list of approved vendors results from an RFP process. District and building leaders may contribute to building the list on an ongoing basis. Once the selection process is completed, principals have autonomy to speak directly with vendors and choose partners that best fit the goals and objectives of their school improvement plans.

There is a need to improve upon the evaluation process of partners to assess the impact of the services. District leaders, in collaboration with the principals, will conduct meetings every other month to assess the level of implementation and ensure fidelity to the program. Principals will have monthly meetings with the partners to ensure that the programs are properly implemented, professional development and supports are being provided, and problem solve any challenges that may exist. At each professional development session, evaluations from teachers and administrators will be completed and analyzed. The partners will create a tool for school administrators to use to monitor fidelity of implementation and will serve as a guide for leaders to assess the main components of the program. The District will develop a process to assess the impact of each partner using multiple data sources to best correlate the program's services and improvement in outcomes. This process will allow school and District leaders to identify whether the partnership should continue, discontinue or be modified.

F. District Enrollment and Retention Policies, Practices, and Strategies

i Enrollment Similarities and Differences

As shown in the table below, enrollment of students with disabilities (SWDs) at Priority Schools for the Cohort 6 SIG application hover around the district average of 21 percent. Twelve Priority Schools have a lower percentage than the district average. Fourteen schools have 20 percent or higher. Each school follows the District’s continuum of services to ensure that students with disabilities are in the least restrictive environment possible in their respective schools.

School Enrollment Characteristics

Priority School	Enrollment	Percentage of ELL Students	Percentage of SWDs	Percentage Below Proficiency in ELA	Percentage Below Proficiency in Mathematics
74	491	.8%	23.1%	95% (3-8)	94% (3-8)
204	713	68.5%	18.2%	96% (7-8)	96% (7-8)
307	367	4.6%	22.3%	49% (9-12)	46% (9-12)

All of these schools’ ELA and Math Performance fall below the K-8 and 9-12 District averages which are:

	K-8 Below Proficiency	9-12 Below Proficiency
ELA	88%	42%
Math	87%	33%

Students with limited English proficiency represent 13.4 percent of BCSD’s total enrollment. However, freestanding English as a second language (ESL) and bilingual programs are consolidated in select district elementary schools to provide program continuity and monitoring and to facilitate the provision of professional development, extended learning opportunities, and native-language supports for students and families. However, ELLs have access to all district high school programs. ESL services are provided at all district high schools with enrolled ELLs. (City Honors does not have any ELLs enrolled.)

ii Policies and Practices Ensuring School Access

Students with disabilities who need RR/CT/ICT services have school choice, as do all other district students. Special education students, with the exception of New York State Alternate Assessment students, are accessing the general curriculum. All students with disabilities have the opportunity to take the entrance examinations for criteria-based schools and may attend if they meet the criteria. Each school in BCSD offers some level of service for students with disabilities. Students in Grades K–8 have access to response to intervention programming.

The district ELL policy outlines BCSD’s commitment to ensuring equitable educational opportunities for ELLs, beginning with appropriate identification and placement. In addition,

BCSD's CR Part 154 plan outlines its assurances with regard to the education of ELLs. BCSD concentrates bilingual and freestanding ESL programs in a limited number of elementary schools to maintain program quality; provide continuity from grade to grade; and target supports such as professional development, extended-day programs, and native-language supports.

iii Strategies to Address Disproportionality

Because more than 45 percent of BCSD schools are Priority schools, we must broaden and differentiate our approach to serving them. We know that in a district of this size, it is critical for schools to have the supports they need to implement their plans effectively while meeting district, state, and federal requirements. As part of a redesign plan process, the district superintendent is working to coordinate the strategies set forth in the DCIP, SCEPs and SIGs to ensure that all grants and programs operating in BCSD focus on increasing access to diverse and high-quality school programs for the district's lowest performing students.

BPS has developed a set of decision rules, based on multiple measures, to balance the placement of special classes throughout the district. Placement at Priority schools is considered only after all options at Focus and Good Standing Schools have been exhausted. Different types of special classes are coded according to severity of needs and then graphed to evaluate equity among schools. The goal is for each school to have a balance of high need classes and lower need classes. The following coding is used for comparison:

High Need - 6:1:1, 8:1:1, 12:1:1 - Medium Need - 6:1:1 Autistic class, 8:1:1 Autistic class

Low Need - 6:1:1 Alt. Assessed class, 12:1:2 Medically Fragile class, 15:1

The process begins with the review of the following data:

- Enrollment
- Number and percentage of Students With Disabilities
- Number and percentage of English Language Learners
- Types of classes currently at the school
- Percentage of students in special classes
- Number of students receiving Integrated Co-teaching, Resource Room, Consultant Teacher
- School Status: Priority, Focus, Good Standing
- Space available in the school building

G. District Level Labor and Management Consultation and Collaboration

i Consultation and Collaboration

The BCSD process to develop plans for each Priority School emphasizes consultation and collaboration with school leadership, teachers and stakeholders.

During the week of June 8, 2015 principals from Hamlin Park, Lafayette High School and East High School met with their faculty and staff and notified them of the SIG 6 opportunity. Meetings with school staff were held first, followed by separate meetings for parents and community members. The meetings were jointly led by district staff and school leaders.

The development of the school-level plans kicked off the week of June 15, 2015, with a planning session facilitated by district leadership and attended by teams of leaders and teachers from each school as well as representatives from the Buffalo Teachers Federation (BTF). The President of Buffalo Council of Supervisors and Administrators was kept informed of the progress of the SIG writing process. Subsequently, each school team facilitated its own SIG writing session. During the months of June and July, district representatives from the Office of School Leadership and the Office of State and Federal Programs continued to work side by side with school teams to develop comprehensive school-level SIG plans.

Principals scheduled meetings with stakeholders to review the draft plans. The purpose of the meetings was for stakeholders to provide feedback on the draft school plans.

Meeting Schedule for Review of School Plans

School	Meeting – Draft of Plan	Meeting – Final Plan
#74 Hamlin Park	June 17, 2015 @ Hamlin Park Academy #74 June 22, 2015 @ Hamlin Park Academy #74 June 26, 2015 @ Hamlin Park Academy #74 July 8, 2015 @ Hamlin Park Academy #74 July 15, 2015 @ Hamlin Park Academy #74	July 15th & 17th, 2015 @ Hamlin Park Academy #74
#204 Lafayette High School	June 23, 2015 July 10, 2015 July 12, 2015	July 17, 2015 @ Lafayette High School #204
#307 East High School	June 24, 2015 @ East High School July 8, 2015 @ East High School July 13, 2015 @ East High School July 12, 2015 @ East High School	July 17, 2015 @ East High School #307

On July 8, 2015 school plans were reviewed and edited by district, school staff and other stakeholders. On Friday, July 17, 2015, district staff delivered updated school narratives to each principal and informed principals that BTF President Phil Rumore, BCSA President Crystal Barton and the members of the Board of Education would need copies to review and sign off.

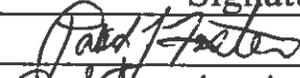
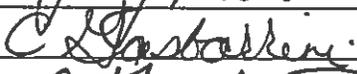
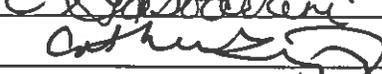
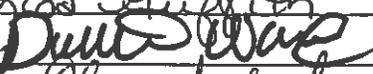
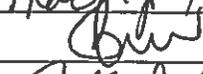
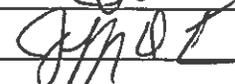
Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

Sig Phase 6 Application – Lafayette Faculty, Parent, Community
Meeting
July 21st, 2015

Name	Signature
1. PATRICK Foster	
2. Cassandra Casbarrini	
3. Catherine Lipitz	
4. M Lisa Spae	M. Lisa Spae Idios
5. DENNIS LICHERJELL	
6. Jessica Gilmartin	Jessica Gil
7. Deanna Baker	Deanna Baker
8. Yvonna Middleton	Yvonna Middleton
9. Julie Horn	Julie Horn
10. Mary Zimmerman	Mary Zimmerman
11. Elizabeth Jablonski	Elizabeth Jablonski
12. KISA GRIFFITH	Lisa Griffith
13. Danielle War	
14. Dhana pati Dahal	Dhanadahal
15. MR. Do (Thon maing Do)	
16. M. Belete	
17. Michelle Lemmo	
18. E Kent	Esther
19. Marianne Dixon	Marianne Dixon
20. Nadia A. Nashir	Nadia A. Nashir
21. Evelyn Brent	Evelyn Brent
22. MARY Jo Hiller	
23. Ohn Mar Tun	
24. Jeffrey D Chiacchia	

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

Signature (in blue ink)

 Type or print name
 LISA GRIFFITH

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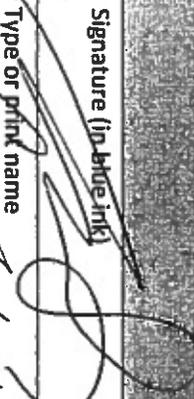
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Parent Group President / Lead Signature (in blue ink) Type or print name	Date Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting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

July 1, 2015
 Joe Graham
 Mr. Joe Graham

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Principal's Title or President/Lead	Date	Summary of consultation and collaboration efforts (to be maintained by the LEA) If the signature of the group with an identifiable role is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the part of the school identified in this application.
Signature (in blue ink)  Type or print name Christina Budin	Date 7/20/15	Summary of consultation and collaboration efforts (to be maintained by the LEA) The signature of the group with an identifiable role is unobtainable. Provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the part of the school identified in this application.
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II. School – Level Turnaround Plan: Lafayette High School

The vision, mission and goals describe in this plan reflect those of two schools: the priority school, Lafayette High School (LHS), which is phasing out, and the new school, Lafayette International, which is phasing in to replace the priority school under the turnaround model. As per the Board of Education resolution that was passed on October 8, 2014, the LHS phase – out process, involves the following:

- In the 2015 – 16 school year, LHS will not have a 9th grade cohort and will not accept any new students in the other grades. There will be students in grades 8, 10, 11, and 12.
- In the 2016 – 17 school year, LHS will not accept new students in any grades. There will be students in grade 11 and 12.
- In the 2017 – 18 school year, LHS will not accept new students in any grades. There will be students in grade 12 only.
- On the last day of instruction of the 2017 – 18 academic year, the school will graduate its last cohort of students.

With the award of the School Improvement Grant (SIG) 6, the Lafayette International school phase - in process will commence September 1, 2015.

A. Assessing the Needs of the School Systems, Structures, Policies, and Students

i. Student Population

The school building is located on the west side of Buffalo, New York. The west side has historically and continues to be one of the most diverse areas not only in the city of Buffalo but also of New York State. Buffalo is a federally designated refugee resettlement center in the United States. There are five agencies, Jericho Road Ministries, Journey’s End Refugee Services, Jewish Family Services, Catholic Charities and the International Institute, that work with families who have been resettled in Buffalo. Given the significant refugee/immigrant population of the neighborhood, the educational plan of both the phase – out and phase – in schools will focus on the unique needs of immigrant children.

In 2014-15, LHS enrolled grades 7 -12 and had a total enrollment of 685 students. The seventh and eighth grade had a combined enrollment of 182 students (26.6%), while grades nine through twelve served 503 students. LHS serves a diverse student population: 231 (33.7%) are Asian/Pacific Islander, 215 (31.4%) students are Hispanic, 160 (23.4%) are Black, while 67 students (9.8%) are White, and the remaining 12 students (1.7%) are either American Indian or Multiracial. 572 students (83.5%) are Economically Disadvantaged, 480 (70.1%) students are English language learners (ELLs), and 142 (20.7%) students are students with disabilities.

There are numerous languages spoken at LHS. The top six languages are: Spanish, Karen, Nepali, Somali, Burmese, and Arabic. Of the 480 ELL students: 72% of the students were in a stand-alone English as a new language (ENL) program, 39% were students with a limited/interrupted formal education (SIFE), 28% were enrolled in an English/Spanish bilingual program, and 6% were considered long-term ELLs (enrolled five years or longer in ENL).

Lafayette International will be the new school and begin to phase in ninth grade students in 2016 – 17. It is anticipated that Lafayette International will have a school population that consists of primarily ELLs, since it will be housed in the same building as LHS that is situated in a one of the most diverse neighborhoods of Buffalo City.

ii. Diagnostic School Review Process

The systemic, in-depth diagnostic school review of LHS was conducted using the Diagnostic Tool for School and District Effectiveness (DTSDE). This on-site review compares school and district practices to the optimal conditions of learning, as defined by the DTSDE rubric, and provides an evaluative understanding of how the entire school community is functioning to address student achievement. Over the past three years, LHS has participated in an NYSED Modified Review and two School Review with District Oversight. These reviews have shown that a majority of practices at LHS are at the Developing and/or Ineffective level due to the fact that most practices are being implemented inconsistently across the school.

Between these three reviews, the school has accumulated a great deal of data around the implementation of practices that are aligned to the five tenets in the DTSDE Rubric. Additionally, all of these tenets have taken a deep look at the implementation of curriculum and instruction. These data serve as the baseline for the phase - in school to design a plan for Lafayette International. The findings from these reviews have been discussed with staff and community stakeholders in various venues including but not limited to faculty meetings, grade level meetings, Site Based Management Team (SBMT) meetings, and parent nights.

As a result of these diagnostic reviews, the school community gained a thorough understanding of the critical strengths, needs, and system gaps, along with a sense of urgency, for what needs to be done in order to create a new phased in school that will improve student outcomes at Lafayette International.

iii. Existing School Capacity, Strengths, and Needs

The DTSDE for Lafayette High School (phase - out school) illustrated the following strengths, existing capacity, systemic gaps and needs.

Strengths: The school has many programs and resources to address the needs of the student population:

- The school has many CCLS aligned curriculum resources.
- The school has access to an assessment system that can be used to collect timely student data based on Common Core based instruction.

Needs: The following themes have been consistent across the various reviews that have taken place:

- While the school has CCLS aligned resources, they are being inconsistently adapted based on student needs and data. This has resulted in the delivery of inadequate instruction that is not addressing the diverse needs of students, which is impeding the school's ability to close the achievement gap.
- Lesson plans and the instructional practices are not meeting the rigorous demands of the CCLS. There are inconsistent expectations for students across the school. These expectations vary by class and/or teacher, which has resulted in inconsistent student growth.
- There is a lack of students being cognitively engaged in their learning. This results in students being off task.
- School leaders expect teachers to have lesson plans, but these expectations are not reflective of the rigorous demands of the CCLS. There is limited feedback provided to

teachers regarding their lesson plans. The feedback that is given are not specific to the implementation of CCLS.

- School leaders are inconsistent in attending and/or leading common planning time (CPT)/grade level meetings (GLM).

Existing Capacity: LHS has existing capacities that can be leveraged during the phase-out process:

- A majority of the staff has participated in Sheltered Instruction Observation Protocol (SIOP) trainings. Staff will receive additional tiered professional development to meet the diverse needs of the students, as LHS continues with the phase-out process.
- The current extended learning time (ELT) program, in partnership with Daemen College, will be leveraged to continue offering the students of LHS additional academic support, with an increased focus on student attendance and monitoring student outcomes.

iv. How the School and District Will Prioritize Identified Needs During Implementation

Based on the needs assessment described above, the phase – out school, Lafayette High School, and its replacement new school, Lafayette International, will prioritize distinct areas of improvement for their respective schools’ implementation plans.

Lafayette HS (phase – out school):

As LHS begins to phase out, the school will focus on the needs assessment as a driving force for improvement. The 2015-16 School Comprehensive Education Plan (SCEP) provides a framework for the priorities of the LHS Leadership Team:

- The academic variance and cultural diversity of the students will be addressed through the development and implementation of lesson/unit plans aligned to CCLS, based on relevant and varied data sources.
- Teachers will consistently use data to appropriately differentiate instruction in alignment with CCLS to engage students in activating higher order thinking skills and collaborative learning.
- The building staff will collaborate to improve school climate through the use of Universal Tier I interventions.

These three priorities will lead to the desired results of:

- Instructional practices that meet the diverse academic needs of students.
- An increase in student achievement on state assessments and graduation rates.
- A school climate created on mutual respect, trust, and validation.

The educational plan (section H) articulates, in detail, how these priorities will be carried out in the school.

Lafayette International (phase – in school):

The district has seen a steady increase in enrollment of English language learners (ELLs) and there are ENL programs in almost every K – 8 and 9 – 12 school. However, the data on achievement of this subgroup has made it clear that there is a significant gap between teaching and learning. Based on quantifiable evidences (e.g. state assessments, dropout rates, retention, etc.), the district is electing to create a school to address the critical achievement learning needs of secondary ELLs. The goal is to emulate the philosophy of

Internationals Network of Public Schools, which is an innovative academic program that is combined with a holistic approach to education.

Due to the unique ELL enrollment, the school, both at the classroom level and building wide, will have a climate of collaboration and responsibility where everyone is a valuable contributing member to create an optimal learning environment for students where near native fluency in English and in a second language are valuable resources. Through project – based learning (PBL), ELLs will have varied opportunities to learn content and 21st century skills that will prepare them for college and career readiness, and enhances their capacity to successfully participate in pluralistic modern society. The instructional tools provided will enable all teachers to be a language teacher as well as a teacher of academic content and skills. The school will have a systematic and consistent structure for teaching and learning.

The educational plan (section H) will articulate, in detail, how these priorities will be carried out in the school.

B. School Model Selection and Rationale

i. Rationale for Innovation Framework Model, Key Design Elements, and New School Design

During the summer of 2013, the Buffalo City School District submitted a turnaround plan that was rejected by Commissioner King. In late August/early September 2013, the Buffalo School Board voted 8 – 1 for John Hopkins University Talent Development Secondary (JHU) as the district’s educational partnership organization (EPO) for Lafayette High School (LHS). The district submitted another turnaround plan with JHU as the lead partner. This plan was approved by Commissioner King. Simultaneously, the district was required to contract with Erie 1 BOCES to provide vocational programs for students at Lafayette.

In September 2014, JHU and the district signed an agreement to end the partnership with the EPO. Shortly after the disengagement with JHU, the State Education Department (SED) announced that LHS as “out – of – time” due to its PLA/SURR status for three consecutive years and lack of gains in student achievement and the graduation rate.

The Board of Education selected the phase – in/phase out option in response to the “out - of - time” designation. There are numerous reasons to do a phase – in/phase – out rather than a closure of the school. One of the top reasons is the students who currently attend LHS. These students and their families deserve to have the continuity of finishing at a school where they began 9th grade. Secondly, if LHS were to close, the absorption of all the students into other district schools would have run the risk of compromising the educational needs of students. More than 70% of the students currently enrolled at LHS are ELLs who would need specialized instruction that currently does not exist at all buildings. It is the district’s position that a phase – in/phase – out is least disruptive to students and their families.

The phase – out plan will focus on making instruction rigorous for those students who will remain at LHS during the phase – out years. The plan will concentrate on effective instruction to raise the achievement of students on state assessments and Regent exams as well as increasing the high school graduation rate. The phase-out plan was submitted to NYSED on March 13, 2015, and approved by NYSED on June 2, 2015.

ii. Process by Which Model Was Chosen

The school building is located on the west side of Buffalo, New York. The west side has historically and continues to be one of the most diverse areas not only in the city of Buffalo but also of New York State. Buffalo is a federally designated refugee resettlement center in the United States. There are five agencies, Jericho Road Ministries, Journey’s End Refugee Services, Jewish Family Services, Catholic Charities and the International Institute, that work with families who have been resettled in Buffalo.

And, in the last few years, the school has faced a series of challenges. It has gone through leadership changes, at the district and building levels, loss of educational partnerships, which affected funding, and various designations. Given these challenges and significant refugee/immigrant population of the neighborhood, the educational plan will focus on the unique needs of immigrant children. The new phase-in school, **Lafayette International**, will address the needs of the district’s growing English language learners (ELLs) population. The school design will be project – based learning, modeled after the Internationals Network of Schools. Key elements of the new school design include:

language and content development for students; literacy across the curriculum; and integrated co-teaching in ELA and math classrooms with an ENL teacher and a subject area teacher. These elements will meet the needs of the culturally and linguistically diverse student population of the new phase-in school, which will consist of primarily ELL enrollment.

C. Determining Goals and Objectives

i. English Language Arts Goals and Objectives

Lafayette HS (phase – out school):

The goal is to provide students with CCLS aligned ELA curriculum and instruction. To achieve this, the objectives are:

- By June 2016, students in grade 8 scoring proficient on the NYS ELA assessment will increase to 10.6% from 4.6%.**
- By June 2018, high school students scoring proficient on the NYS Regents examination in ELA will increase to 23.1% from 5.4%.

** *Note: This goal is set for 2016 as the school will not be enrolling 7th grade students in September 2016 and 8th grade students will be dispersed to other district high schools for 9th grade.*

Lafayette International (phase – in school):

The goal is to create an optimal learning environment for English language learners (ELLs) that will value their cultural and linguistic backgrounds as assets, and to prepare them to be successful in college in their chosen careers. In order to achieve this goal, the objectives focus on Common Core based instruction:

- By June 2017, 80% of all students will score proficient on Common Core ELA assessments.
- By the initial year of student attendance, teachers will be proficient in aligning instruction to CCLS as evidence by lesson plans and observable classroom practices according to the Tri - State rubric.

ii. Mathematics Goals and Objectives

Lafayette HS (phase – out school):

The goal is to provide students with CCLS aligned math curriculum and instruction. To achieve this, the objectives are:

- By June 2016, students in grade 8 scoring proficient on the math assessment will increase to 11.1% from 5.2%.**
- By June 2018, high school students scoring proficient on the math assessment will increase to 21.6% from 3.6%.

** *Note: This goal is set for 2016 as the school will not be enrolling 7th grade students in September 2016 and 8th grade students will be dispersed to other district high schools for 9th grade.*

Lafayette International (phase – in school):

The goal is to create an optimal learning environment for English language learners (ELLs) that will value their cultural and linguistic backgrounds as assets, and to prepare them to be successful in college in their chosen careers. In order to achieve this goal, the objectives focus on Common Core based instruction:

- By June 2017, 80% of all students will score proficient on Common Core math assessments.
- By the initial year of student attendance, teachers will be proficient in aligning instruction to CCLS as evidence by lesson plans and observable classroom practices.

iii. Additional Goals and Objectives

Lafayette HS (phase – out school):

The goal is to increase the number of students who meet graduation requirements.

- By June 2018, graduation rate will increase to 55% from 16.4%.
- By June 2016, 8th grade students passing the Regents Living Environment exam will increase to 75% from 50%.
- By June 216, 8th grade students passing the Regents U.S. History & Government exam will increase to 100% from 79%.

*** Note: This goal is set for 2016 as the school will not be enrolling 7th grade students in September 2016 and 8th grade students will be dispersed to other district high schools for 9th grade.*

Lafayette International (phase – in school):

- By the initial year of student attendance, teachers will be proficient in aligning instruction to CCLS as evidence by lesson plans and observable classroom practices.
- By June 2020, all students will be on track to graduate and meet or exceed the district average graduation rate.
- By the initial year of student attendance, all faculty will be prepared to implement the Common Core Learning Standards through lessons designed with a specific focus on English language learners (ELLs) and featuring project – based learning, vocabulary acquisition, and SIOP strategies.

iv. School-level Baseline Data and Target-Setting Chart (Attachment B)

**Attachment B – Lafayette HS #204
2015-2016**

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average 2013-14	Baseline Data (Year prior to first year of the grant.)	Actual for 2014-15 (To Date - Complete when available.)	Target for 2015-16*	Target for 2016-17*	Target for 2017-18*	Target for 2018-19*
I. Leading Indicators			(13-14)					
a. Number of minutes in the school year	min	76,280	68,640	68,640	73,200	73,200	73,200	73,200
b. E/M Student participation in State ELA assessment	%	96.5	98.6	TBD	98.0	98.0	98.0	98.0
c. E/M Student participation in State Math assessment	%	94.6	96.3	TBD	98.0	98.0	98.0	98.0
d. HS Student participation in State ELA assessment	%	98.5	98.9	TBD	98.0	98.0	98.0	98.0
e. HS Student participation in State Math assessment	%	99.5	100.0	TBD	98.0	98.0	98.0	98.0
f. Drop-out rate	%	22	47	32	29	26	23	20
g. Student average daily attendance	%	88.4	84.4	83.4	84.0	85.0	86.0	87.0
h. Student completion of advanced coursework (9-12 AP/IB % earned credit)	%	8.2% of 9-12 students	1.2% of 9-12 students	TBD	TBD	TBD	TBD	TBD
i. Suspension rate	%	15.8	21.7	24.9	22.0	20.0	18.0	15.0
j. Number of discipline referrals	num	686^^	684	2780	686	617	555	500
k. Chronic absenteeism rate	%	42.7	50.9	52.1	46.0	39.0	32.0	25.0
l. Teacher attendance rate	%	90.3	89.5	90	91.5	93.0	94.0	95.0
m. Teachers rated as “effective” and “highly effective”	%	91.0^	83.7^	TBD	TBD	TBD	TBD	TBD
n. Hours of professional development to improve teacher performance	num	3196	3509	1725.5	2100	2400	2700	3000
o. Hours of professional development to improve leadership and governance	num	338	158.5	292.5	300	315	330	345
p. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	227	220.8	747	700	650	600	550
II. Academic Indicators								
	PI	54.4	30.9	TBD	41.5	52.1	62.7	73.3
a. E/M Math performance index	PI	55.7	39.7	TBD	49.8	59.9	70.0	80.1
b. E/M Student scoring	%	13.2	4.6	TBD	10.6	16.6	22.6	28.6

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

“proficient” or higher on ELA assessment								
c. E/M Students scoring “proficient” or higher on Math assessment	%	14.6	5.2	TBD	11.1	17.0	22.9	28.8
d. HS ELA performance index	PI	118.2	42.9	TBD	52.7	62.5	72.3	82.1
e. HS Math performance index	PI	103.0	64.3	TBD	72.8	81.3	89.8	98.3
f. HS Student scoring “proficient” or higher on ELA assessment	%	42.9	5.4	TBD	11.3	17.2	23.1	29.0
g. HS Students scoring “proficient” or higher on Math assessment	%	21.4	3.6	TBD	9.6	15.6	21.6	27.6
h. Average SAT score	score	1144	850	TBD	TBD	TBD	TBD	TBD
i. Students taking PSAT (% GR 10+11 students)	%	33.4	29.9	163	337	200† 72+	100† 144+	216+
j. Students receiving Regents diploma with advanced designation	%	41.6	14.7	TBD	TBD	TBD	TBD	TBD
k. High school graduation rate	%	55.5	16.4	TBD	32	44	55.5	NA†
l. Ninth graders being retained	%	8.7	1.4	23.9	20	17	13	10
m. High school graduates accepted into two or four year colleges	%	82	23	TBD	TBD	TBD	TBD	TBD

**Targets should be set for all years the school will be SIG-funded.*

*** 14-15 To Date for goal setting purposes ONLY*

+Lafayette High School

†Lafayette International’s first graduating class will be 2020

^ Percentages of teachers that received a HEDI rating ONLY

^^ODRs from Infinite Campus; only those entered are considered

Bi-monthly telephone calls will be conducted with LEA’s to consider interim data and progress being made toward yearly targets.

D. School Leadership

i. Characteristics and Core Competencies of the School Principal

It is essential that both the phase – out and the phase – in schools are led by principals who are qualified to take on the challenges unique to each school.

The principal that will preside over LHS as it phases out will be someone who is prepared to motivate staff to continually improve their practice through the transitional period while keeping acute focus on improving student outcomes. The core competencies necessary in a leader to meet the needs of the school and produce gains include an ability to create systems and structure for staff and leadership to engage in collaborative work, which will support overall student achievement. The principal will plan for a comprehensive approach to professional support that is focused on capacity building for a group of experienced teachers. This professional support, derived from real time student data and teacher observations, will provide intentional focus on teachers' delivery of robust instruction to students in the phase – out school. Given the diverse student population the principal will support teachers in planning instruction with multiple access points that allow ELLs to hear, see, and experience engagement that nurtures oral language development, vocabulary acquisition, and curricular content.

For Lafayette International, the new school that will replace Lafayette High School, the leader will clearly articulate the vision and mission of the school to the faculty, staff, students and community. The leader will be able to motivate the school community, ensure quality instruction is taking place, create and maintain a positive school environment and put systems and structures in place that will allow the school to grow and be successful. The new leader must also be able to build relationships and grow capacity of the staff.

To ensure that Lafayette International will be transformed into a culture of learning and high student success, BCSD has identified specific leadership competencies for turnaround principals to successfully produce dramatic gains in student achievement. These competencies are outlined in *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008) and address four major categories:

1. *Driving for results*: This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:
 - Achievement
 - Initiative and persistence
 - Monitoring and directiveness
 - Planning ahead
2. *Influencing for results*: This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone but instead must rely on the work of others. Competencies in this cluster include:
 - Impact and influence
 - Team leadership
 - Developing others
3. *Problem – solving*: This cluster of competencies is concerned with turnaround leader's thinking applied to organizational goals and challenges. It includes data analysis to inform decisions, making clear logical plans that people can follow, and ensuring a

strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical thinking
- Conceptual thinking

4. *Showing confidence to lead*: This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. Competencies in this cluster include:

- Self-confidence

In addition to the competencies that are evident in turnaround principals, the principal must zero in on the highest priority activities that in turn lead to better outcomes. The district has identified “Three Big Rocks,” or actions that will lead to high levels of achievement for all students: Instruction, Data-Driven Instruction and Inquiry, and Collaboration.

Instruction: In order to meet the needs of the school and produce dramatic gains in student achievement, the principal must expect and nurture the best possible teaching in every classroom through a cycle of observation and feedback. The principal must spend quality time in classrooms a priority by spending one to three hours per day in classroom collecting evidence and sharing evidence – based feedback to teachers on daily instructional practices to more closely align with the Common Core Learning Standards (CCLS), including a close focus on the needs of struggling students. Specific focus on SIOP strategies and project - based learning must be an emphasis.

Data-Driven Instruction and Inquiry: The principal will use data to continuously improve teaching. This includes using end-goal tests, common formative assessments, progress monitoring data, and other data to guide the management of the school schedule, teacher professional development, and school culture. The principal will also ensure that teachers and staff conduct test-in-hand analysis meetings and reteach/adjust teaching practice based on analysis of student progress against the CCLS.

Collaboration: The principal will foster constant sharing of ideas and resources by ensuring that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum. The principal will create and protect time for grade-level teams/content areas to ground their work in the anchor standards.

ii. Leadership Recruitment and Selection

BCSD is continuously refining its approach to the recruitment, selection, and development of principals uniquely competent to serve in the role of principal of a turnaround/phase – in school. The process is multiphase and builds on the work of Public Impact and its research on consistent cross-sector findings of turnaround leadership actions. The principal selection process for Lafayette International will be rooted in the Checklist for Determining Priority School Leader Qualifications (Attachment ?):

iii. Supporting Leadership Positions—Job Descriptions and Duties

See attachment S2- Assistant Principal Job Description and Duties

iv. Current Supporting Leadership Profile

The leadership team has the capacity to implement the educational plan for Lafayette High School (LHS). The principal, Naomi Cerre, has 25 years of experience as a teacher and administrator in the Buffalo Public Schools with certification in the area of special education and educational leadership. Mrs. Cerre has worked as an assistant principal at two Buffalo high schools with similar profiles for student needs leading to her selection as the principal of LHS. Mrs. Cerre has worked with at-risk populations and is passionately committed to the redesign process.

Other members of the team include teacher leaders with varying backgrounds. The collective knowledge base and skills of these members allowed them to the building leader to address the needs of the unique population of the school. Their credentials include (but are not limited to):

- over 100 years of teaching
- teaching experience nationally and internationally
- teaching experience with diverse populations
- teaching experience in social studies, English language arts (ELA), English as a new language (ENL), alternative education, and special education
- experience in mentoring and coaching
- curriculum development in the a variety of subject areas (listed above)
- In addition to the school leader and teacher leaders, the lead transition facilitator is a contributing member of the team. The facilitator has advanced degrees and certification in TESOL and educational leadership. She has over fourteen years of experience working with students, teachers, and administrators in addressing the needs of ELLs.

NAOMI R. CERRE

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Amherst, New York 14226
716-838-2625
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Certification Areas: *Permanent Certification in School District Administration*, May 2003
Administrative Leadership in Education Program
CANISIUS COLLEGE, Buffalo, NY

Education: *Master's of Science in Elementary Education*, May 1993
CANISIUS COLLEGE, Buffalo, NY

B.S. in Special Education and Elementary Education, May 1985
D'YOUVILLE COLLEGE, Buffalo, New York

Teaching Experience:

1993 to 2001 ***Special Education Inclusion Teacher***, 1993 to 2001
ACADEMY OF PUBLIC SERVICE (NAFE)
CAREER MAGNET AT KENSINGTON HIGH SCHOOL, Buffalo, NY

- Lead teacher in the public service academy facilitating each student's social and intellectual growth.
- Provided experiential instruction exposing students to the world of work in the public sector.
- Developed internship experiences for the academy students.

1990 to 1993 ***Cluster Self-Contained Teacher***

CAREER MAGNET AT KENSINGTON HIGH SCHOOL, Buffalo, NY

- Educated secondary level mentally and behaviorally challenged students.
- Planned and executed individualized lesson plans as directed under mandate of special education laws.

Administrative Experience:

2011 to present Secondary Principal
LAFAYETTE HIGH SCHOOL, Buffalo, NY

- Development and monitoring of a School Improvement Plan aligned with state and federal standards.
- Developed and monitored academic school wide objectives. Also, collaborated to develop reform initiatives to ensure a focus on student achievement aligned with the district's Department of Teaching and Learning, as well as state and federal regulations.
- Facilitated the creation and development of a school turn-around-plan, for review and approval by the Buffalo Board of Education and the New York State Department of Education. Turn-around Design Team was formed to address the customized needs of Lafayette's entire student population, but with a specific focus on the English Language Learners within the population.

2010 to 2011 ***Assistant Principal***

MCKINLEY HIGH SCHOOL, Buffalo, NY

- Development of a Freshman Academy culture that promotes high achievement with an early focus on post-secondary goals.

2005 to 2010 ***Assistant Principal***

EAST HIGH SCHOOL, Buffalo, NY

- Development of professional learning community.
- Developed and monitored objectives to ensure a focus on student achievement.

2004 to 2005 ***Assistant Principal***

GROVER CLEVELAND HIGH SCHOOL, Buffalo, NY

- Developed and monitored Comprehensive School Education Plan aligned with the vision and standards of the District and State.
- Facilitated the process of the school redesign under SURR status.

2002 to 2003 ***Acting Assistant/Assistant Principal***

2004 to 2005 MCKINLEY HIGH SCHOOL, Buffalo, NY

- Developed, monitored and achieved objectives to ensure focus on student achievement and learning.
- Supervised all aspects of developmentally appropriate curriculum and implementation.
- Implemented strategies and support services to instructional staff including scheduling, staff development and student-focused activities.
- Provided support to lead administrator for building operations.
- Maintained support discipline structure.
- School liaison between lead administrator and parent.

2001 to 2002 ***Academic Intervention Services Coordinator (AIS)***

MCKINLEY HIGH SCHOOL, Buffalo, NY

- Provide prevention and intervention strategies to assist students in meeting and exceeding New York State standards.
- Coordinate and facilitate classes for instruction in Regent's subjects.
- Develop and implement tutorial services, peer mediation, and mentoring support services.
- Maintain a database for statistical reference related to student performance.
- Developed and implemented an Enrichment Center to facilitate student learning and retention.

Related Coursework:

- 4-Mat, Canisius College, May 1994
- Outcome Based, Canisius College, May 1994

Related Training:

- Search Institute Training Survey, Buffalo & Erie County Youth Development Partnership, September 2003
- Asset Building Character Education, Buffalo Board of Education, October 2002
- National Academy Foundation (NAF), Annual Conference, 1993-1998

Other: Buffalo Leadership Academy: Certificate of Exemplary Participation (2008-2009)

Leadership Experiences:

- Lead facilitator of the Academy of Public Service (Kensington High School) in conjunction with the NAF (National Academy Foundation)
- Character Education Coordinator, McKinley High School
- Developed and implemented African American Curriculum Infusion in the Buffalo School District, 1990-2001
- Lead Teacher for the STEP Program (Student Retention Program), 1990-2001
- Presenter of pilot academy program at NAF National Convention. Pilot review resulting in award of national grant for the Academy of Public Service at the Career Magnet at Kensington High School, 1998
- Coordinator of Kids Voting program
- Gear Up Project Coalition – Act as liaison between the school and D’Youville College providing supplemental services and promoting student advancement/enrichment.
- Developed grant-funded program for the Women/Children of Women for Human Rights and Dignity community service.
- Committee member for the Urban League Scholarship Committee.
- Administrator-In-Charge for the development of East High School Mentoring Program. (2008)

These experiences have enhanced my leadership abilities, strengthening my commitment to teaching excellence and the ability to define how research, teaching, and service play an integral role in the education of our students. I am creative in a time of constraint and instill a sense of vitality and optimism in others. In addition, I lead through example and can mediate conflict through instruction, motivation, negotiation and cooperation.

References

Ms. Crystal Barton, Principal
McKinley High School
Buffalo, New York
716-871-6060

Ms. Geraldine Horton, Principal (retired)
East High School
Buffalo, New York
716-816-4520

Dr. Florence Rozier, School Counselor
McKinley High School
Buffalo, New York
716-816-4480

Casandra Wright
Associate Superintendent for School Leadership
City Hall
816-3500

Crystal Peoples
New York State Assembly member
716-897-9714

E. District External Partner Recruitment, Screening, and Matching

i. Selection Process

During previous planning processes for SIG grants, schools indicated that they needed assistance in selecting effective service providers. In response to this need, the district established a list of providers through a Request for Proposal (RFP) process. Priority schools are required to select providers from this list or they may request that a provider be added to the list. The principals and school representatives from Priority schools in SIG Cohort 6 will meet with District leadership to assist them in selecting a partner to best meet the needs of the students and school.

The Request for Proposals was posted on July 2, 2015 and it closed on July 17, 2015. The selection process will begin on July 20, 2015. A rubric and rating sheet will be used in the selection process by reviewers representing a cross-section of district stakeholders, including district personnel and school leadership team representatives. Prior to reviewing proposals, reviewers will be given the opportunity to examine the RFP and a chart that outlines all submissions. The completed rubrics will be collected and tabulated. A final list of providers will be created.

ii Procurement and Budget Timelines

By August 30, 2015, the District leaders will facilitate the contracts, Board of Education approvals and procuring funding to begin the services at the start of the school year. All contracts that exceed \$10,000 must be approved by the Board of Education. For subsequent implementation periods, contracts will be prepared and presented to the Board of Education during the preceding months of June and July.

iii Identification, Screening, Selecting, Matching, and Evaluating Partner Organizations

As stated, a list of approved vendors results from an RFP process. District and building leaders may contribute to building the list on an ongoing basis. Once the selection process is completed, principals have autonomy to speak directly with vendors and choose partners that best fit the goals and objectives of their school improvement plans.

There is a need to improve upon the evaluation process of partners to assess the impact of the services. District leaders, in collaboration with the principals, will conduct meetings every other month to assess the level of implementation and ensure fidelity to the program. Principals will have monthly meetings with the partners to ensure that the programs are properly implemented, professional development and supports are being provided, and problem solve any challenges that may exist. At each professional development session, evaluations from teachers and administrators will be completed and analyzed. The partners will create a tool for school administrators to use to monitor fidelity of implementation and will serve as a guide for leaders to assess the main components of the program. The District will develop a process to assess the impact of each partner using multiple data sources to best correlate the program's services and

improvement in outcomes. This process will allow school and District leaders to identify whether the partnership should continue, discontinue or be modified.

F. Partnerships

i. Implementation Partners and Their Roles

Lafayette HS (phase – out school):

Houghton Mifflin Harcourt (HMH) -formerly Scholastic, Inc. Lafayette will partner with HMH by using the Read 180, Systems 44 and Math 180 during the school day and in the extended learning time to provide supplemental support for reading and mathematics. Read 180 and Math 180 is a station-based online instructional program that assesses the student's' current reading level. The online program assigns specific assignments to the individual student to increase the student's' reading level. BCSD has seen success using this software with students who are below grade level and ELL students where English is a new language. Math 180 online program is designed similarly to Read 180 with specific math content.

Say Yes Buffalo – Say Yes provides support services to the address the academic, social and emotional, and health needs of students at LHS. The Say Yes site facilitator will be responsible for the development of an integrated and coordinated continuum of services for students and their families, which support school – wide outcomes of academic achievement, improved attendance, improved discipline, community agency family support, mental health services, social emotional supports, and parent involvement. Through our partnership with SYTE, we will be able to conduct regular home visits and meetings, provide counselors to address social marginalization and alienation, and provide free legal services and referrals to help our students and families with legal issues that may interfere with a child's ability to succeed in school.

Buffalo State College Upward Bound – Students participating in the BSC Upward Bound program receive enrichment opportunities throughout the school, while also participating in career exploration activities. In addition to tutorial service and campus visits throughout the year, these students also participate in a summer camp at the Buffalo State College campus. During the summer camp at BSC, enrolled students stay in the college dormitories and complete necessary pre-requisite coursework prior to officially starting their next level of study.

Lafayette International (phase – in school):

Buffalo State College Center for Excellence in Urban and Rural Education

Buffalo State College intends to partner with International School Network for Public Schools to provide professional development to replicate their successful implementation of instructional strategies for ENLs. The professional development goals of Lafayette International phase-in school will be to develop:

- A school that is organized for ELL student success
- A curriculum that meets ELL needs and takes advantages of their abilities while addressing the common core curriculum
- An internal leadership team composed of the school administration and faculty as well as outside partners who have the skills and expertise necessary to sustain and support the school and its curriculum

This will be accomplished by offering a combination of professional development workshops, summer institutes, foundational institutes, coaches and mentors that will develop internal coaches and mentors who have the appropriate expertise; and faculty who

will have the pedagogical, developmental and content knowledge they need to work successfully with ELLs.

The specific workshops and institutes, as well as the number and focus of the coaches and mentors will be determined through the year-long implementation process as well as other planning processes that the administration and faculty engage in. They will include:

1. Strategies for Integrating Language and Content supports all teachers in becoming language teachers, regardless of the content they teach. This enables students to develop their academic language in all content areas while deepening their knowledge of content, which is crucial in preparing students for the Common Core State Standards. This series of professional development activities provides faculty with key strategies for incorporating language development into all activities and a framework for planning for both language and content in curriculum development. This workshop includes a model lesson, sample curriculum, an opportunity to work on curriculum using a specific language planning framework, videos of instruction modeling language and content integration, and a resource guide of hands-on, easy to implement strategies.
2. Instructional coaches, most of whom have been teachers in an International High School, play a key role in supporting schools outside the network in adapting aspects of the Internationals Approach. In consultation with the principal, the coach works closely with a small number of teachers to support them in improving their practice. The goal of coaching is to build on the strengths of the faculty in the school so they can continue to carry over the learning from the consultancy after the coach is gone. Coaches often work with the strongest teachers to implement the practices that the principal agrees are a priority for the school. Their classes can then become “demonstration” classrooms that other faculty can visit and learn from. The coach focuses on supporting teachers in implementing the practices and strategies that are addressed during the workshops that the whole faculty is participating in. Coaches observe classes and provide feedback to the teacher and also participate in collaborative curriculum planning sessions.
3. Summer Induction Institute
Each August, Internationals Network organizes and facilitates a two day conference geared towards the professional development of teachers new to the Internationals Approach. The Institute is open to teachers from International High Schools as well as those outside the network. Workshops focus on the Five Core Principles of the Internationals Approach, with theory and practice merging in hands-on activities designed to demonstrate the effectiveness and implementation of the model.
4. Foundational Practices Institutes
Induction Institutes are one day workshops held in New York City at different points in the year and offer another opportunity for educators to learn more about the Internationals approach. These Institutes are organized around one of the core principles of the Internationals Approach and provide hands-on activities, strategies and resources that teachers can return to their classrooms and implement the next day with their English language learners.
5. Workshops for Coaches and Trainers
Internationals hold sessions for coaches and trainers to support them in their work with teachers to implement effective instructional techniques with their students. Coaches attend collaborative, interactive sessions and engage in discussions on ways they can turnkey this information in the schools they work in.

Houghton Mifflin Harcourt (HMH) -formerly Scholastic, Inc. Lafayette International will partner with HMH by using the Read 180, Systems 44 and Math 180 during the school day and in the extended learning time to provide supplemental support for reading and mathematics. Read 180 and Math 180 is a station-based online instructional program that assesses the student's' current reading level. The online program assigns specific assignments to the individual student to increase the student's' reading level. BCSD has seen success using this software with students who are below grade level and ELL students where English is a new language. Math 180 online program is designed similarly to Read 180 with specific math content.

ii. Evidence of Partner Effectiveness

Please see Attachment C for the Evidence of Partner Effectiveness Chart.

iii. How External Partners Will Be Held Accountable for Performance

Partner accountability is crucial to the successful implementation of the improvement plan. The District has issued a Request for Proposal (RFP) #15-16-002 to solicit an external evaluator to collaborate with district offices including the Office of School Leadership, Office of Shared Accountability and the Finance Department to design and implement a vendor evaluation system. The vendor evaluation system will include a monitoring and evaluation plan to ensure that external partners, the school, and the district implement the key design elements of the turnaround plan with fidelity, work together, contribute equally to the partnership, meet the identified goals, and build capacity. The primary goal for this evaluation system is to foster an environment of continuous improvement. The data made available through evaluation will be used by the school, district, and providers to review and renew—on an ongoing basis—the approaches used to improve student learning. The primary question of the evaluation will be the following: Is adopting this provider's services helping the school make progress toward its goals, especially regarding student learning outcomes? The following formal and structured processes will be used:

Project Plan. The school, district leadership, and partner(s) will work together to ensure that the contractual agreements serve as effective vehicles to purchase and anchor partner services. This process will focus on ensuring that the school's needs are clearly articulated and that the services requested from the provider are clearly defined. The school will also work with the district representative and the partner to create a project plan that outlines the following: *goals and objectives, expected outcomes, activities, roles and responsibilities, timeline, and budget.*

Measurable Outcomes. The accountability of our external partners is based on measurable outcomes that lead to early indicators of success and student achievement. The evaluation of the success of a provider's services will be embedded in, or aligned with, the accountability targets set forth in Attachment B. Together, the school and partners will identify measurable outcomes that define success. These will be *the events, occurrences, or changes in conditions, behavior, or attitudes that indicate progress toward intended goals.* Outcomes are not activity-based (for example, "conduct five training workshops"). In order to develop outcomes, the school and partner will work together to identify the results expected from partner activities.

Monitoring Meetings/Reports. Evaluation of a provider's services should be *ongoing*, not simply a once-a-year assessment of measurable outcomes. Ongoing evaluation and

ongoing communication regarding this evaluation are vital to ensuring that implementation and outcomes are kept on track. This ongoing approach will prevent the school, the district, and our provider(s) from potentially being surprised by a final evaluation that denotes unmet goals or unsatisfactory services. Regular monitoring meetings and reports provide an opportunity for all parties to do the following:

- Document and discuss the degree to which the planned services were delivered and assess any variation to the implementation timeline, activities, and budget.
- Reflect on implementation successes and challenges, upcoming priorities, and impact.
- Conduct an analysis of relevant leading and lagging indicators from Attachment B that the services were intended to impact.
- Review supporting documentation to show additional evidence of progress.
- Determine course corrections if necessary.

In addition to these formal and structured processes for ensuring effective management of provider services, the school will use informal and organic methods to ensure effective oversight of provider services. School-based oversight may include assessing the timeliness and accuracy of verbal and written communications from the provider, observing provider service delivery techniques, and assessing the effectiveness and efficiency of work sessions and meetings held with the provider. The school leader will also solicit informal feedback from teachers, students, and families who have received services from the provider. The school will make every effort to give the provider feedback throughout the period of performance so that minor issues can be resolved and the risk of significant issues can be minimized.

District Contract Management and Oversight. Additional contract management and oversight will be provided by the district. The district will designate one representative, from the Office of School Leadership, who will act as the primary contact for this project. The representative will be responsible for ensuring clear and effective communication among all parties, creating and managing contract documentation, collaborating with the district Finance Office, and ensuring that all procurement rules and regulations are followed. Throughout the course of the contract, the district representative will also be responsible for conferring with any and all parties, as necessary, to resolve unanticipated issues or requirements that might occur during the course of the RFP. Each district-level representative will create an end-of-year report that summarizes the provider's performance and documents any issues or areas for improvement. District and school leadership will review these end-of-year reports and use this information to make decisions about extending provider contract services, and helping the school make progress toward its goals, especially regarding student learning outcomes.

In addition to these formal and structured processes for ensuring effective management of provider services, the school will use informal and organic methods to ensure effective oversight of provider services. School-based oversight may include assessing the timeliness and accuracy of verbal and written communications from the provider, observing provider service delivery techniques, and assessing the effectiveness and efficiency of work sessions and meetings held with the provider. The school leader will also solicit informal feedback from teachers, students, and families who have received services from the provider. The school will make every effort to give the provider feedback throughout the period of performance so that minor issues can be resolved and the risk of significant issues can be minimized.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Houghton Mifflin Harcourt (HMH)- <i>formerly Scholastic, Inc.</i> 2270 Springlake Road, Suite 660 Farmers Branch, Texas 75234 Attn: Kathy Bull 800-221-5312</p> <p>Turnaround Services via Read 180/ Math 180/System 44</p>	Poughkeepsie City School District	<p>Dr. Nicole Williams Superintendent of Schools Poughkeepsie City School District Jane Bolin Administration Building 11 College Avenue Poughkeepsie, NY 12603 Phone: 845-451-4950 Email: nwilliam@poughkeepsieschools.org</p>
	Monticello Central School District	<p>Tammy Mangus Superintendent Monticello Central School District 237 Forestburgh Road Monticello, NY 12701 Phone: 845-794-7700 x70910 Email: tmangus@k12mcsd.net</p>
	Brockton High School , Brocton, MA	<p>Sharon Wolder Principal Brockton High School 470 Forest Avenue Brockton, MA 02301 Phone: 508-580-7633 Email: sharonwolder@bpsma.org</p>
Buffalo State College Center for Excellence in Rural and Urban Education 201 Chase Hall	Buffalo Public Schools	<p>David Mauricio, EdD Chief of Strategic Alignment and Innovation 728 City Hall Buffalo, NY 14202</p>

<p>1300 Elmwood Avenue Buffalo, NY 14222 (716)878-3610</p> <p>siskarjf@buffalostate.edu</p>		<p>716-816-3500</p>
<p>REACH, LLC Monica George-Fields mgfields@reachedsolutions.com DTSDE Review</p>	<p>Education Achievement Authority of Michigan</p>	<p>Veronica Conforme, Chancellor Education Achievement Authority of Michigan 300 River Place Suite 3600 Detroit, MI 48207 vconforme@eaofmichigan.org</p>
	<p>Saint Paul Public Schools Director of Title I Federal Programs and School Improvement (Minnesota)</p>	<p>Cheryl Calstrom Saint Paul Public Schools Director of Title I Federal Programs and School Improvement 1021 Marion Street St. Paul, MN 55117 Cheryl.calstrom@spps.org</p>
	<p>The Professional Consultants & Associates</p>	<p>Porsche Gaddy, President and CEO The Professional Consultants & Associates 2050 Anthony Avenue Bronx, NY 10456 pgaddy@theprofessionalassociates.net</p>
	<p>Urban Scholars Community School</p>	<p>Debra Jones, Principal 1180 Tinton Avenue Bronx, NY 10456 Djones51@schools.nyc.gov</p>

Section Not Applicable

G. Organizational Plan

i. Management and Team Structures

Please see appendices 1 and 2.

ii. Day-to-Day Operations under the school structure

The Associate Superintendent of School Leadership, Casandra Wright will oversee the principals of both the phase-out school, Lafayette High School, and the phase-in school, Lafayette International. *Please see to appendix 3.*

Lafayette HS (phase – out school):

As evidenced by the school level organization chart, LHS leadership team consists of the principal and assistant principal who will organize and lead four teams including the School Based Management Team, Parent Involvement, Student Support Team and the Safe and Civil Schools Team. Committees will consist of faculty members from LHS. Special attention will be paid to ensure that faculty is not serving on more than two teams. The principal will meet weekly with members of each team to provide individual feedback to support their work. The Lead Facilitator will assist the principal with implementing the phase out plan and ensuring that teachers and students receive the necessary supports to increase student achievement.

Teacher teams have daily common planning meetings facilitated by a member of the leadership team. Lead teachers assist with facilitating the common planning meetings. They work to develop collaborative efficiency of teams as well as to inform the leadership teams about teacher professional development needs. This information is used to monitor and revise the Comprehensive Professional Education Plan (SCEP).

Lafayette International (phase – in school):

As evidenced by the school level organization charts, the phase – in school will consist of the principal, assistant principal and five school support teams including Parent Involvement, School Based Management Team, Curriculum Lead and Data Team, Student Support Team and the Safe and Civil Schools Team. Members of the faculty will volunteer to participate in each team with special attention paid to ensuring that faculty is not serving on more than two teams. Lafayette International will also have a mental health clinic supported by Say Yes Buffalo.

iii. APPR Plan

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

Consistent with the New York State Metrics and Expectations, principals and other school leaders will ensure that teachers implement the approved APPR to ensure that

teachers have a deep, reliable knowledge of how they are evaluated under the district's APPR plan. Principals will continue to develop their knowledge of the New York State United Teachers (NYSUT) Teacher Practice Rubric. The district's Three Big Rocks provide a leadership landscape whereby instructional leaders will be able to effectively use all measures of student learning, observations, and other evidence to constantly cultivate changes in teacher practice and develop school wide instructional strategies aligned to key design elements of the school improvement plan.

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

Together, the administrative team will develop a weekly-monthly-yearly observation calendar to guide his or her daily schedule. Administrators will systematically track action steps and hold teachers accountable to implement recommendations. Specific goals for teacher success will be set, and progress toward the goal will be tracked. This will allow the principal and the Associate Superintendent for School Leadership, who evaluates the principal, to see trends in teacher strengths, challenges, and recommendations throughout the year.

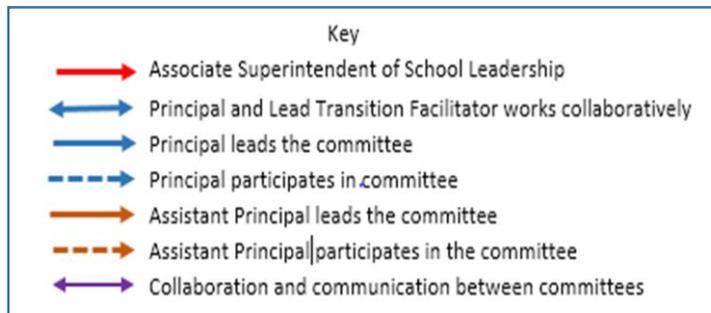
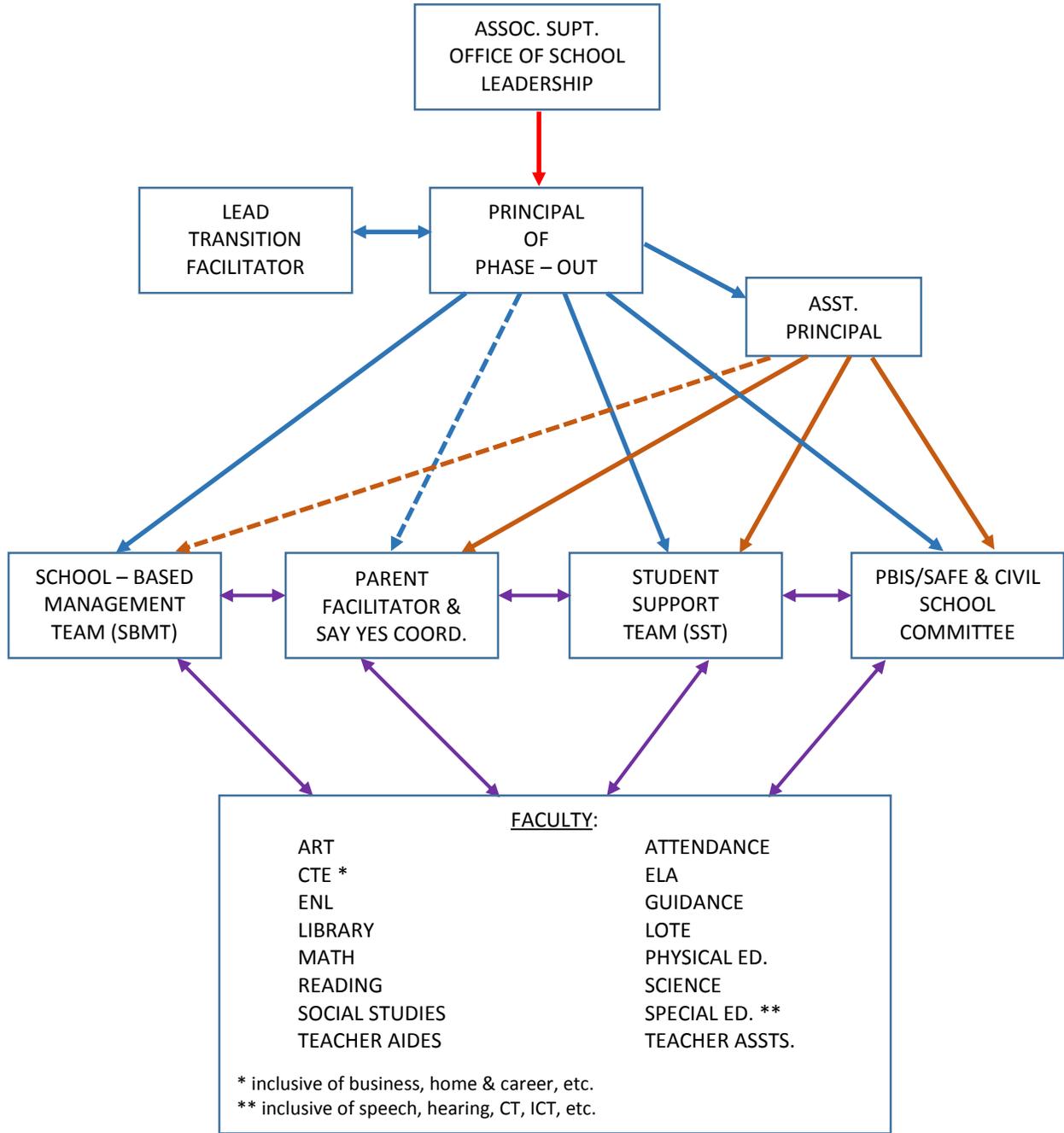
All teacher observations, student learning objectives approvals, and teacher improvement plans will be housed in BCSD's Professional Growth Data System. Teachers and building administrators use this collection of data as another platform for communication and feedback between face-to-face sessions.

All principal observations and 60 points of other measures are based on the Interstate School Leaders Licensure Consortium standards through multiple school visits by the Associate Superintendents for School Leadership, who have been certified in accordance with Commissioner Regulation 30-2.9. The visits will include a structured review process of school documents and classroom visits. One of the visits will be unannounced. The Associate Superintendents of School Leadership, also will keep a weekly-monthly- yearly observation calendar, using a process similar to the principal's calendar. The district will review and revise the APPR process based on 3012-d.

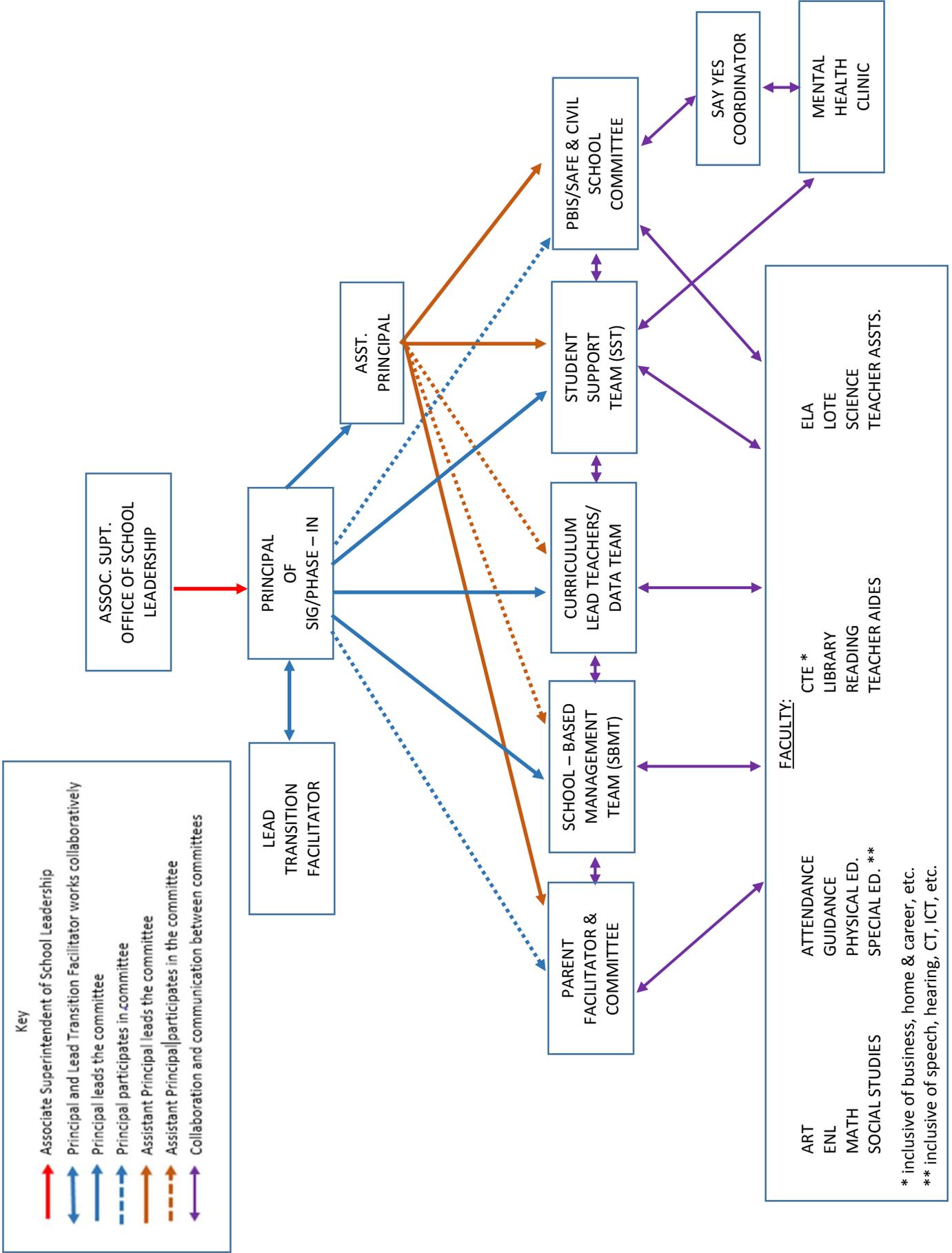
iv. Calendar of Events to Support APPR Implementation

Please see appendix 4 (Full Calendar Schedule of Events for 2015-2016).

ORGANIZATION CHART
Lafayette High School (phase – out)



**Appendix 3: ORGANIZATION CHART
Lafayette International (phase – in)**



2015-2016 APPR Time Line (Recertification for 16-17)

April 2015

- **Principal Evaluator Session-** ISLLC Standards/ Kim Marshall Rubric; Reviewing, rating and Approving Principal SLOs; PIPs; PLE 1, 2, 4 & 5
- **Principal Evaluator Session-** Reviewing, rating and Approving Principal SLOs; PLE 6

May 2015

- **Principal Evaluator Session-** NYSED accountability reporting; Principal CES; PLE 7 & 8
- **Principal Evaluator Session-** Special considerations for principals of ELLs and SWDs; PLE 9

July 2015

- **Voluntary NYSUT & Marshall Rubric training for teacher and/ or principal evaluators**
- **Principal Evaluator Trainings-** ERIE 1 BOCES

August 2015

- **August Leadership Retreat (1 full day)-** AM: SLO/LMA and Artifact rating review; TIPS review; Observations (conducting and rating) review; LE 1-6
PM: NYSUT & Marshall Rubric training
- **August Leadership Retreat (1 full day)-** IRR Calibration, LE 1,2,4 & 5
- **Initial LE Cert for new administrators (1 full day)-** LE 1-9

September 2015

- **TIP/PIP make up session-** LE 3
- **TIPS/PIP due by 9/23/15 (pending approval of District Calendar)**
- **On 9/24/15, Instructional Specialists for APPR will verify that all TIPS that were to be created District-wide have been entered in to PGS.**
- **Assistant Superintendent of Shared Accountability/Chief Information Officer will verify that all PIPS that were to be created District-wide have been created.**

October 2015

- **Principal/ AP Leadership Development meeting (3 hours)-** IRR (NYSUT rubric; SLO/LMA rating) LE 1,2,4, 5 & 6
- **Principal Evaluator Development meeting –** IRR (Marshall Rubric; SLO/LMA rating) LE 1,2,4,5 & 6
- **LE 1,2,4,5 & 6 Make-Up session**
- **SLO/LMA Due Date 10/14/15**
- **Once SLO/LMAs are locked a report will be generated containing errors in the SLO/LMAs. Instructional Specialists for APPR will review the report and contact Principals/Directors regarding revisions needed.**

November 2015

- **Principal/ AP Leadership Development meeting (3 hours)-** IRR (NYSUT rubric; Observation conducting & rating) LE 1,2,4, 5 & 6
- **Principal Evaluator Development Meeting –** IRR (Marshall rubric, Observation conducting & rating) LE 1,2,4,5 & 6
- **LE 1,2,4,5 & 6 Make-Up session**

December 2015

- **Principal/ AP Leadership Development meeting (3 hours)-** IRR (NYSUT rubric; Observation conducting & rating) LE 1,2,4, 5 & 6
- **Principal Evaluator Development Meeting –** IRR (Marshall rubric, Observation conducting & rating) LE 1,2,4,5 & 6
- **LE 1,2,4,5 & 6 Make-Up session**
- **Observation #1 should be in PGS by 12/21/15**
- **A report detailing which teachers have not yet received an observation for the 2015-2016 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**

January 2016

- **Principal/ AP Leadership Development meeting (3 hours)-** State Reporting & Evaluating teaches of ELLs and SWDs LE 7-9

Appendix 4: APPR 2015-2016 Calendar of Events

- **Principal Evaluator Development** - State Reporting & Evaluating teaches of ELLs and SWDs LE 7-9
- **LE 7-9 Make-Up session**
- **Initial LE Cert for new administrators (1 full day)**- LE 1-9 (as an optional/ required session on the same day as the meeting; admins assigned as needed)

February 2016

- **Principal/ AP Leadership Development meeting (3 hours)**- TIP monitoring LE 3
- **Principal Evaluator Development** – PIP monitoring LE 3
- **LE 1,2,4,5 & 6 Make-Up session**

March 2016

- **Principal/ AP Leadership Development meeting (3 hours)** – IRR (Artifacts rating & NYSUT Rubric) LE1,2,4 & 5
- **Principal Evaluator Development** – (Marshall Rubric Training) LE 1,2,4 & 5
- LE 1-9 make up session

April 2016

- **Principal/ AP Leadership Development meeting (3 hours)** – Observing Effective Secondary Instruction. LE 1,2,4 & 5
- LE 1-9 make up session
- **Artifacts must be submitted in PGS by teachers by 4/29/16**
- **Once the artifact portal is locked the Instructional Specialists for APPR will generate a report including teachers who did not submit artifacts. The report will be reviewed and Principals/Directors will be contacted regarding irregularities.**

May 2016

- **Principal/ AP Leadership Development meeting (3 hours)**- LE 1-9 make up session (as an optional/ required session on the same day as the meeting; admins assigned as needed)

Appendix 4: APPR 2015-2016 Calendar of Events

- **Observation #2 should be in PGS no later than 5/31/16**
- **Artifacts should be rated in PGS no later than 5/31/16**
- **A report detailing which teachers have not yet received two observations for the 2015-2016 school year will be reviewed by the Instructional Specialists for APPR. The Assistant Superintendent for Shared Accountability/Chief Information Officer will be notified of irregularities.**
- **Teachers' 60 points will be calculated at this time. Irregularities will be reviewed and corrected by the Instructional Specialists for APPR.**

H. Educational Plan

i. Curriculum

Both the phase – out school and the new phase – in schools will provide educationally sound programs for all students. The educational plans described below illustrate how the phase – out school will ensure that it continues to strengthen its programs and offerings to students each year until the phase – out is complete, and how the phase – in school will launch a new, comprehensive program focused on the needs of the students.

Lafayette HS (phase – out school):

The curriculum for all subjects to be taught at LHS will align with the New York State (NYS) Common Core learning standards (CCLS) and NYS Common Core testing.

Mathematics – A full NYS approved Common Core aligned math curriculum will be in place for grades 10, 11, 12. AIS will be provided to students who do not pass the Regents exam. These courses will be taught by certified math teachers. Depending on a student’s individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing (e.g. word problems and explanations of computations). The eighth grade will follow the common core aligned math curriculum and use the NYS curriculum modules. Those students who have not achieved proficiency (levels 1 and 2) will be provided AIS support. These courses will be taught by certified math teachers. Depending on a student’s individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing (e.g. word problems and explanations for computations).

English language arts (ELA) – A full NYS approved Common Core aligned ELA curriculum will be in place for grades 10, 11, 12. AIS will be provided to students who do not pass the Regents exam. These courses will be taught by certified ELA teachers. Depending on a student’s individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing skills (e.g. narrative versus expository). The eighth grade will follow the Common Core aligned ELA curriculum and use the NYS curriculum modules. Those students who have not achieved proficiency (levels 1 and 2) will be provided AIS support. These courses will be taught by certified ELA teachers. Depending on a student’s individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing (e.g. narrative versus expository).

English language learners (ELLs) – ENL services will be provided in compliance with Part 154 regulations. ENL instruction will be aligned with the Common Core, ELA and mathematics with appropriate modifications and supports. ENL teachers will teach part-time and act as support to content teachers for the other portion of the day, co-teaching lessons and assisting with instructional strategies and lesson modifications. The Multilingual Department will provide additional support for the school based coaches and teachers via the Title III support staff, district sheltered instruction coach, and centrally offered PD opportunities. Building level ENL coaches currently providing training and support will continue to do so during the phase-out period. Other supports in the school

include multilingual teacher aides proficient in the top languages spoken by the students and bilingual education for Spanish speakers. Title III LEP and Immigrant funding will continue to support after-school programs, professional development, parental involvement initiatives, and the summer learning program (Jump Start). It will also partially fund the ENL program coordinator. ELLs are eligible to attend the after school program that is offered in conjunction with Daemen College. This program gives students the opportunity to get help with homework as well as tutoring in various subject areas.

Special Education – LHS will continue to serve 1

- 15:1 bilingual students in grades 10, 11, and 12
- 6:1:1 bilingual students in grades 10, 11/12
- 12:1:1 monolingual students in grade 10
- 15:1 monolingual students in grades 11 and 12

The curriculum will be aligned to the Common Core. Students who require resource room, consultant teacher, or integrated co-teaching will receive services based on IEP recommendations. Teachers will receive any staff development provided to all special ed. teachers in the district. These trainings include, but are not limited to: IEP writing, integrated co – teaching, classroom management, FBAs & BIPs, and SDI.

Career & Technical Education (CTE) – The district will continue to support the NYSED CTE certified business program with supplies, equipment, assessments, and work based experiences. Additionally all support for CTE endorsement including but not limited to integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Where possible stackable credentials will be available to CTE students to increase their employability. All curricula are cross – walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. District – wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to: Industry & SLO assessment review & evaluation of data, Common Core Technical Area, Math/ELA integration, Work-based Learning & Youth organizations, Guidance Counselor Informational Careers Fairs, and High Impact Learning Strategies. The differentiated business program will be offered and provide designated students a skill based CDOS credential co – taught by a CTE business teacher and a special education teacher. For 8th grade students, the CTE department will support the family and consumer science and technology programs within the school ensuring that all supplies and equipment are available so that the students receive the required NYSED curriculum for middle school CTE students. This includes career awareness about high school options available to them within the district and students will be included in all district sponsored exploratory career fairs. All curricula are cross walked with Common Core math and English standards as well as the NYSED CDOS and industry standards. LHS will continue to partner with Erie I BOCES to provide morning and afternoon career and technical education (CTE) courses. The students have been offered the opportunity to take a Career Exploration Program. In this program the students will have the opportunity to explore eight different career paths through five – week modules and to enroll in the BOCES CTE programs offered at the BOCES Harkness Center and Potter School. These programs range from auto tech to cyber security to culinary classes.

Lafayette International (phase – in school):

The enrollment for Lafayette International will be primarily English language learners (ELLs). The curriculum for all subjects to be used will align with the New York State (NYS) Common Core learning standards (CCLS) and NYS Common Core testing. For math and ELA, the NYS modules will be implemented. In order to serve this unique population effectively, Lafayette International will emulate the diverse model from the Internationals Network of Public Schools. This model removes the stigma of being a non – English speaker and highlights the students’ languages and cultures as assets. It takes the students’ linguistic and cultural heterogeneity to create a school community that supports high academic achievement.

Lafayette International will adopt project –based learning (PBL) as a framework, which is an essential aspect of Internationals Network’s five core principles. In contrast to the traditional paper – based, rote memorization, teacher – led classrooms, PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Although PBL is a relatively new term, it is grounded in the work of John Dewey. In his book, Pedagogical Creed (1897), Dewey posited his idea of students “learning by doing.” He believed that teachers are not the holder of knowledge but that they, along with other community members, can influence and shape the students’ learning experiences with constructive activities as the center of the learning experiences. Due to the students’ linguistic and cultural needs, PBL is particularly important as allows for the use of a variety of resources (e.g. visuals, guest speakers, movies, etc.) to provide multiple access points to content material. This framework has been proven effective for ELLs with Internationals Network’s track record of success in implementing PBL. Two examples of its success are Manhattan International High School and International High School at LaGuardia. According to the High School Quality Snapshot, both schools reported over 90% of their ninth graders are on track for graduation.

The school will implement a Transitional Bilingual Education Model in grades 9-12 in accordance with the units of study required by Commissioner’s Regulations Part 154. Transitional Bilingual Education (TBE) is a model of instruction utilized to enable English language learners students to enter into the linguistic and cultural mainstream as quickly as possible while supporting ongoing content attainment and literacy through the use of the home language. A student in the TBE program at Lafayette International School will follow a course sequence determined by his/her proficiency in English and the home language (Spanish and possibly other languages, depending on population shifts). In the Transitional Bilingual Education Program, students will receive instruction in English as a new language (ENL) in both a stand-alone and integrated setting. Home Language Arts will be provided for one period per day, regardless of English proficiency, and bilingual content classes will be provided for one or two periods, depending on the student’s proficiency level. Students who arrive with low literacy in the home language will receive literacy intervention services in that language to strengthen identified areas of need. *Please see appendix 5 (sample course offering).*

Bilingual education is important because it builds upon the skills and strengths of the English language learners. The ELLs receiving instruction in their home language progress in concept attainment while at the same time they are learning the English language. The objective is for the ELL students to maintain high levels of literacy and content knowledge in the home language and experience a seamless transition to independence in a classroom

where English is used as the language of instruction. It is theorized that this transition may take place within a three-year period, although the timeframe will vary depending on the students' home language literacy levels, English proficiency and content knowledge across subjects upon arrival. It is the goal of the Transitional Bilingual Education Program that students will achieve high levels of literacy and content in both languages through a rigorous, common core aligned course of study, and that they will be awarded the New York State Seal of Biliteracy. Another goal is that teachers and staff members in the school are involved in comprehensive professional development in biliteracy and translanguaging strategies to build on the strengths the students bring while addressing areas of need in both languages. A third goal is that parents, teachers, and community members are involved in the ongoing development, implementation and evaluation of the program.

ii. Instruction

Lafayette HS (phase – out school):

The instruction for all subjects to be aligned with the New York State (NYS) Common Core learning standards (CCLS) and NYS Common Core testing. The meet the rigor of the CCLS, math instruction will focus on the 6 instructional shifts which are: focus, coherence, fluency, deep understanding, application, and dual intensity. ELA instruction will focus on the instructional shifts which are knowledge of the disciplines, staircase of complexity, text – based answers, writing from sources, and academic vocabulary.

The students who need additional math support will receive math instruction but will also be given an AIS math class, as well as extended learning time after school. In the AIS math classes, Math 180 will be used as a supplement to the instruction that teachers will provide. These students will also receive math instruction in an after school program by a certified teacher and the use of Math 180.

The students who need additional ELA support will receive ELA instruction but will also be given an AIS ELA class, as well as extended learning time after school. In the AIS ELA classes, System 44 or Read 180 will be used to supplement the instruction that teachers will provide. These students will also receive ELA instruction in an after school program by certified teachers and use of System 44 or Read 180. Those students who need intense reading instruction will be placed in Read 180 classes whereas students who need foundational skills will be placed in System 44 classes. In addition, long – term ELLs (students who have been in an ENL program for five years or longer) will use English 3D. This program is designed for students who have oral bilingual proficiency and sound like native English speakers but have developed habits of non – engagement, learned passivity, and struggle with academic literacy. 3D provides students with opportunities to participate in advanced academic tasks and interactions so they can develop the skills needed to attain the curriculum.

Lafayette International (phase – in school):

Lafayette International will implement project – based learning modeled after Internationals Network for Public Schools. In order to deliver effective CCLS aligned instruction, and within PBL, teachers will use a number of instructional strategies that are widely recognized to benefit English language learners. These strategies and frameworks include Understand by Design (UbD), Sheltered Instruction Observation Protocol (SIOP), Step Up to Writing (SUTW), integrated co – teaching, and translanguaging. At the

conclusion of funding, students will be in a learning environment where they are learning content and developing 21st century skills.

Understanding by Design (UbD) and Sheltered Instruction Observation Protocol (SIOP) are comprehensive frameworks that encompass all stages of effective instruction from planning to delivery to assessments. UbD was created by McTighe and Wiggins in 1998. It is centered on “teaching for understanding” through backwards design which requires teachers to analyze and determine the desired outcomes before developing the learning objectives and activities in order to reach the desired outcomes or results. With the end in mind, teachers are able to avoid the common pitfall of planning forward from activity to activity, only to find that some students are prepared for the final assessment while others are not. It is based on the concept that teachers will have a much firmer and clearer grasp of where the learning is going if the goal or summative assessment is clearly articulated right from the beginning. Teachers focus on the enduring understandings that students must learn and apply, then they develop the process of what students will know and how and when they have reached that understanding. UbD will not only help teachers in planning their daily lessons but to also be able to map their subject area curriculum with the student project as desired outcome.

The second essential framework is SIOP. This instructional framework encompasses all aspects of good teaching. It was designed by three researchers, J. Echevarria, D. Short, and M. Vogt, from the Center for Applied Linguistics (CAL) through a meta – analysis of existing research in the field on second language acquisition and second language instruction. SIOP is designed to address the needs of English language learners (ELLs) to develop language and content learning simultaneously. This model is well documented in improving student achievement (Echevarría, Richards-Tutor, Chinn, & Ratleff, 2011).

It consists of eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Each of these components, and their features, are organized in a way to help teachers structure and organize their teaching in a comprehensive manner. One important stage of planning is “lesson preparation.” This component of SIOP requires teachers to not only write a lesson objective but to write a content objective and a language objective. The premise behind this is for teachers to think about both the content that they will teach as well as the language that is required associated with the content. This is particularly important for ELLs because they, by definition, do not yet have the language skills needed to function as their native English – speaking peers. As this school will only enroll ELLs, every teacher is a language teacher as well as a teacher of academic content and skills. However, SIOP is very clear in emphasizing that the language of a domain is not simply the content specific vocabulary but also the process/function words that often impede ELLs from learning the content materials or completing learning tasks.

Another component in SIOP that exemplifies the importance of thoughtful planning for purposeful language and content instruction is “interaction.” This component helps teachers to be more strategic when planning cooperative learning groups. One element of cooperative learning is homogeneous or heterogeneous grouping. Although the school will enroll primarily ELLs (homogeneous), there is heterogeneity within this population such as students who are at differing English and home language proficiencies, those who speak different languages, and those who are from various cultural and ethnic backgrounds. So, when placing students into groups, teachers must consider what type of grouping will

maximize the time students interacting with each other and with the teachers for oral language development. Second language acquisition research has clearly proven that oral language development is the first step to language learning and a gateway to literacy.

Another instructional tool that teachers will have is Step Up to Writing (SUTW). SUTW is an organizational program that teaches explicit writing strategies within the writing process to help students organize their thinking and their writing. Teachers will use key strategies and resources from this program to teach students how to write within their subject areas. Some of the key strategies include, but are not limited to: how to write strong and effective topic and concluding sentences, how to write position statements, how to transition between ideas, and how to write strong and effective paragraphs with supporting details. All teachers will be expected to infuse writing into all lessons using SUTW strategies and resources.

Teachers will also receive training on integrated co – teaching. ELLs at the emerging and entering levels (including newcomers and SIFE) will have one period of ELA/ENL that is team – taught. During this period, the ENL and ELA teachers will plan and collaborate to teach language through ELA content. Depending on the make – up of the class based on various data points, the teachers will focus on oral language development and literacy skills. With two teachers, students will be able to receive more individualized attention by grouping (e.g. such as centers in the elementary grades). This ELA/ENL period can be further supported by the System 44 or Read 180 programs. For example, on a rotating basis, the teachers can do whole group instruction on day one. On day two, the teachers can divide the students into three groups. The teachers would take one group each and the third would use System 44 or Read 180. There could be up to a full rotation of all three groups within the period. Day three could be an extension of what was taught on day one. A piece of literature could be introduced with a read a – loud followed by an oral comprehension check and a mini vocabulary lesson. Day four could begin with a quick review of the story and the vocabulary words. The review would be followed by identification and discussion of a literary feature in the text. Day five would be a connection between reading and writing. The teachers would use Step Up to Writing (SUTW) to have students produce simple sentences and/or paragraphs about the text from the previous day’s discussion. The above example would then carry over into the “pure” ELA period of the block. The ELA teacher would use the building blocks that were laid in the first period to expand on the topic and writing projects.

There will also be a double period block for mathematics with the first period co – taught by a math teacher and an ENL teacher and the second period is “pure math”. Similarly to ELA/ENL, the math and ENL teacher will co – plan and co – teach the class. Although this is a math class, oral language development and literacy skill are equally important. Unlike math classes from 5, 10, 15 years ago, students in today’s classes must write significantly more in order to meet state standards. In order to accomplish this, the ENL and math teachers would use the component from the SIOP model to plan and deliver language rich math lessons.

To address the needs of long – term ELLs who may score at the entering or emerging levels yet they have well developed oral skills, these students would receive ELA and/or math AIS classes in addition to a regular ELA and math class.

Translanguaging by City University of NY – NYS Initiative for Emergent Bilinguals (CUNY – NYSIEB). CUNY – NYSIEB is a collaborative project of the Research Institute

for the Study of Language in Urban Society (RISLUS) and the doctoral program in urban education. The main focus of the initiative consists of professional development to principals and school/district personnel in support of practices that view bilingualism as a dynamic practice and as a resource to be used in classrooms as well as the whole school. Participants will be given materials developed throughout the initiative, receive training on historical and current practices to support emergent bilinguals, and implementation of the bilingual common core initiative. CUNY – NYSIEB has a successful track record in working with the district, specifically at School #45 and the district’s Model Induction mentoring program. Because translanguaging is not a program, it can be implemented building – wide by all teachers. Teachers who use English as the medium for instruction as well as bilingual teachers can use translanguaging practices in order to leverage the students’ home languages as a tool to teach language and content.

The students who need additional support will be given academic intervention services. For math support, students will be given AIS math class as well as extended learning time after school. In the AIS math classes, Math 180 will be used as a supplement to the instruction that teachers will provide. For ELA support, student will receive AIS ELA instruction and extended learning time after school. In the AIS ELA classes, System 44 or Read 180 will be used to supplement the instruction that teachers will provide. Those students who need intense reading instruction will be placed in classes where Read 180 is used whereas students who need foundational skills will be placed in classes where System 44 will be used. The after school program for both math and ELA will be taught by certified teachers and will be offered four times per week in order to give students as many opportunities as possible to attend.

Lafayette International will provide a wide spectrum of special education services that are rooted deeply in an inclusive model, which embraces the idea that students will be appropriately supported in the least restrictive environment. These services include consultation, resource, and co-teaching, as well as a work study/vocational program. In addition, an exemplary community-based program that will provide specialized support for students that have more substantial needs.

The students who need accelerated instruction will be provided enrichment classes such as honors and Advanced Placement (AP). And, with each phase – in year, the students will be provided with core and elective courses that will give them high school credits as well as college credits through the partnership with Buffalo State College.

Below is an example of how all the components complement each other to create an experiential learning environment where academic excellence and 21st century skills are the foci.

Teachers will use the Understand by Design (UbD) model to plan for the year – long cross – curricular project. The first step of UbD is to determine the desired result. For the purpose of this plan, the result is a standards – based cross curricular project that each student must create. Teachers, from all subject areas, will discuss and come to consensus on a theme and a driving question which is a requirement for project – based learning (PBL). Once the theme and driving question are established, teachers will create the structure by which students must comply.

Continuing with UbD, teachers would then gather within their subject areas to design two mini projects (one per semester). The mini projects must meet the criteria of PBL which are 21st century skills, structured collaboration, student voice and choice, and inquiry

and innovation. Students will select one project from each class to contribute to the larger final project. Teachers must be given the autonomy to collectively determine how they wish to structure their mini projects as they need to address the curriculum and standards of their respective subjects. It is important to note that every teacher will be expected work with their students to create mini projects (e.g. math, science, social studies, ELA, music, art, business, ENL, LOTE, etc.) and one of the two must be a writing project.

Once the desired result and project structure have been determine, the next step will be for teachers to use CCLS curriculum to plan instruction. The end result (i.e. project) will be the driving force in keeping teachers focused on designing their lesson activities and learning experiences that will lead students to complete their mini projects. The supports available for teachers to provide effective instruction, from planning to delivery, will include:

- *Sheltered Instruction Observation Protocol (SIOP)* – As noted earlier, SIOP is an instructional framework that encompasses aspects of good teaching. It is not an added curriculum that teachers “must get through.” SIOP helps teachers think about ELLs and how they learn in order to make instruction meaningful to them.
- *Step Up to Writing (SUTW)* – SUTW is an organizational program that teaches explicit writing strategies within the writing process to help students organize their thinking and their writing. Teachers will use key strategies and resources from this framework to teach students how to write their mini projects. Some of the key strategies include, but are not limited to: how to write strong and effective topic and concluding sentences, how to write position statements, how to transition between ideas, and how to write strong and effective paragraphs with supporting details. This program has been adopted as a district – wide initiative.
- *Translanguaging* – The translanguaging practices will be particularly important in PBL as many students may have not yet acquired sufficient amount of language to complete the project in English. As such, students will collaborate with their peers to create multilingual projects. And, teachers will make use of these practices to help students to harness their linguistic strengths in order acquire English and learn content.

At the end of the school year, students will present their projects at the “Lafayette International Showcase”. The showcase will be open to the public. Students will have the opportunity to present their projects, answer questions, and learn about other projects. In addition, specialists and experts from the community will be invited to select two to three projects that they will review and provide feedback to the students.

iii. Use of Time

Lafayette HS (phase – out school):

The 2015 – 16 school year will begin on 1 September for staff and faculty. There will be two days of professional development for teachers. The first day of class for students will be 3 September. The total number of teacher days will be 186 and 170 for students in grades nine through twelve. *Please see appendix 6 (School Calendar).*

With a focus on literacy across the curriculum, LHS will provide CCLS aligned curriculum and instruction, and providing academic interventions for students who are in need of additional support. Students will be scheduled in a manner that will best suit their needs.

Lafayette International (phase – in school):

The 2015 – 16 school year will begin on 1 September for staff and faculty. There will be two days of professional development for teachers. The first day of class for students will be 3 September. The total number of teacher days will be 186 and 170 for students in grades nine through twelve. *Please see appendix 7 (Bell Schedule and Sample Schedule).*

iv. Data-Driven Instruction and Inquiry

See appendix 8 (Schedule for Administering Common Interim Assessments) will be submitted upon completion.

v. Student Support

Lafayette HS (phase – out school):

LHS will continue to implement Response to Intervention (RtI) for students. Within the RtI model, the Safe & Civil Schools/Positive Behavior Interventions and Supports (PBIS) program will be used. PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. The goals of PBIS are to: A) Increase data-based decision-making on behavior and academic instruction and reinforce across all school settings, B) increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school – wide, classroom, and individual student levels, C) reduce use of reactive discipline measures in schools (e.g., office discipline referrals, detentions, suspensions, expulsions) for all students, D) Implement effective intervention plans for students with the most comprehensive behavioral and emotional needs that support and evaluate their success across home, school, and community, E) increase capacity of general education settings to successfully educate students with disabilities and prevent academic and/or social failures of all students, F) increase capacity of schools and districts to address over- and under-representation of students by ethnicity relative to discipline, disability status, and academic achievement with access to data on these outcomes, G) improving attendance by establishing a culture of attendance, acknowledging outstanding attendance and supporting students at-risk for chronic absenteeism, H) increase academic achievement levels of all students. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. The three tiers are:

Tier 1 Interventions – Universal interventions are offered to all students. Examples are school wide behavior exceptions (Respect Yourself, Respect the School Community, Respect Each other) student mentors, extracurricular activities, and school wide positive discipline events (dance, movies).

Tier 2 Interventions – Selected interventions are aimed at students who are identified as being at risk of failure and/or dropout. Examples are mentoring/advisory period, Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), check in check out, anger management, Social Academic Intervention Groups (SAGS) etc.

Tier 3 Interventions – Targeted interventions are aimed at students exhibiting clear signs of early school leaving. Examples are alternative or non-traditional programs, intensive wrap-around services, individualized behavior plans, etc.

In addition, guidance counselors will continue to apply the training they received on how to use scholarship reports and graduation tracking systems to ensure on-time graduation, and credit recovery options. Counselors were trained and in-serviced through

the district's Guidance Department and consultants on how to use various tools such as Hobsons Naviance Program to support students and parents on the research of scholarships. Also the Guidance Department is linked with the states HESC FAFSA Completion Project which also identifies students that have not completed TAP applications and PELL grants which would allow them additional dollars for college scholarships. BPS is partnered with The University of Buffalo Graduate School of Education which has FAFSA teams in every high school assisting students to complete the FAFSA application. Counselors were also trained on how to identify students on track by credits assigned. Counselors also use the Senior Credit Review Form which every student is required to have annually to see where their high school credits are to ensure on time graduation. Counselors also use the Data Dashboard to identify credits assigned to ensure that students are on track or if they are in need of additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions. Students who are in need of additional credits are given the option of attending the McKinley High School Credit Accrual Program or can avail themselves to Grad Point for credit recovery to make up additional credits of which they are in need.

Lafayette International (phase – in school):

Lafayette International will implement the district - wide initiative Safe & Civil Schools/Positive Behavior Interventions and Supports (PBIS) which is a program within the Response to Intervention (RtI) model. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. The three tiers are:

Tier 1 Interventions – Universal interventions are offered to all students. Examples are school wide behavior exceptions (Respect Yourself, Respect the School Community, Respect Each other) student mentors, extracurricular activities, and school wide positive discipline events (dance, movies).

Tier 2 Interventions – Selected interventions are aimed at students who are identified as being at risk of failure and/or dropout. Examples are mentoring/advisory period, Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), check in check out, anger management, Social Academic Intervention Groups (SAGS) etc.

Tier 3 Interventions – Targeted interventions are aimed at students exhibiting clear signs of early school leaving. Examples are alternative or non-traditional programs, intensive wrap-around services, individualized behavior plans, etc.

As the new school is phasing in, the guidance counselors will apply the training they received on how to use scholarship reports and graduation tracking systems to ensure on-time graduation and credit recovery options. Counselors were trained and in-serviced through the district's Guidance Department and consultants on how to use various tools such as Hobsons Naviance Program to support students and parents on the research of scholarships. Also the Guidance Department is linked with the states HESC FAFSA Completion Project that also identifies students that have not completed TAP applications and PELL grants which would allow them additional dollars for college scholarships. BPS is partnered with The University of Buffalo Graduate School of Education that has FAFSA teams in every high school assisting students to complete the FAFSA application. This is particularly important for students at Lafayette International as many of the students'

parents/guardians are also English language learners (ELLs) and would have find it extremely challenging to complete necessary documentations required by colleges.

Counselors were also trained on how to identify students on track by credits assigned. Counselors also use the Senior Credit Review Form that every student is required to have annually to see where their high school credits are to ensure on time graduation. Counselors also use the Data Dashboard to identify credits assigned to ensure that students are on track or if they are in need of additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions. Students who are in need of additional credits are given the option of attending the McKinley High School Credit Accrual Program or can avail themselves to Grad Point for credit recovery to make up additional credits of which they are in need.

In addition, there will be a mental health clinic at Lafayette International provided by Say Yes to Education, a district and school partner. The existence of the clinic will provide mental health services to any student who is in need mental health services. The onsite clinic will allow students to easily access the services in their own school building without the need to regularly travel to an outside clinic located somewhere in the community. The clinic will be coordinated by Say Yes support specialist and operated by a community mental health agency. It will be available before, during, or after the school day.

vi. School Climate and Discipline

Lafayette HS (phase – out school):

As the old school phases out and the new school phases in, both schools will implement the district - wide initiative Safe & Civil Schools/Positive Behavior Interventions and Supports (PBIS) which is a program within the Response to Intervention (RtI) model. PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students. The three tiers are:

Tier 1 Interventions – Universal interventions are offered to all students. Examples are school wide behavior exceptions (Respect Yourself, Respect the School Community, Respect Each other) student mentors, extracurricular activities, and school wide positive discipline events (dance, movies).

Tier 2 Interventions – Selected interventions are aimed at students who are identified as being at risk of failure and/or dropout. Examples are mentoring/advisory period, Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP), check in check out, anger management, Social Academic Intervention Groups (SAGS) etc.

Tier 3 Interventions – Targeted interventions are aimed at students exhibiting clear signs of early school leaving. Examples are alternative or non-traditional programs, intensive wrap-around services, individualized behavior plans, etc.

Each respective student support team (SST) will meet monthly to collaborate with the PBIS committee, and the Say Yes support specialist to review student intervention plans in order to make necessary adjustments that will benefit students.

Lafayette International (phase – in school):

In addition to PBIS, Lafayette International will institute restorative justice practices. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making, and facilitates student learning to address the impact of their

actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. Through restorative practices, members of the school community will:

- have an opportunity to be heard
- understand the greater impact of one's actions
- learn to take responsibility
- repair the harm one's actions may have caused
- recognize one's role in maintaining a safe school environment
- build upon and expand on personal relationships in the school community
- recognize one's role as a positive contributing member of the school community

vii. Parent and Community Engagement

Lafayette HS (phase – out school):

The district and the school has shared information regarding the status of the school to parents, community members, the Alumni Association, external partners, and other educational stakeholders. Upon being notified of the Lafayette's designation as an "out – of – time" school in the fall of 2014, the superintendent notified the Chief Academic Officer and the Associate Superintendent of School Leadership who in turn notified the principal and the faculty and staff.

The principal sent letters home to parents notifying them of the school's status. These letters were translated into six of the top languages represented in the school. Not only were letters sent home, but public meetings were also held to ensure that the information was shared with as many constituency groups as possible. In addition to the presentations to the community regarding the phase – out/phase – in plans, four parent meetings were held by the principal, lead transition facilitator, and parent facilitator.

Quarterly public meetings will continue to be held until the completion of the phase – out. These meetings will be coordinated and lead by the associate superintendent, principal, lead transition facilitator, and the parent facilitator. The purpose of the meetings will be: a) to provide an update on the phase – out process, b) parents rights to transfer their child to other schools, and c) eighth grade students high school application process. Letters will be sent home to families, along with School Connect calls, to notify them of the meetings. Both letters and phone calls will be in translated into the top six languages represented in the school. For the convenience of parents, guidance counselors and central registration staff will be available at the school should parents wish to consider a transfer. The on – site parent facilitator will be trained, by the Placement Office, in the transfer/enrollment process to support parents and students.

Lafayette International (phase – in school):

A public meeting regarding the new school and the implementation of the school improvement grant (SIG) will be held in September 2015. Key stakeholders will be invited to ensure transparency. The principal, along with the lead facilitator and parent facilitator will present the plan for Lafayette International. One key element that relates to communication and parent engagement, in the new school, is the establishment of a parent committee that will be led by the parent facilitator. The facilitator, who will be multilingual, and committee will be charged with not only increasing parent involvement but also to develop a streamlined system that will allow school staff and families to establish collaborative partnerships that support students' academic success. The system will a) foster collaborative decision-making that includes participation from principals, parents, teachers, school staff, and community leaders around the school plan, and b)

create a school as a hub of family and community activities and building family-school partnerships around student learning

In addition, information regarding the new school will be updated on the school website on a bi – weekly basis, or more often if warranted, and the parent facilitator will run monthly parent meetings.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

Lafayette HS (phase – out school):

The leadership team collectively contributed to the vision on the professional development plan. As 2015 – 16 will be year one of the phase – out process, the school will focus on enhancing instructional practices that will meet the diverse needs of students, increase student achievement on state assessments and the graduation rate, and focus on literacy and numeracy. One of the challenges that LHS faced in the past were uncoordinated efforts with regards to teacher development. Beginning this school year, the principal and the leadership team will create key systems and structures that will coordinate communication, building level trainings with those offered by the district, and services provided by community partners.

At the building level, the professional development plan will be aligned with the school comprehensive education plan (SCEP) and the phase – out plan. These trainings include Sheltered Instruction Observation Protocol (SIOP), *What’s Different about Teaching Reading to English Language Learners (ELLs)*, *Research – Based Vocabulary Instruction for ELLs*, Math 180, System 44, and Read 180.

SIOP will be differentiated for teachers who have had training and those who have no or limited knowledge of the model. There will be one day of an overview for all teachers. Then each group of teachers will receive four days of training. Teachers with no or limited knowledge of the model will receive SIOP Level I. This training will be an introduction to the model where teachers will gain knowledge of the element of each component practical skills to incorporate them into lesson plans. Teachers who have had training will receive SIOP Level II. This training will give teachers an in – depth understanding of the components and how to apply multiple components into their lessons. Teachers will be expected to implement SIOP in their classroom and administrators will be able to identify observable evidences and instructional practices through walkthroughs, informal, and formal observations.

In addition to the trainings listed in the chart below, there are numerous teacher leaders who have advanced degrees and/or received extensive training in a variety of topic. These teacher leaders can provide expertise in cultural and linguistic diversity, needs of students with disabilities (SWD), parent engagement, etc. *Please see appendix 9 Schedule of Trainings.*

Lafayette International (phase – in school):

Research is clear that traditional professional development in a workshop format (short and one time training) do not change teacher practices and have no effect on student achievement (Yoon et al, 2007; Bush, 1984). The reason it is ineffective is that it doesn’t provide support in implementation, which is an essential stage of learning, of the learned instructional skills. As any teacher knows, employing a newly learned strategy is more difficult than learning what a strategy is; even experienced teachers will struggle with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 1982). When training merely describes a skill to teachers, only 10% are able to transfer it into their practice. But, when teachers are coached through the beginning stage of implementation, 95% are able to transfer the skill. In order for professional development to be effective, there must be anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007).

Based on the abundance of research in this area, the professional development plan for Lafayette will: A) be on – going throughout the school year, B) be infused into all curricular areas,

and C) include in – depth coaching. For the implementation year, professional development will be planned that will clearly stipulate that A) teachers will receive active and engaging trainings in order to get a solid foundation of knowledge about the instructional strategies, B) teachers will see a model of implementation, and C) teachers will receive coaching as they attempt to apply what they have learned.

The professional development plan will be implemented by district and building level individuals. All trainings will be aligned with the school comprehensive education plan (SCEP). For example, at the district level, the Office of School Leadership offer trainings on data driven instruction (DDI), the Department of Multilingual Education offer training on native language arts (NLA) and Step Up to Writing (SUTW), Sheltered Instruction Observation Protocol (SIOP) coaching, and the Teacher Center offer a multitude of trainings across all curricular areas. At the building level, there are numerous teacher leaders who have advanced degrees and/or received extensive training in a variety of topic. These teacher leaders can provide expertise in cultural and linguistic diversity, needs of students with disabilities (SWD), parent engagement, etc.

The trainings will be robust and comprehensive in order to address the priorities identified in section A. Aside from those already listed, teachers will receive trainings on Understand by Design (UbD) and project – based learning (PBL) through the partnership with Buffalo State College (BCS). BCS will also offer a number of other trainings related to the Internationals Network model. Please refer to section F for detailed information on the training topics. However, it is essential to state that the school leadership team must have flexibility to modify the types of training that will occur based on the periodical evaluations of their effectiveness. These on – going and in – depth sessions will occur through the school year.

In addition to the trainings that will be offered in the school, Lafayette International teachers will have opportunities to attend trainings offered by the district. For example, the Office of School Leadership will offer trainings on data driven instruction (DDI), the Department of Multilingual Education offer training on native language arts (NLA), and both the Professional Development Department and the Teacher Center will offer a multitude of trainings across all curricular areas.

ii. Implementation Period

See appendix 10 (Implementation Period Chart).

iii. Evaluation Plan

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

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

Lafayette High School and Lafayette International will analyze professional development outcome data, reflect on implementation fidelity, and determining necessary midcourse corrections to ensure that professional development is on track to supporting identified school improvement goals. Monthly, the school will reflect on the SIG plan goals and objectives alongside relevant, up-to-date school data. To adequately assess the effectiveness of planned training, support, and professional development, data collected on professional learning implementation will include careful record keeping and the following quantitative and qualitative data sources:

- Sign-in sheets to track teacher participation
- Activity logs to track follow-up support for individual teachers and groups of teachers
- Activity logs noting the frequency and the duration of weekly instructional visits and feedback on the classroom application of new instructional strategies, as well as their substantive focus
- Surveys and evaluation forms to gauge teacher perception on how well they are able to apply new knowledge and skills in their professional practice
- An analysis of benchmark assessments, common formative assessments, daily formative assessments, and student work
- Summative evaluations (annually) will focus on whether the professional development achieved the intended outcomes as reflected in changes in teachers' practice and changes in student learning

Appendix #9

**Lafayette International (phase – out school)
Professional Development Trainings**

Training	Time Line	Who is Responsible	Intended Audience
What’s Different About Teaching Reading to ELLs?	October 2015	Center for Applied Linguistics (CAL)	Administrators, ELA teachers, ENL teachers, data/curriculum coach
Researched – Based Vocabulary Instruction for ELLs	October 2015	Center for Applied Linguistics (CAL)	Administrator, content area teachers, data/curriculum coach
Sheltered Instruction Observation Protocol (SIOP)	September 2015 – June 2016	District Multilingual Department, Professional Development Department, data/curriculum coach, & building administrators	All administrators & teachers
Translanguaging	September 2015 – June 2016	District Multilingual Department, Professional Development Department, data/curriculum coach, & building administrators	All administrators & teachers
Step Up to Writing (SUTW)	September 2015 – June 2016	District Multilingual Department, Professional Development Department, data/curriculum coach, & building administrators	All administrators & teachers
Data Driven Instruction	September 2015 – June 2016	District Professional Development Department, data/curriculum coach, & building administrators	All administrators & teachers

System 44/Read 180	September 2015 – June 2016	Data/curriculum coach, & building administrators	ELA & ENL teachers
Math 180	September 2015 – June 2016	Data/curriculum coach, & building administrators	Math teachers

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

One of the core beliefs driving the turnaround plan is the district- and schoolwide understanding that school staff, parents, and community members are partners in the change process. School improvement and turnaround presents an especially difficult communications challenge because of the intense emotions that surface and because they involve such dramatic change for so many people. There is no formula that will make them easy or trouble free. However, the district and school are committed to ensuring that all parents, community members, and other stakeholders are well informed regarding implementation of the SIG plan. To effectively communicate about SIG implementation, the school leader will work on three major areas:

- Concentrate on Big, Fast Payoffs. Successful turnarounds first concentrate on a very limited number of changes to achieve early, visible wins for the school. School leadership does this to achieve success in an important area, to motivate staff for further change, and to reduce the resistance by those who oppose change.
- Communicate a Positive Vision. Turnaround leaders motivate others inside and outside the organization by communicating a compelling case and sense of urgency for student achievement, and a clear picture of success. It is critical that a consistent message of high expectations is received across the school community.
- Measure and Report Progress Frequently. Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results. The school leadership team is the mechanism through which a school’s leaders distribute leadership and cultivate buy-in around the vision for the school.

The school leadership team will serve as the primary mechanism for regularly and systematically updating parents, families, and other stakeholders on the implementation of the SIG plan. A communication plan will be developed to include systems and structures to achieve the following:

- Lay the groundwork by talking with parents, students, teachers, and community leaders and residents early and often.
- Reach out to the community and establish a genuine two-way exchange of ideas about improving the school and ramping up student learning.
- Provide Information that is easily digestible about the school turnaround plans.
- Present information in formats that invite people to ask questions, exchange views, and make suggestions.
 - Establish smaller, more informal discussions with key groups on a regular basis help build better communication and mutual respect at least monthly.
 - Develop a visual display of student progress on benchmarks.

Audience	Communication Goal	Method, Time, and Place
Parents	<ul style="list-style-type: none"> ▪ First concern is with the experience of their own children, and then with how their school measures up. ▪ Balance reporting that includes strengths and weaknesses accompanied by what the school is doing to improve. 	<ul style="list-style-type: none"> ▪ Quarterly formal stakeholder meetings ▪ Monthly informal school meetings ▪ Parent activities, e.g., “coffee with the principal,” parent breakfasts, etc. ▪ Weekly newsletters (digital available) ▪ School website

	<ul style="list-style-type: none"> ▪ Provide concrete examples of what is changing or what is new appeal to parent audiences. 	
Teachers	<ul style="list-style-type: none"> ▪ Teachers want to know how their own students are doing, whether their change efforts are paying off, and even how they measure up. ▪ Teachers who see no change need evidence that the change has positive results. Teachers who eagerly embrace change seek validation for their efforts. ▪ Descriptive, nonjudgmental findings supported by measures internal and external to the school and evidence of the relationships between activities and outcomes can help teachers. 	<ul style="list-style-type: none"> ▪ Quarterly formal stakeholder meetings ▪ Monthly informal school meetings ▪ Faculty and grade-level team meetings ▪ Professional learning communities ▪ Data meetings following benchmark assessments ▪ Data wall ▪ Weekly newsletters (digital available) ▪ School website
Community	<ul style="list-style-type: none"> ▪ Political audiences, the board of education, the press, and community members who do not have students at the school are less interested in the details. ▪ Message must be both important and credible. ▪ These audiences are likely to want explanations and recommendations supported by data. 	<ul style="list-style-type: none"> ▪ Quarterly formal stakeholder meetings ▪ Monthly informal school meetings ▪ Quarterly progress review sessions with the Office of School Leadership. ▪ Weekly newsletters (digital available) ▪ School website

K. Project Plan and Timeline

i. Year 1 Implementation Period—Goals and Key Strategies

See appendix 10 (Implementation Period Chart).

ii. Early Wins

Lafayette HS (phase - out school):

The data for from the DTSDE report show a gap between curriculum and instruction. District and school leaders have identified a few high-priority goals that will yield visible results and serve to motivate and engage all stakeholders in the change process. These early wins must be targeted, based on a review of data, and directly impact student learning outcomes. The early wins for LHS include the following:

- Content and language objectives are clearly written in lesson plans.
- Lesson plans delineate varying instructional strategies to differentiate for student needs.
- Teachers regularly analyze data and keep record of student information via a data binder.
- Increase of eighth grade students scoring at the proficiency level to 10.6% from 4.6% on the Common Core ELA assessment by June 2016.
- Increase of eighth grade students scoring at the proficiency level to 11.1% from 5.2% on the Common Core math assessment.
- Increase of high school students scoring at the proficiency level to 11.3% from 5.4% on the Common Core ELA assessment by June 2016.
- Increase of high school students scoring at the proficiency level to 9.6% from 3.6% on the Common Core math assessment.

Lafayette International (phase - in school):

The 2015 - 16 will be year one of implementation for Lafayette International. The early wins include:

- Faculty and staff will be completely hired.
- Partnerships will be in place to ensure professional development can begin.
- Schedules and programs will be in place to achieve the targets set on Attachment B.

iii. Leading Indicators

Adapted from other school districts' "charting the course" monthly meetings, Lafayette High School will conduct regular performance management (PM) meetings designed to ensure that schools and district staff work in concert to meet the needs of all students in a deliberate and impactful manner. At least monthly, school leadership teams will follow a systematic meeting process to efficiently and effectively use their limited time to gain an understanding of current performance (what the data show), to uncover root causes (why the data show it), as well as to create action items to address issues or concerns. In addition, the principal will meet with their chief of school leadership to discuss school strategies, implementation, and key metrics as well as to problem- solve common challenges. These meetings focused on core strategies for improving student outcomes as indicated in SIG application.

During each meeting, action steps or new ideas for how to better implement the strategy and commitment to action items will be discussed and agreed upon. Action items should be done in stages, with a combination of short-term and long-term actions. Recognizing quick successes on the short-term items will create momentum for longer-term actions. Once an action item has been

implemented, it is important to evaluate ongoing progress to continuous improvement. Schools should look at both short- and long-term indicators to gauge effectiveness.

The meetings will be driven by the leading indicators of success outlined earlier. LHS will maintain a constant vigil on the leading indicators and closely monitor the fidelity and effectiveness of the chosen programs and interventions outlined in the project plan. It will perform these activities while creating a culture of continuous learning and action—one that is focused on improving student outcomes through systematically turning data and information into insight and action. LHS will review targets set forth in Attachment B on at least a quarterly basis.

= Required Field

Local Agency Information

Funding Source:	School Improvement Grant (SIG) Cohort 6 - #204 Lafayette High School		
Report Prepared By:	Danielle Schwanekamp/Diane Andreana		
Agency Name:	Buffalo City School District		
Mailing Address:	419 City Hall		
	<i>Street</i>		
	Buffalo	NY	14202
	<i>City</i>	<i>State</i>	<i>Zip Code</i>

Telephone # of	<input type="text"/>	County:	<input type="text"/>
Report Preparer:	(716) 816-3625	Erie	
E-mail Address:	bpsgrants@buffaloschools.org		

Project Funding Dates: 9/1/2015 6/30/2016
 Start End

REVIEWED / RECOMMENDED

INSTRUCTIONS

Richard Thompson 7/21/15

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to to appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

2015 JUL 21 AM 10:30

RECEIVED
SPECIAL PROJECTS DEPT.

SUPPLIES AND MATERIALS

Subtotal - Code 45			\$27,794
Description of Item	Quantity	Unit Cost	Proposed Expenditure
LAFAYETTE HIGH SCHOOL #204			
Instructional Materials (see attached detail)	varies	varies	18,794
Software (520)			
READ 180 Upgrade (60 licenses) - Houghton Mifflin Harcourt	1	\$ 9,000	9,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$21,104
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
LAFAYETTE HIGH SCHOOL #204			
Employee PLO/Conference:			
1 admin; 4 staff	Center for Applied Linguistics	\$2,500/attendee x 5 attendees	12,500
(Administrator, Instructional Coach, ELA teacher, ENL teacher, Bilingual teacher)	Teaching Reading to Students Learning English: Direct Strategies Institute		
	Washington, DC		
	October 19-21, 2015		
1 admin; 5 staff	Center for Applied Linguistics	\$1,434/attendee x 6 attendees	8,604
(Administrator, Instructional Coach, SS teacher, Math teacher, Science teacher, Bilingual teacher)	Developing Academic Literacy and Language in the Content Areas		
	Washington, DC		
	October 22-23, 2015		

EMPLOYEE BENEFITS

		Subtotal - Code 80	\$51,935
Benefit			Proposed Expenditure
Social Security		0.0765	12,114
Retirement	New York State Teachers	0.1326	20,998
	New York State Employees	0.178	0
	Other - Pension		
Health Insurance	Admin	16,218	
	Teachers (1.0 FTE @ 10 months)	15,105	12,588
	PCTEA	11,660	
	Aides/Assistants	9,964	
Worker's Compensation		0.0315	4,988
Unemployment Insurance		0.005	792
Other (Identify)			
Supplemental Benefits	Admin.	530	
	Teachers (1.0 FTE @ 10 months)	525	438
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance	(1.0 FTE @ 10 months)	19.80	17

INDIRECT COST		
A.	Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25000 and any flow through funds) ** Manual Entry	\$325,888
B.	Approved Restricted Indirect Cost Rate	3.10%
C.	Subtotal - Code 90	\$10,102

For your information, maximum direct cost base = \$489,898

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES

			Subtotal - Code 49	\$0
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure	

MINOR REMODELING

		Subtotal - Code 30	\$0
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure	

EQUIPMENT

			Subtotal - Code 20	\$0
Description Item	Quantity	Unit Cost	Proposed Expenditure	

Grant Name:

SIG Cohort 6 - #204 Lafayette High School

Buffalo City School District

Code 45 - Supplies & Materials

Line Description	Quantity	Item (please be specific)	Price Each	TOTAL
<i>Instructional Supplies</i>				
	60	Headphones for Math 180, READ 180, and System 44	\$ 25.00	1,500
	4	READ 180 Next Generation Stage C rBook Pack (15/pk)	\$ 449.25	1,797
	1	READ 180 Next Generation Stage C Additional Classroom Package (includes QuickStart Kit, Teaching System, Paperback Collection, and Audiobook Collection)	\$ 9,000	9,000
Houghton Mifflin Harcourt				
	1	System 44 Next Generation Additional Classroom Pack - Secondary (includes Complete Secondary Teaching System, Complete Secondary Paperback Collection, and Audiobook Collection)	\$ 5,300	5,300
	6	44Book, Secondary (10 copies/package)	\$ 200	1,197
			TOTAL	18,794

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$158,349
Support Staff Salaries	16	\$0
Purchased Services	40	\$230,716
Supplies and Materials	45	\$27,794
Travel Expenses	46	\$21,104
Employee Benefits	80	\$51,935
Indirect Cost	90	\$10,102
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/21/15

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher # _____ First Payment _____

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3891-3812).

7/21/15 *[Signature]*

Date _____ Signature _____

Darren J. Brown, Interim Superintendent

Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

SIG COHORT 6 RFP #TA-16

#204 LAFAYETTE HIGH SCHOOL

District/School	Budget Item	Budget Code	Year 1 2015-16 Amount	Year 2 2016-17 Amount	Year 3 2017-18 Amount	Year 4 2018-19 Amount	Year 5 2019-20 Amount	Explanation of Costs	Plan for Sustainability
Lafayette High School/Lafayette International	Curriculum/Data Instructional Coach (1.0 FTE)	15	55,001	56,102	57,225	0	0	To provide instructional support and coaching to instructional staff.	As the new school phases in, this position will be able to be purchased through the School Based Budgeting process.
Lafayette High School/Lafayette International	Substitutes - Teacher	15	40,320	40,320	40,320	10,080	10,080	Years 1 – 3: 360 substitute days for full academic year to support teaching staff to receive and embed related professional development. Years 4 and 5: substitute coverage will be provided as necessary to deliver job embedded professional development outside the Common Curriculum Planning Time.	As instructional practices change to meet the needs of the diverse population of the new phase-in school, common planning meetings will be the vehicle for delivering job embedded professional development.
Lafayette High School/Lafayette International	Substitutes – Admin	15	875	875	875	875	875	To provide administrators substitute coverage to work on improving instruction and necessary reports.	As the grant concludes, the building leaders will have the capacity to monitor instructional practices in the classroom.
Lafayette High School/Lafayette International	Teacher Ancillary – Daily Rate - PD	15	32,400	64,800	64,800	43,200	43,200	Full days of related professional development on Saturdays or during the summer to support the work of the school improvement grant.	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
Lafayette High School/Lafayette International	Admin Ancillary – Daily Rate – PD	15	1,400	2,800	2,800	1,800	1,800	To participate and manage full days of related professional development.	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support

District/School	Budget Item	Budget Code	Year 1 2015-16 Amount	Year 2 2016-17 Amount	Year 3 2017-18 Amount	Year 4 2018-19 Amount	Year 5 2019-20 Amount	Explanation of Costs	Plan for Sustainability
									the sustainability beyond the period of the grant.
Lafayette High School/Lafayette International	Curriculum Committee Member – Admin	15	9,677	9,677	9,677	9,677	9,677	To allow administrators to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
Lafayette High School/Lafayette International	Curriculum Committee Member – Teacher	15	18,676	18,676	18,676	9,338	9,338	To allow teachers to participate in after-hours curriculum development, which includes aligning the curriculum to the CCLS. This can also allow the Leadership Team to assess the effectiveness of the turnaround plan and adjust where necessary.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
District	Contract Services: Program & Vendor Evaluation	40	49,225	49,225	49,225	24,225	24,225	To allow the District to contract with an outside evaluator for program and vendor evaluation services.	At the conclusion of the grant, the Office of School Leadership, Office of Shared Accountability, and the Grants Development Department will have the capacity to evaluate and monitor program and evaluation services.
Lafayette High School/Lafayette International	Contract Services: Buffalo State College	40	80,000	129,609	128,117	90,000	90,000	Buffalo State College will be the Turnaround Partner for phase-out and phase-in schools. Buffalo State college will provide continuing professional development and mentoring	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.

District/School	Budget Item	Budget Code	Year 1 2015-16 Amount	Year 2 2016-17 Amount	Year 3 2017-18 Amount	Year 4 2018-19 Amount	Year 5 2019-20 Amount	Explanation of Costs	Plan for Sustainability
								within the framework of their Turnaround model.	
Lafayette High School/Lafayette International	Contract Services: Houghton Mifflin Harcourt	40	83,491	4,500	4,500	4,500	4,500	Year 1 includes implementation training and in-classroom support. Year 1 also includes new licenses for Math 180 Course I and Course II. Years 2 – 5 includes annual site hosting fee.	As the grant concludes, other funding, such as Title I will be used to provide READ 180, Math 180, and System 44, to the students of Lafayette International.
Lafayette High School/Lafayette International	Contract Services: REACH, LLC	40	3,000	3,000	3,000	3,000	3,000	To provide surveys required as part of the DTSDE process.	As the grant concludes, other funding sources, such as Title I 1003(a) will be used to cover the required components of the DTSDE review process.
Lafayette High School/Lafayette International	Contract Services: REACH, LLC	40	15,000	15,000	15,000	15,000	15,000	To provide assistance and evaluation of the Diagnostic Tool for School District Effectiveness.	As the grant concludes, other funding sources, such as Title I 1003(a) will be used to cover the required components of the DTSDE review process.
Lafayette High School/Lafayette International	Instructional Materials	45	18,794	5,000	5,000	2,000	2,000	Year 1 includes additional instructional materials to support the READ 180, Math 180, and System 44 programs. Years 2 – 5 includes additional materials to support the SIG initiatives.	As the grant concludes, other funding sources, such as Title I or Title IIA, will be used to cover instructional materials need to implement the initiatives of the school improvement grant.
Lafayette High School/Lafayette International	Software: READ 180 Upgrade – Houghton Mifflin Harcourt	45	9,000	0	0	0	0	Year 1 includes additional instructional materials to support the READ 180, Math 180, and System 44 programs.	This is only a Year 1 expense.

District/School	Budget Item	Budget Code	Year 1 2015-16 Amount	Year 2 2016-17 Amount	Year 3 2017-18 Amount	Year 4 2018-19 Amount	Year 5 2019-20 Amount	Explanation of Costs	Plan for Sustainability
Lafayette High School/Lafayette International	Employee Conference/PLO	46	21,104	22,000	22,000	5,000	5,000	Year 1 will include travel to the Center for Applied Linguistics for professional development relating to instruction for ENL learners in literacy and the content areas. Subsequent employee conference travel will be determined by the Continuation Plan.	As the grant concludes, teachers will be knowledgeable about program delivery and instructional strategies to support the sustainability beyond the period of the grant.
Lafayette High School/Lafayette International	Employee Benefits	80	51,935	63,382	63,751	24,589	24,589	Employee benefits include: Social Security, Retirement, Workers' Compensation Insurance, Unemployment Benefits, Health Insurance, Supplemental Benefits, and Life Insurance.	As the grant concludes, employee benefits will be covered by the funding source directly related to Code 15 salary expenses.
District and Lafayette High School/Lafayette International	Indirect Cost	90	10,102	15,034	15,034	6,716	6,716	Indirect Cost was calculated at the Approved Restricted Indirect Cost Rate of 3.1%.	Once the five-year grant period has ended, Indirect will not be necessary.
	GRAND TOTAL		\$500,000	\$500,000	\$500,000	\$250,000	\$250,000		

**M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise
Requirements**

NAME OF GRANT PROGRAM School Improvement Grant 1003(g) - Cohort 6

NAME OF APPLICANT Buffalo City School District - Lafayette High School

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

Typed or Printed Name of Authorized Representative of the Firm

Darren J. Brown

Typed or Printed Title/Position of Authorized Representative of the Firm

Interim Superintendent

Signature/Date

 July 21, 2015

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: School Improvement Grant 1003(g) - Cohort 6 - RFP # TA-16

Applicant Name: Buffalo City School District - Lafayette High School #204

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		\$500,000
2.	Professional Salaries	158,349	
3.	Support Staff Salaries	0	
4.	Fringe Benefits	51,935	
5.	Indirect Costs	10,102	
6.	Rent/Lease/Utilities*	0	
7.	Sum of lines 2, 3, 4, 5, and 6		220,386
8.	Line 1 minus Line 7		279,614
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		55,923

*If not included in #5

M/WBE CONTRACTOR GOOD FAITH EFFORTS CERTIFICATION (FORM 105)

PROJECT/CONTRACT # RFP TA-16

I, Darren I. Brown
(Bidder/Applicant)

Interim Superintendent of Buffalo City School District
(Title) (Company)

419 City Hall, Buffalo, NY 14202 (716) 816-3625
(Address) (Telephone Number)

do hereby submit the following as *evidence* of our good faith efforts to retain certified minority- and women-owned business enterprises:

(1) Copies of its solicitations of certified minority- and women-owned business enterprises and any responses thereto;

(2) If responses to the contractor's solicitations were received, but a certified minority- or woman-owned business enterprise was not selected, the specific reasons that such enterprise was not selected;

(3) Copies of any advertisements for participation by certified minority- and women-owned business enterprises timely published in appropriate general circulation, trade and minority- or women-oriented publications, together with the listing(s) and date(s) of the publication of such advertisements;

(4) Copies of any solicitations of certified minority- and/or women-owned business enterprises listed in the directory of certified businesses;

(5) The dates of attendance at any pre-bid, pre-award, or other meetings, if any, scheduled by the State agency awarding the State contract, with certified minority- and women-owned business enterprises which the State agency determined were capable of performing the State contract scope of work for the purpose of fulfilling the contract participation goals;

(6) Information describing the specific steps undertaken to reasonably structure the contract scope of work for the purpose of subcontracting with, or obtaining supplies from, certified minority- and women-owned business enterprises.

(7) Describe any other action undertaken by the bidder to document its good faith efforts to retain certified minority - and women- owned business enterprises for this procurement.

Submit additional pages as needed.



Authorized Representative Signature

July 21, 2015

Date

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

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

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: Buffalo City School District - #204 Lafayette High School Federal ID No.: 16-6001544

Address: 419 City Hall Phone No.: 716-816-3625

City: Buffalo State: NY Zip Code: 14202 E-mail: BPSGrants@buffaloschools.org

Signature of Authorized Representative of Bidder/Applicant's Firm:  Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm: Darren J. Brown, Interim Superintendent

Date: 7/21/15

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: REACH Educational Solutions Federal ID No.: 47-2322388

Address: 557 Grand Concourse Suite 3-167 Phone No.: 646-389-8228

City, State, Zip Code: Bronx NY 10451 E-mail: Mgfields@reachedsolutions.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

DTSDE Surveys and DTSDE Review

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

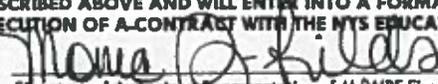
The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$ 18,000

Date: 7/20/2015


Signature of Authorized Representative of M/WBE Firm
Monica George-Fields
Printed or Typed Name and Title of Authorized Representative

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name Buffalo City School District - Lafayette High School Telephone/Email: 716-816-3625 / BPSGrants@buffaloschools.org
 Address 419 City Hall Federal ID No.: 16-6001544
 City, State, Zip Buffalo, NY 14202 RPP No.: TA-16

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME <u>REACH Educational Solutions</u> ADDRESS <u>557 Grand Concourse</u> CITY, ST, ZIP <u>Bronx, NY 10451</u> PHONE/E-MAIL <u>646-389-8228/mgfields@reachedsolutions.com</u> FEDERAL ID No. <u>47-2322388</u>	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	DTSDE Survey and DTSDE Surveys	\$ <u>18,000</u>
NAME _____ ADDRESS _____ CITY, ST, ZIP _____ PHONE/E-MAIL _____ FEDERAL ID No. _____	NYS ESD Certified MBE <input type="checkbox"/> WBE <input type="checkbox"/>		\$ _____

PREPARED BY (Signature) _____ DATE _____

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Darren J. Brown, Interim Superintendent
 (print or type)
 TELEPHONE/E-MAIL 716-816-3625/BPSGrants@buffaloschools.org
 DATE 7/21/15

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME: Buffalo City School District
Lafayette High School #204
ADDRESS: 419 City Hall
TELEPHONE: 716-816-3625
EMAIL: BPSGrants@buffaloschools.org
FEDERAL ID NO.: 16-6001544
CITY, STATE, ZIPCODE: Buffalo, NY 14202
RFP#/PROJECT NO.: RFP TA-16

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQUESTING (check all that apply):

<input type="checkbox"/> MBE Waiver - A waiver of the MBE goal for this procurement is requested.	<input checked="" type="checkbox"/> WBE Waiver - A waiver of the WBE goal for this procurement is requested.
<input type="checkbox"/> Total	<input type="checkbox"/> Total
<input type="checkbox"/> Partial	<input checked="" type="checkbox"/> Partial 67.8 %

Waiver Pending ESD Certification
(check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)

Subcontractor/Supplier Name: REACH Educational Solutions Date of application filing: 7/24/15

PREPARED BY (Signature):  DATE: 7/24/15
SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME OF PREPARER: Darren J. Brown	FOR AUTHORIZED USE ONLY
TITLE OF PREPARER: Interim Superintendent	REVIEWED BY: _____
TELEPHONE: 716-816-3625	DATE: _____
EMAIL: BPSGrants@buffaloschools.org	<input checked="" type="checkbox"/> WAIVER GRANTED <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> TOTAL WAIVER <input type="checkbox"/> PARTIAL WAIVER <input type="checkbox"/> ESD CERTIFICATION WAIVER <input type="checkbox"/> NOTICE OF DEFICIENCY <input type="checkbox"/> CONDITIONAL WAIVER COMMENTS:

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: Buffalo City School District Telephone: 716-816-3625
 Address: 419 City Hall Federal ID No.: 16-6001554
 City, State, ZIP: Buffalo, NY 14202 Project No: _____

Report includes:
 Work force to be utilized on this contract OR

Applicant's total work force

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Total Work Force		Race/Ethnicity - report employees in only one category																
	Hispanic or Latino		Male							Female									
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Executive/Senior Level Officials and Managers	3	3	28	9		1					34	16							
First/Mid-Level Officials and Managers	6	6	36	15							62	43							
Professionals	26	129	597	68		4	2				2278	299							
Technicians			16	4							4	9							
Sales Workers																			
Administrative Support Workers	1	26	10	2			1				137	79							
Craft Workers	1		61	14							2								
Operatives																			
Laborers and Helpers	1		12	15															
Service Workers & Aides	16	91	73	99		3	2				347	371						13	3
TOTAL	54	255	933	226		8	5				2864	817						45	18

PREPARED BY (Signature):  DATE: 7/21/15
 NAME AND TITLE OF PREPARER: Darren J. Brown, Interim Superintendent TELEPHONE/EMAIL: 716-816-3625/bpsgrants@buffaloschools.org

Section Not Applicable

Section Not Applicable

Checklist for Determining Priority School Leader Qualifications

If the district is planning on hiring a new leader, but has not yet done so, the district should review the competencies list, skip Questions 1 and 2 in this part, and complete Question 3 on page four of this document. In its response to Question 3, the district should provide information on how its hiring process will ensure that the leader selected has the listed competencies.

Please Note: It is understood that not every principal may have achieved each of these competencies at the time of his or her selection to implement the whole school reform model. NYSED is interested in ensuring that districts have a way to assess progress toward these competencies.

1. The district has either observed or gathered evidence that the identified principal:

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Plans every action to be purposeful and aligned with the school's vision and the district's vision of student success and educator quality. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/>

Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
	Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to create a professional environment where staff feel encouraged and supported. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/>

Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
new to the field. <input type="checkbox"/>	Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Understands the importance of race, ethnicity, language, class and gender in the process of interacting with all the constituencies involved in the school community, and cultivates a culture of respect for all. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Understands and accepts the need for the school principal to bear personal accountability for student learning and other measures of school success. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Implements a system for regularly self-assessing and adjusting strategic improvement plans. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>
Demonstrates expertise in providing	Annual principal evaluation <input type="checkbox"/>

Checklist for Determining Priority School Leader Qualifications

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
social-emotional supports for all students. <input type="checkbox"/>	Observation <input type="checkbox"/> Job Interview <input type="checkbox"/> Statement from Reference <input type="checkbox"/> Staff and/or parent feedback <input type="checkbox"/> Annual school improvement plans <input type="checkbox"/>

2. **If the principal has been assigned (either as the current principal or as a new hire),** please provide the following information as an attachment to this form:
 - a. A one page narrative that includes a short biography of the assigned principal, the date of hire, and the rationale for the selection of this principal for this particular school. The rationale should highlight evidence of any of the core competencies and traits selected above.
 - b. An up-to-date resume that highlights the assigned principal's track record of success in leading the improvement of low-performing schools.
 - c. A description of how the principal will be supported by the district once hired.

3. **If the principal has not yet been hired,** please provide the following information as an attachment to this form:
 - a. A list of action steps the district is taking to ensure that the principal is in place as soon as possible. Please also provide information on how the timeline for hiring of the principal impacted teacher hiring for the 2014-2015 school year.
 - b. A job description for the position and a brief description of the hiring process. Describe how the district will ensure, through the hiring process, that the leader to be hired will have many of the competencies listed on pages two and three of this document.
 - c. A description of how the principal will be supported by the district once hired.

Checklist for Determining Priority School Leader Qualifications

Part II: District Assertions

By initialing the following assertions, and signing this form, the Superintendent (or the Chancellor in New York City) asserts that the assigned principal has been selected through a process that ensures that the assigned principal has the skills and competencies necessary to promote dramatic improvement of academic achievement results at the school.

The District asserts the following in regards to the: <input type="checkbox"/> Current Leader, _____ <input type="checkbox"/> New Leader, _____ <input type="checkbox"/> Leader to be Hired	Superintendent (or Chancellor) Initials
1. As evidenced by the information and materials provided by the district in this plan, the district believes that the assigned principal (current or newly hired) is qualified to lead the whole school reform effort.	
2. If the principal has not yet been hired , as evidenced by the information provided by the district, the district believes it has a rigorous principal selection process and support plan to ensure that any principal hired for the Priority School is qualified to lead the whole school reform effort.	
3. The assigned principal (current or newly hired) has not been rated Developing or Ineffective (or Unsatisfactory, prior to 2010) in the last five years.	
4. If the principal has not yet been hired , the district will ensure that any principal hired for the Priority School will not have been rated Developing or Ineffective (or Unsatisfactory, prior to 2010) in the last five years.	
5. The LEA (in connection with the EPO, if applicable) has an established process in place to replace the assigned principal; if it is determined that replacement of leadership is the best approach to ensuring school and student success.	
6. The district will provide any necessary resources, including additional professional development or assignment of a mentor, to support the assigned principal in the execution of his or her duties.	

 Superintendent Signature (In New York City, the Chancellor or designee) Date _____

Appendix #3

This chart details the roles and responsibilities of the teams outlined in the organizational flow chart.

Team	Roles and Responsibilities
School Based Management Team (SBMT)	<ul style="list-style-type: none"> ▪ Consists of representatives from key stakeholder groups such, but not limited to: teachers, teachers’ union, administrators, parents, community members, institutions of higher education, etc. ▪ Develops a mission statement for the school. ▪ Develops, monitors, and revises the school comprehensive plan (SCEP). ▪ Shares information about the SCEP to teachers and the community. ▪ Communicates regularly with other building committees. ▪ Meets monthly and lead by the principal along with the SBMT chairperson.
Parent Involvement Committee	<p>Parent Facilitator – The facilitator is an on – site parent advocate. S/he bridges the gap between school and parents/families by...</p> <ul style="list-style-type: none"> ▪ Assisting in school/home and parent/parent communication. ▪ Maintaining a parent room with pertinent family and community resources. ▪ Collecting and disseminates information to parents. ▪ Recruiting parents to be on the parent committee. ▪ Leading monthly committee meetings. ▪ Representing parent constituency at SBMT. ▪ Parent facilitators work 30 hours a month and communicate regularly with building administrators and teachers.
Curriculum Lead and Data Team	<ul style="list-style-type: none"> ▪ Consists of one teacher from each content area who is the lead facilitator in common planning meetings three times in a six day cycle. ▪ Support teachers with data analysis from state exams, common formative assessments, district benchmark exams, unit tests, etc. ▪ Assist teachers with aligning instruction to CCLS via vertical teaming. ▪ Communicates regularly with other building committees
Student Support Team	<ul style="list-style-type: none"> ▪ Uses the Response to Intervention (RtI) approach in developing individualized lesson plans. ▪ Collaborates with Safe and Civil School Committee (SCS) to work with students and teachers on behavioral interventions (e.g. check-in/check-out, individual/small group counseling, etc.) when a student is experiencing excessive behavioral difficulties. ▪ Collaborates with staff to develop academic interventions (after school programming, individualized learning plans, etc.) when a student is experiencing academic difficulties. ▪ Assists with the implementation of interventions with students, teachers and parents (e.g. parent consultations, social/emotional group counseling, etc.) when a student is experiencing excessive emotional difficulties.

	<ul style="list-style-type: none"> ▪ Works collaboratively with the Say Yes Coordinator and the SCS Committee. ▪ Communicates regularly with other committees.
Say Yes Support Specialist	<p>Say Yes Family Support Specialist – The specialist is the site coordinator for Say Yes. S/he...</p> <ul style="list-style-type: none"> ▪ Works in collaboration with the CSC and SST committees ▪ Provides intense support to identified students (through SST) including, but not limited to, mentoring, classroom monitoring, home visits, referrals to outside of school agencies, etc. ▪ Manages the Student Management System (SMS) for students, parents, and teachers. ▪ Serves as liaison between service providers and school building staff and administration, including educating and informing school staff regarding the services and programs offered in the building and how to refer students and families. ▪ Serves on relevant school management teams and supports building specific initiatives and events. ▪ Coordinates and manages the mental health clinic.

Appendix 6: Transitional Bilingual Program Sample Course Offerings

This is an example of what some of the courses that will be offered.

		Year 1 (2016-17) Grade 9	Year 2 (2017-18) Grades 9, 10	Year 3 (2018-19) Grades 9, 10, 11	Year 4 (2019-20) and beyond Grades 9-12
Home Language Arts		Level I	Levels I, II	Levels I, II, III	Levels 1, II, III, IV, AP
Bilingual Content Area Subjects	Math	Algebra	Algebra Geometry	Algebra Geometry Algebra 2/Trig	AP Mathematics
	Science	Biology	Biology Earth Science	Biology Earth Science Chemistry	AP Science
	Social Studies	Global Studies 9	Global Studies 9 Global Studies 10	Global Studies 9 Global Studies 10 U.S. History	AP Social Studies

JULY 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2016

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2016

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days of Session/Attendance

Month	Teacher	PK-8	H.S.*	Month	Teacher	PK-8	H.S.*
Sept	21	19	19	Feb	16	16	16
Oct	21	21	21	Mar	17	17	17
Nov	17	17	17	April	21	19	19
Dec	17	17	17	May	20	20	20
Jan	19	19	15	June	17	17	9

Total Teacher Days: 186

Total Student Days: PK-8=182 HS=170

IMPORTANT DATES

July

3 Central office also closed

September

1 Sup't. Conf. Day (prof. dev't.)

2 Sup't. Conf. Day (prof. dev't.)

3 1st Day for Students

7 Labor Day (central office also closed)

October

7 Early Release Day (BEDS Day)

12 Columbus Day (central office also closed)

November

3 Election Day (central office also closed)

11 Veterans Day (central office also closed)

26 & 27 Thanksgiving Recess (central office also closed)

December

24-31 Winter Recess

24 & 25 Central Office Closed

January

1 New Years Day (central office also closed)

18 M.L. King Jr. Day (central office also closed)

26-29 H.S. Regents Exams

February

15 President's Day (central office also closed)

16-19 Mid-winter Recess

March

21-28 Spring Recess

25 & 28 Central office also closed

April

5-11 3-8 ELA Testing Window

11 Early Release Day

12 Sup't. Conf. Day

13-20 3-8 Math Testing Window

20 Early Release Day

21 Sup't. Conf. Day

May

27 Schools Closed

30 Memorial Day (central office also closed)

June

1; 14-22 H.S. Regents Exams

23 Last Day of School

-  H.S. Regents Exams
-  3-8 NYSED Testing
-  Schools Closed

-  Central Office Also Closed
-  Sup't. Conference Day
-  Early Release Day

*As per past practice, student attendance is not taken on Sup't. Conf. Days (9/8, 9/9, 4/12, 4/21) or H.S. Regents Exam days (1/26-1/29, 6/1, 6/14-6/22) therefore these days are excluded from days of attendance

Buffalo Public School District
2015-16 Calendar

Dates	Pupils Holidays, Recesses, and Exam Dates		Days of Session		Days of Attendance		Teacher Days
			Pk-8	9-12	Pk-8	9-12	
September							
9/1-9/4	9/1	Superintendent's Conference Day (prof. dev't.)	4	4	2	2	4
	9/2	Superintendent's Conference Day (prof. dev't.)					
	9/3	1st Day for Students					
9/7-9/11	9/7	Labor Day	4	4	4	4	4
9/14 - 9-18			5	5	5	5	5
9/21 - 9/25			5	5	5	5	5
9/28 - 9/30			3	3	3	3	3
			21	21	19	19	21
October							
10/1 - 10/2			2	2	2	2	2
10/5 - 10/9	10/7	Early Release Day - BEDS Day	5	5	5	5	5
10/12 - 10/16	10/12	Columbus Day observed	4	4	4	4	4
10/19 - 10/23			5	5	5	5	5
10/26 - 10/30			5	5	5	5	5
			21	21	21	21	21
November							
11/2 - 11/6	11/3	Election Day	4	4	4	4	4
11/9 - 11/13	11/11	Veterans Day	4	4	4	4	4
11/16 - 11/20			5	5	5	5	5
11/23 - 11/27	11/26 - 27	Thanksgiving Recess	3	3	3	3	3
11/30			1	1	1	1	1
			17	17	17	17	17
December							
12/1 - 12/4			4	4	4	4	4
12/7 - 12/11			5	5	5	5	5
12/14 - 12/18			5	5	5	5	5
12/21 - 12/25	12/24 - 25	Winter Recess	3	3	3	3	3
12/28 - 12/31	12/28 - 31	Winter Recess	0	0	0	0	0
			17	17	17	17	17
January							
1/1		New Years Day	0	0	0	0	0
1/4 - 1/8			5	5	5	5	5
1/11 - 1/15			5	5	5	5	5
1/18 - 1/22	1/18	M.L. King Jr. Day	4	4	4	4	4
1/25 - 1/29	1/26-29	H.S. Regents Exams	5	5	5	1	5
			19	19	19	15	19
First Semester Totals			95	95	93	89	95

As per past practice, student attendance is not taken on Superintendent Conference Days (9/8, 9/9, 4/12, 4/21) or H.S. Regents Exam days (1/26-1/29, 6/1, 6/14-6/22) therefore these days are *excluded from days of attendance*.

Buffalo Public School District
2015-16 Calendar

Dates	Pupils Holidays, Recesses, and Exam Dates		Days of Session		Days of Attendance		Teacher Days
			Pk-8	9-12	Pk-8	9-12	
February							
2/1 - 2/5			5	5	5	5	5
2/8 - 2/12			5	5	5	5	5
2/15 - 2/19	2/15-2/19	Mid-winter Recess	0	0	0	0	0
2/22 - 2/26			5	5	5	5	5
2/29			1	1	1	1	1
			16	16	16	16	16
March							
3/1 - 3/4			4	4	4	4	4
3/7 - 3/11			5	5	5	5	5
3/14 - 3/18			5	5	5	5	5
3/21 - 3/25	3/21-25	Spring Recess	0	0	0	0	0
3/28 - 3/31	3/28	Spring Recess (con't.)	3	3	3	3	3
			17	17	17	17	17
April							
4/1			1	1	1	1	1
4/4 - 4/8	4/5 -11	3-8 ELA Testing	5	5	5	5	5
4/11 - 4/15	4/11	Early Release Day	5	5	4	4	5
	4/12	Superintendent's Conference Day					
	4/13-20	3-8 Math Testing					
4/18 - 4/22	4/20	Early Release Day	5	5	4	4	5
	4/21	Superintendent's Conference Day					
4/25 - 4/29			5	5	5	5	5
			21	21	19	19	21
May							
5/2 - 5/6			5	5	5	5	5
5/9 - 5/13			5	5	5	5	5
5/16 - 5/20			5	5	5	5	5
5/23 - 5/27	5/27	Schools Closed	4	4	4	4	4
5/30 - 5/31	5/30	Memorial Day	1	1	1	1	1
			20	20	20	20	20
June							
6/1 - 6/3	6/1	H.S. Regents Exams	3	3	3	2	3
6/6 - 6/10			5	5	5	5	5
6/13 - 6/17	6/14-22	H.S. Regents Exams	5	5	5	1	5
6/20 - 6/24	6/23	Last Day of School	4	4	4	1	4
			17	17	17	9	17
Second Semester Totals			91	91	89	81	91
Total Days			186	186	182	170	186

Appendix 10: Professional Development Trainings

Lafayette High School (phase – out school)

Training	Time Line	Who is Responsible	Intended Audience
What's Different About Teaching Reading to ELLs?	October 2015	Center for Applied Linguistics (CAL)	Administrators, ELA teachers, ENL teachers, data/curriculum coach
Researched – Based Vocabulary Instruction for ELLs	October 2015	Center for Applied Linguistics (CAL)	Administrator, content area teachers, data/curriculum coach
Sheltered Instruction Observation Protocol (SIOP)	September 2015 – June 2016	District Multilingual Dept, Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
Translanguaging	September 2015 – June 2016	District Multilingual Dept, Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
Step Up to Writing (SUTW)	September 2015 – June 2016	District Multilingual Dept, Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
Data Driven Instruction	September 2015 – June 2016	District Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
System 44/Read 180	September 2015 – June 2016	Data/curriculum coach, & building administrators	ELA & ENL teachers
Math 180	September 2015 – June 2016	Data/curriculum coach, & building administrators	Math teachers

Lafayette International (phase – in school)

Training	Time Line	Who is Responsible	Intended Audience
Sheltered Instruction Observation Protocol (SIOP)	Year 1 of Implementation September 2015 – June 2016 (Professional development will be provided as soon as staff is identified.)	District Multilingual Dept, Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
Translanguaging		District Multilingual Dept, Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
Step Up to Writing (SUTW)		District Multilingual Dept, Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
Data Driven Instruction		District Professional Development Dept, data/curriculum coach, & building administrators	All administrators & teachers
System 44/Read 180		Houghton Mifflin Harcourt Data/curriculum coach, & building administrators	ELA & ENL teachers
Math 180		Houghton Mifflin Harcourt Data/curriculum coach, & building administrators	Math teachers
Project – Based Learning (PBL)		Partner: Buffalo State College Data/curriculum coach, & building administrators	All administrators & teachers
Understand by Design (UbD)		Partner: Buffalo State College Data/curriculum coach, & building administrators	All administrators & teachers

Appendix 11: Year 1 Implementation: Goals and Key Strategies

Lafayette High School (phase – out school)

<p>Goal: The goal is to provide students with CCLS aligned ELA and math curricula and instruction.</p> <ul style="list-style-type: none"> ▪ By June 2016, students in grade 8 scoring proficient on the NYS ELA assessment will increase to 10.6% from 4.6%. ▪ By June 2016, students in grade 8 scoring proficient on the math assessment will increase to 11.1% from 5.2%. 				
Area of Focus	Strategies	Indicators of Success	Timeline	Responsibility
Curriculum and Instruction	Professional development trainings	<ul style="list-style-type: none"> ▪ Unit planning and lesson development in alignment with CCLS ▪ Implementation of common set of instructional practices that support increased discourse in literacy and mathematics ▪ Teachers identify and execute new ways of differentiating instruction within the modules 	September 2015 – June 2016	District administrators, administrators, instructional coaches
	Collaborative planning	<ul style="list-style-type: none"> ▪ Time for collaboration build into the school day and calendar ▪ Team norms to guide collaboration during common planning/grade level meetings within subject area ▪ Common assessments grade – level/content – based strategies 	September 2015 – June 2016	Administration, instructional coaches, teachers
	Instruction and coaching	<ul style="list-style-type: none"> ▪ Improved instructional knowledge and skills among teachers ▪ Application of instructional shifts and best practices in instruction as measured by instructional observations ▪ Increased student achievement ▪ Increased use of instructional technology practices and resources ▪ Incorporation of additional curricular materials that reflect rigorous college and career standards 	September 2015 – June 2016	Administration, instructional coaches, teachers and school leadership teams

Lafayette International (phase – in school)

<p>Goals:</p> <ul style="list-style-type: none"> ▪ During Year 1 Lafayette International will complete hiring for faculty the phase-in school. The Principal will work with the human resource department to identify teachers are in place by June 30, 2016. ▪ The Principal of ELCHS will work with partners to establish necessary professional development that will be required for the academic year starting July 1, 2016. ▪ ELCHS will have schedules and programs in place to reach the targets identified on Attachment B. 				
Area of Focus	Strategies	Indicators of Success	Timeline	Responsibility
Hiring	N/A	<ul style="list-style-type: none"> ▪ Administrator and Teachers with turnaround experience will be hired and in place for September 2016. 	September 2015 – June 2016	Human Resource Department
Professional development	N/A	<ul style="list-style-type: none"> ▪ Having a solid and planned professional development plan read to be implemented starting September 2016. ▪ Training for the administrators and teachers of the school. 	September 2015 – June 2016	Administrators and partners
Schedules and resources in place	N/A	<ul style="list-style-type: none"> ▪ Ensuring that student schedules are in place for the incoming students to ensure academic success 	September 2015 – June 2016	Administrators

Appendix 8: Bell Schedule and Sample Schedules

Bell schedule for Lafayette High School (phase – out) and Lafayette International (phase – in):

Lafayette International Bell Schedule	
Homeroom	8:05 – 8:20
Period 1	8:23 – 9:03
Period 2	9:06 – 9:46
Period 3	9:49 – 10:29
Period 4	10:32 – 11:12
Period 5/6	11:15 – 11:55
Period 5 Lunch A	11:15 – 11:40
Period 6/7	11:43 – 12:23
Period 7 Lunch B	11:58 – 12:23
Period 7/8	11:58 – 12:38
Period 9 Lunch C	12:41 – 1:06
Period 8/9	12:26 – 1:06
Period 10	1:09 – 1:49
Period 11	1:52 – 2:32
Extended day	2:35 – 4:00

Sample student for Lafayette High School (phase – out) and Lafayette International (phase – in):

Period	Subject (Day 1)	Subject (Day 2)	Targeted Population
Homeroom			* Students scoring at emerging and entering on the NYSITELL/NYSESLAT. This integrated co – teaching will meet the new CR Part 154 regulations. ** Students who scored 1 or 2 on the grade ELA and/or math assessments.
Period 1	ELA/ENL*	ELA/ENL*	
Period 2	ELA	ELA	
Period 3	math	math	
Period 4	AIS math**	AIS ELA**	
Period 5/6	science	science	
Period 7 Lunch B			
Period 8/9	social studies	social studies	
Period 10	physical education	health	
Period 11	art/music/elective	art/music/elective	
Extended day	System/Read 180/Math 180	System/Read 180/Math 180	

Period	Subject (Day 1)	Subject (Day 2)	Targeted Population
Homeroom			* Students scoring at expanding on the NYSITELL/NYSESLAT. This integrated co – teaching will meet the new CR Part 154 regulations.
Period 1	ENL	ENL	
Period 2	ELA	ELA	
Period 3	LOTE	LOTE	
Period 4	math	math	
Period 5/6	science	science	
Period 7 Lunch B			
Period 8/9	social studies	social studies	
Period 10	physical education	health	
Period 11	art/music/elective	art/music/elective	
Extended day	extracurricular activities		

It is important to note that these schedules are the same for Lafayette High School and Lafayette International. The curriculum for both schools will be CCLS aligned. The essential difference is that students at Lafayette International will be expected to create a final inter – disciplinary project. Please refer to section H for detailed information of the instruction in both schools.

**BOARD OF EDUCATION
DEPARTMENT OF HUMAN RESOURCES
BUFFALO, NEW YORK 14202**

**RECRUITMENT BULLETIN #14-241
JUNE 5, 2015**

ASSISTANT PRINCIPAL

NOTICE OF POSITION

POSITION: The Interim Superintendent of Schools, Mr. Donald A. Ogilvie, is interested in receiving applications from qualified candidates for the position of:

**ASSISTANT PRINCIPAL
(Various Locations)**

APPLICATION: Candidates must complete an on-line application available through the Human Resources tab at www.buffaloschools.org and submit a resumé. **YOUR RESUME MUST BE IN THE BUFFALO FORMAT!** Please click on the tab “Becoming an Administrator” to download the Buffalo Format for your resume.

Any questions should be directed to Darren Brown, Associate Superintendent for Human Resources, (716) 816-3591: dbrown@buffaloschools.org.

Applications successfully received will generate a confirmation email to the account listed on the application. If you do not receive a confirmation email, we cannot guarantee that your application was received. You must submit an application until you receive a confirmation email.

QUALIFICATIONS: Candidates must hold a Master’s degree, and a New York State School District Administrator (SDA), New York State School Supervisor (SAS), or School Building Leader (SBL) certificate by the time of appointment. Candidates must have a minimum of five years of certificated teaching and/or appropriate and approved supervisory experience. Candidates with prior Assistant Principal or administrative experience in an urban school district or in a district with an urban population are preferred.

RESPONSIBILITIES: Assistant Principals report directly to the school Principal. Candidates will be responsible for assisting the principal in:

- working to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents;
- create and communicate a *Comprehensive Education Plan* aligned with the District’s vision and goals;
- develop, oversee, and achieve objectives to ensure a focus on student achievement and a highly effective learning climate;
- gather, analyze, and disaggregate data for informed instructional improvements,
- coordinate the school’s staff development program for all faculty and staff;
- oversee all aspects of developmentally appropriate curriculum and implementation (development, delivery, and evaluation);

Appendix 3: Assistant Principal Job Posting

- conduct classroom observations and evaluations of teachers;
- work effectively with all teachers to foster their professional growth and performance;
- work collaboratively with the Department of Curriculum, Assessment & Instruction to implement all necessary and required District plans;
- foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect;
- demonstrate continuous improvement of professional knowledge and skills;
- represent the school at conferences and/or district meetings;
- conduct faculty and grade level meetings;
- formalize building operational procedures;
- coordinate the planning, preparation, and dissemination of the school's master schedule for faculty and staff assignments;
- ensure adherence to legal concepts, state and federal regulations and Board of Education policies;
- implement and monitor approved school budget expenditures including student activity funds, grants and general accounts;
- monitor building maintenance and improvements;
- develop and communicate a plan addressing building safety and conduct planned fire drills;
- submit accurate reports to Central Office when requested in a timely manner;
- exhibit strategies that promote the understanding, sensitivity and respect of multi-cultural and ethnic diversity;
- establish and facilitate a Site-Based Management Team which meets on a regular basis;
- collaborate with universities, colleges, school-based partnerships and agencies to develop and implement programs that enhance student achievement within district contractual guidelines;
- organize and support programs for Student Orientation, Open House, Curriculum Nights, Parent/Teacher Conferences, Parent/Student Evening Activities, etc.;
- and maintain positive and effective relationships with all organizations and committees involved within the building (School-Based Management Team, Parent Teacher Organization (PTO), partnerships, businesses, etc.).

SELECTION:

Appointment will be made by the Board of Education upon the recommendation of the Interim Superintendent following assessment of training, experience, credentials, and evaluation of service. Personal interviews will be scheduled where appropriate.

SALARY:

Assistant Principal's salary schedule.

FUNDING:

Pending Funding

FINAL DATE

FOR FILING:

June 26, 2015

**MR. DONALD A. OGILVIE
INTERIM SUPERINTENDENT OF SCHOOLS**

PRICE QUOTATION

Post Office Box 7502, Jefferson City, MO 65102-9968 Phone: (800) 724-6527 Fax: (800) 560-6815

Submitted to: Lafayette CSD, Ann Henry Buffalo CSD, ahenry@buffaloschools.org	Submitted by: Colleen Murphy Account Executive (716) 220-5007 colleen.murphy2@hnhco.com	Date: 7/7/2015
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Description or Title	ISBN #	List Unit Price	Applicable Discount	Final Unit Price	QTY	Extended Total
Upgrade 60 Stage B from district licenses for grades 7-8 with student materials and 1 classroom						
READ 180 Stage B v1.6 Conversion to Next Generation (Please note: this upgrade package is also for customers who are converting from EE to NG and need a new full set of print materials.)	538048	\$13,000.00	\$0.00	\$13,000.00	1	\$13,000.00
Use existing 60 Stage C school licenses for grades 9-12 and add 1 classroom and student materials						
READ 180 Next Generation Stage C Additional Classroom Package includes QuickStart Kit, Teaching System, Paperback Collection, and Audiobook Collection. (Does not include rBooks)	536673	\$9,000.00	\$0.00	\$9,000.00	1	\$9,000.00
READ 180 Next Generation Stage C rBook Pack (15 copies of the Student rBook)	536997	\$449.25	\$0.00	\$449.25	4	\$1,797.00
Add 60 NEW System 44 NG licenses includes 1 classroom and student materials						
System 44 Secondary Bundle Class Size 12-18: 60 license bundle (12 student class model) Includes 1 set of classroom materials (Teaching System, Installation Software, Paperback and Audiobook Library, SAM, Word Building Kits) with 60 44 Books, 60 Decodable Digests, 60 student licenses, 180 SPI licenses, one day of in-person training, and 4 days of coaching. (Discount valid through 8/31/15)	580274	\$56,284.00	\$18,289.00	\$37,995.00	1	\$37,995.00
Annual hosting costs for unlimited site hosting (Read 180 System 44 and Math 180 included)						
Site Hosting, per school/per year when purchasing for 1-10 schools	574841	\$4,500.00	\$0.00	\$4,500.00	1	\$4,500.00
Read 180 and System 44 training and coaching support						
System 44 Next Generation Implementation Training - Day 1 (up to 20 participants, 1 day)	560581	\$2,899.00	\$2,899.00	\$0.00	1	\$0.00
System 44 Next Generation Implementation Training - Day 2 (up to 20 participants, 1 day)	562723	\$2,899.00	\$0.00	\$2,899.00	1	\$2,899.00
READ 180 Next Generation Implementation Training - Day 1 (up to 20 participants, full day)	540353	\$2,899.00	\$2,899.00	\$0.00	1	\$0.00
READ 180 Next Generation Implementation Training - Day 2 (up to 20 participants, full day)	540354	\$2,899.00	\$2,899.00	\$0.00	1	\$0.00
READ 180 and System 44 In-Classroom Support days	990104	\$2,299.00	\$300.00	\$1,999.00	6	\$11,994.00
READ 180 and System 44 In-Classroom Support days	569095	\$2,299.00	\$2,299.00	\$0.00	4	\$0.00

*NOTICE REGARDING CHANGE OF OWNERSHIP: The programs and services included within this proposal were formerly under Scholastic Education and Technology Services, a business unit of Scholastic Corporation, acquired by Houghton Mifflin Harcourt™ on May 29, 2015. The acquisition included the transfer of the entire Scholastic Education Technology and Services division, its management and staff, and the proven-effective intervention solutions and services portfolio. Scholastic National Service Organization in Jefferson City, MO is continuing to provide services related to order entry, shipping, invoicing, customer service and payment processing. You will be notified in the future when Houghton Mifflin Harcourt takes responsibility for those processes.

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Terms are FOB shipping point unless otherwise noted on the purchase order.

Description or Title	ISBN #	List Unit Price	Applicable Discount	Final Unit Price	QTY	Extended Total
Prices are valid until 8/31/15			Discount Total	\$37,982.00		
						Subtotal
						\$81,185.00
						Shipping/Handling
						\$971.72
						Sales Tax
						\$0.00
						TOTAL
						\$82,156.72

*NOTICE REGARDING CHANGE OF OWNERSHIP: The programs and services included within this proposal were formerly under Scholastic Education and Technology Services, a business unit of Scholastic Corporation, acquired by Houghton Mifflin Harcourt™ on May 29, 2015. The acquisition included the transfer of the entire Scholastic Education Technology and Services division, its management and staff, and the proven-effective intervention solutions and services portfolio. Scholastic National Service Organization in Jefferson City, MO is continuing to provide services related to order entry, shipping, invoicing, customer service and payment processing. You will be notified in the future when Houghton Mifflin Harcourt takes responsibility for those processes.

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SECTION I. CLOSURE/PHASE-OUT OF EXISTING SCHOOL

I.1 Previous Enrollment

Provide a rank order list of the schools in which students were previously enrolled prior to entering the closing school.

PREVIOUS SCHOOL ATTENDED PRIOR TO 204	NUMBER	PREVIOUS SCHOOL ATTENDED PRIOR TO 204	NUMBER
045 International	202	156 Frederick Law Olmsted School	1
076 Herman Badillo Bilingual	59	187 Buffalo Academy for Visual & Performing Arts	1
030 Frank A. Sedita	39	212 Leonardo da Vinci	1
018 Dr. Antonia Pantoja	24	301 Burgard	1
094 West Hertel	11	307 East	1
003 D'Youville Porter Campus	10	Parent Taught	1
006 Buffalo Elementary School of Technology	9	Charter - Buffalo Academy of Science	1
019 Native American Magnet	8	Charter - Buffalo United	1
033 Bilingual Center	8	Charter - Tapestry	1
093 Southside	8	Stanley G. Falk School	1
095 Waterfront	7		
198 International Preparatory	6		
066 North Park Middle	5		
205 Riverside	5		
200 Bennett	4		
305 McKinley	4		
Charter – Western New York Maritime	4		
031 Harriet Ross Tubman	3		
032 Bennett Park Montessori	3		
079 Pfc. William J. Grabiarz	3		
206 South Park	3		
037 Marva J. Daniel Futures Preparatory	2		
059 Dr. Charles R. Drew Science Magnet	2		
097 Harvey Austin	2		
131 Academy	2		
197 Math, Science, & Technology Preparatory	2		
Charter - Health Sciences	2		
036 Bilingual Early Childhood Center	2		
017 Early Childhood Center	1		
043 Lovejoy Discovery	1		
054 Dr. George E. Blackman	1		
069 Houghton	1		
072 Lorraine	1		
074 Hamlin Park	1		
081 School #81	1		
091 BUILD	1		
115 School #115	1		

1.2 a Closure Plan

Provide a brief description of the plan for the closure of the existing school including information on why the district has chosen to close the school.

The State Education Department (SED) has notified the Buffalo Public Schools that Lafayette is deemed an “out – of – time” school. The Buffalo Public Schools is submitting form D under the auspices of closure per State Education notification.

1.2 b Phase-Out Plan

Provide a brief description of the plan for the phase-out of the existing school including information on why the district has chosen to phase-out the school.

During the summer of 2013, the Buffalo Public School District (will be referred to as “district” henceforth) submitted a turnaround plan that was rejected by Commissioner King. In late August/early September 2013, the Buffalo School Board voted 8 – 1 for John Hopkins University Talent Development Secondary (JHU) as the district’s educational partnership organization (EPO) for Lafayette High School (LHS). The district submitted another turnaround plan with JHU as the lead supervisor. This plan was approved by Commissioner King. Simultaneously, the district was required to contract with Erie 1 BOCES to provide vocational programs for students at Lafayette.

In September 2014, JHU and the district signed an agreement to end the partnership with the EPO. With this agreement, the district forfeited approximately \$500,000 in federal funding that would have paid for continued supervision, coaching, and support from JHU in the 2014 – 15 school year.

Shortly after the disengagement with JHU, the State Education Department (SED) announced that Lafayette High School (LHS) is “out – of – time” due to its PLA/SURR status for three consecutive years and loss of EPO. As a district with “out – of – time” schools, the district must choose from one of the following options (C.R. 100.2(p) and 100.18) for the 2014 – 15 school year: A) close the school and disperse the students; B) phase – out of the identified school and phase – in of a new replacement school; C) contract with an EPO; D) establish an alternate governance structure for the school(s); E) convert to a charter school; or F) enter into contract with SUNY or CUNY to provide for the education of the students in the identified school.

The district selected the phase – in/phase out option. There are numerous reasons to do a phase – in/phase – out rather than a closure of the school. One of the top reasons is the students who currently attend Lafayette High School (LHS). These students and their families deserve to have the continuity of finishing at a school where they began 9th grade. Secondly, if LHS were to close, the absorption of all the students into other district schools would have been a challenge and detrimental to the students. More than 70% of the students currently enrolled at LHS are ELLs who would need to specialized instruction that currently do not exist in other buildings. It is the district’s position that a phase – in/phase – out is least disruptive to students and their families.

At the same time, the district issued a request for proposals (RFPs) for all options on October 24, 2014. Once the RFPs were issued, the principal of LHS, Mrs. Naomi Cerre, gathered the school staff to discuss the opportunity to submit a “local innovative program” (option B from above). A design team was established to research, design, and write an innovative program to be phased in (if approved) as the current LHS will be phased out.

The phase – out plan (detailed below in section 1.7) will focus on making instruction rigorous for those students who will remain at LHS during the phase – out years. The plan will concentrate on effective instruction to raise the achievement of students on state assessments and Regent exams as well as increasing the high school graduation rate.

I.3 Closure/Phase-Out Timeline

Provide an overall timeline for the Closure/Phase-Out of the existing school in the table below. Include timelines for activities such as, but not limited to consultation with stakeholders; notification of staff, parents and community; enrollment/transfer processes; staffing re-assignments and district support for the school during the Closure/Phase-Out period. Include the office and title of the person responsible for the activity listed.

Activity	Timeline (Month/Year) for When this Activity Will Occur	Person(s) Responsible – Office/Title
Consultation with Stakeholders and Notification of Staff, Parents, and Community	8 October, 2014 – school board vote of phase out School board voted for Lafayette HS to be phased out based on NYSED’s identification of the school as an “out – of – time ” school. One of the options for a new school is a district innovative program to be designed by the school’s leadership and teacher team.	Board of Education
	14 October, 2014 – parent meeting Parent facilitator shared information on the phase – out/phase – in with parents. Attendance: Naomi Cerre, Principal Lisa Griffith, Parent Facilitator Parents	Naomi Cerre, Principal Lisa Griffith, Parent Facilitator
	12 November, 2014 – Common Council meeting Discussion of Lafayette’s “out of time” status. Attendance: Common Council members	Common Council
	20 October, 2014 – stakeholders meeting Discussion on the status of the school and how community can support the school. Attendance: David Rivera, Buffalo Common Councilmember Sean Mulligan, assistant to Councilman Rivera Sean Ryan, NYS Assemblyman Crystal Peoples – Stokes, NYS Assemblywoman Patrick Kaler, Visit Buffalo Niagara CEO Eric Nueves, II? Members of II Dr. Ben Christy, Dean of Humanities and Arts (Buffalo State College) Anthony Chase, Asst. Dean of Humanities and Arts (Buffalo State College) Dr. Jennifer Schiller, BPP Dr. Fenice Boyd, BPP Jessica Gilmartin, ESL Coordinator (Lafayette HS) Daniel Murtha, ESL Coach (Lafayette HS) Naomi Cerre, Lafayette HS Principal Gregory Conley, ESL Teacher (Lafayette HS) Lisa Griffith, Parent Facilitator (Lafayette HS)	Naomi Cerre, Principal
	29 October, 2014 – parent meeting Parent facilitator shared information on the phase – out/phase – in with parents.	Naomi Cerre, Principal Lisa Griffith, Parent Facilitator

	<p>Attendance: Naomi Cerre, Principal Lisa Griffith, Parent Facilitator Parents</p>	
	<p>6 November, 2014 – faculty meeting Faculty and staff met to hear about some of the plans and research that had been done by the design team on the phase – in plan.</p> <p>Attendance Faculty and staff of Lafayette Naomi Cerre, Lafayette Principal</p>	Naomi Cerre, Principal
	<p>10 November, 2014 – community presentation Outline of the phase – in plan was shared with the community.</p> <p>Attendance: see attached sign in sheets</p>	Naomi Cerre, Principal & design team
	<p>12 November, 2014 – presentation to two school board members</p> <p>Attendance: Larry Quinn, Board member Carl Paladino, Board member Naomi Cerre, Lafayette Principal Jessica Gilmartin, ESL coordinator Daniel Murtha, ESL coach Greg Conley, ESL teacher</p>	Naomi Cerre, Principal & design team
	<p>4 December, 2014 – faculty meeting Faculty and staff met to hear about some of the plans and research that had been done by the design team on the phase – in plan and discussion of MOU for extended pay.</p> <p>Attendance Faculty and staff of Lafayette Naomi Cerre, Lafayette Principal</p>	Patrick Forster, BTF representative
	<p>9 December, 2014 – faculty meeting Faculty and staff met to hear about some of the plans and research that had been done by the design team on the phase – in plan and discussion of MOU for extended pay.</p> <p>Attendance Faculty and staff of Lafayette Naomi Cerre, Lafayette Principal</p>	
	<p>20 January, 2015 – community presentation Outline of the phase – in plan was shared with the community.</p> <p>Attendance: see attached sign in sheets</p>	Naomi Cerre, Principal & design team
Enrollment/Transfer Processes	The 30 day transfer window begins the date the state approves the proposal.	Dr. Mark Frazier, Director of Student Placement and Registration
Staffing Reassignments	Per Collective Bargaining Agreement	Darren Brown, Assistant

	<p>Reduction in Force: As the phase out of Lafayette High School continues, each year the principal will ask for volunteers, in each subject area, that are interested in transferring from the current building.</p> <p>If a volunteer is not identified in the school building, the least senior staff member in that subject is then identified as the teacher that must be transferred.</p> <p>The identified teacher is then put on the reduction in force list and given preference for open positions during the teacher transfer/staffing process for 2015-2016.</p> <p>The formulas that drive the school based budgeting (SBB) will be used to decide the number of staff, by subject area, that are necessary for the phase out school to operate properly.</p> <p>The process of teacher transfers begins the last week of June. Once correct staffing numbers are determined for the phase-out school, the individuals that are to be moved can begin having conversations with Principals that have vacancies as early as July 1, 2015.</p>	<p>Superintendent of Human Resources</p>
<p>District Support</p>	<p>November 17, 2014 – District appointed Anne Henry to be the lead facilitator for LHS. The lead facilitator will assist with the phase – out/in process.</p> <p>December 16, 2014 – Meeting was held to discuss the phase out plans of the four “out of time” schools. Discussion revolved around action steps to continue the phase out plan for Lafayette High School and assign tasks and responsibilities to district personnel. The meeting was attended by: Judy Elliott (Distinguished Educator), Mark Frazier (Director of Central Registration), Martha Younger (Director of Guidance), Eileen Bowen (Project Administrator II), Heath Frisch (Director of Parent Engagement), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).</p> <p>December 23, 2014 – A detailed list of responsibilities with deadline dates will be shared with all district stakeholders. The meeting was attended by: Linda Cimusz (Chief Academic Officer), Will Keresztes (Associate Superintendent of Student Support Services), Barb Smith (Chief Finance Officer) Ella Dunne (Lead Facilitator for Bennett High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).</p> <p>January 6, 2015- A meeting was held on the progress toward the list of deadline dates and included clarifying questions to complete the information needed for the</p>	<p>Dr. Will Keresztes – Associate Superintendent of Student Support Services</p> <p>Superintendent Donald Ogilvie</p> <p>Linda Cimusz (Chief Academic Officer)</p> <p>Dr. Will Keresztes –</p>

	<p>Phase-Out plan. Mark Frazier (Director of Central Registration), Barb Smith (Chief Finance Officer), Peggy Boorady (Associate Superintendent of School Leadership) David Mauricio (Associate Superintendent of School Leadership) Cassandra Wright, (Associate Superintendent of School Leadership), Brian Lorenz (Deputy Director of Human Resources), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).</p> <p>January 7, 2015-A meeting was held on curriculum and instruction supports for the students in the Phase-Out Schools. Mark Frazier (Director of Central Registration), Julie Romain (Director of ELA), JaDawn Wagstaff (Director of Mathematics), Kim Curtin (Director of Special Education), Tammy Alsace (Director of Multilingual Education), Peggy Boorady (Associate Superintendent of School Leadership) David Mauricio (Associate Superintendent of School Leadership) Cassandra Wright, (Associate Superintendent of School Leadership), Brian Lorenz (Deputy Director of Human Resources), Ella Dunne (Lead Facilitator for Bennett High School), Rose Schneider (Lead Facilitator for East High School), Wanda Schoenfeld (Lead Facilitator for Martin Luther King School), and Anne Henry (Lead Facilitator for Lafayette High School).</p> <p>January 8, 2015-A meeting was held on the development of an MOU between the district and the teachers union concerning the implementation of an extended day and advisory programs. David Mauricio (Associate Superintendent of School Leadership), Nathaniel Kuzma (Buffalo Board of Education Attorney), Anne Henry (Lead Facilitator for Lafayette High School).</p>	<p>Associate Superintendent of Student Support Services</p> <p>David Mauricio- Associate Superintendent of School Leadership</p>
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I.4 Community and District Involvement

Describe the roles of community stakeholders, the district office and the board of education in the formal process of phasing-out the school.

Stakeholder meetings were held with faculty, community and alumni association to inform them of the status of Lafayette High School and the closure/phase – out/phase – in options available for school programming beginning in the 2015 – 2016 school year. The meetings took place on the following dates:

20 October, 2014

10 November, 2014

20 January, 2015

Faculty meetings were held to discuss the closure/phase – out/phase – in options available for school programming beginning in the 2015 – 2016 school year. The meetings took place on the following dates:

6 November, 2014

4 December, 2014

9 December, 2014

The School Leadership Team meet weekly to review data until the development and writing of the phased – in proposal. The team members are: Naomi Cerre (principal), Jessica Gilmartin (ESL coordinator), Dan Murtha (ESL coach), Melissa Meola – Shanahan (ELA coach), Kelly Leone (math coach), Patrick Foster (social studies teacher and building BTF representative), Pam Sivertsen (SST coordinator), Evelyn Arent (bilingual special education teacher), Lisa Griffith (parent facilitator), Anne Henry (lead transition facilitator), and Jennifer Schiller (University at Buffalo).

I.5 Parental Involvement

Describe the roles of parents in the formal process of phasing-out the school. For instance, describe how parents will be informed of the Closure/Phase-Out plan and options for student transfers.

In addition to the presentations to the community regarding the phase – out/phase – in plans, two parent meetings were held by the principal and parent facilitators. The meetings took place on the following dates:

14 October, 2014

29 October, 2014

Parents were given information about the State Education Department’s designating LHS as an “out – of – time” school and the resolution that the school board’s vote to allow LHS to design and write a new innovative education plan for the school. The parents were also given an outline of the new plan until it was complete and presented to the community on 20 January, 2015.

The associate superintendent, in collaboration with lead facilitator, will provide orientations for parents. School Connect calls and mailings to all school families will provide details of the phase – in/phase – out process once approved by NYSED. Two meeting will be selected for February 2015. For the convenience of parents, central registration staff will be available at the school should parents wish to consider a transfer. The on – site parent facilitator will be trained, by the Placement Office, in the transfer/enrollment process to support parents and students.

I.6 Student Transfer Plan

Describe the process the district will follow to place students from the Closure/Phase-Out school into other schools. Identify zoning or admissions policy changes, as required. Describe the impact that the Closure/Phase-Out will have on those schools that will enroll students who would otherwise be attending the Closure/Phase-Out school.

Specifically, the district must identify those schools that they expect will be most impacted and provide estimates on how this will change the schools in terms of:

- class sizes;
- building utilization; and
- the percentage of students enrolled in the Closure/Phase-Out school who are students with disabilities (SWDs), English language learners (ELLs), or in need of Academic Intervention Services (AIS) and the percentages of SWDs, ELLs, or AIS at the schools that will be most impacted by the Closure/Phase-Out.

NOTE: No new admissions to the phasing-out school are permitted.

- Phase – out of LHS will begin in 2015 – 16.
- Students who were in the 7th, 9th, 10th, and 11th grades (in 2014 – 15) will be promoted to 8th, 10th, 11th, and 12th grades respectively. Students who were in 12th grade will graduate.
- All students at LHS will also be given the opportunity to transfer to other schools if they and/or their parents/guardians do not wish to remain at the school.
 - If the students, who are on track to be promoted to grades 8th, 10th, 11th, and 12th, do not wish to remain at LHS, they are given the opportunity to transfer to another school. See attachment #1.
 - Eighth grade students, who are on track to be promoted to 9th grade, will be given an opportunity to participate in the high school admissions process to attend another high school in the district.

- Students who will be retained or have not accrued sufficient credits (grades 7 – 9) may remain at LHS unless they wish to transfer to another school (see above explanation).
- Since 9th grade enrollment will experience a modest increase at all district high schools, a set of procedures will be established to ensure monitoring of student progress. To monitor the social/emotional progress of students, the district student management system (Say Yes partnership) will be utilized by school counselors to regularly determine if students are thriving, on track to thrive or off track to thrive. The parent facilitator of each high school will be provided with the family contact information of each incoming freshmen for the purpose of prioritizing freshmen families for parental engagement.
- Counselors are trained by the district Guidance Department on how to identify students on track by credits assigned. Counselors also use the Senior Credit Review Form which every student is required to have annually to see where their high school credits are to ensure on time graduation. Counselors also use the Data Dashboard to identify credits assigned to ensure that students are on track or if they are in need of additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions.

The chart below shows the number of eighth grade students who submitted applications for a high school placement and other students who wish to transfer to another school. These students have been assigned to a school for 2015 – 16.

SCHOOL	NUMBER OF STUDENTS
006	1
195	1
197	8
198	9
205	15
206	3
212	4
301	3
302	5
304	17
305	21
TOTAL	87

The guidance counselors have been working, under the principal's leadership, with the lead facilitator and the placement office to follow up with students who have not applied for a high school placement/transfer or have applied but have not received a seat. These follow – up steps include, but not limited to, advising students on available seats at other schools, assisting students with application completion, assisting students with securing teacher recommendations and other related documentations, and calling parents/guardians for signatures.

The chart below shows the number of students who have not yet been assigned to a school for 2015 – 16.

GRADE IN 2015-2016	APPLIED & TRANSFERRED	APPLIED/ WAITING TO BE ASSIGNED	DID NOT APPLY/ NEED TO SUBMIT APPLICATION
8	2	3	NA
9	80	16	14
10	3	4	NA
11	2	2	NA
12	0	2	NA
TOTAL	87	27	14

Note: As of 17 April, 2015, twelve 8th grade students have resubmitted applications to for a high school placement. The placement office will process the applications and notify the students.

1.7 Educational Program in Closure/Phase-Out School

Describe the process the district will follow to improve the educational program of the school being phased-out. Provide a description of how the district will implement/continue the following activities until the school has completed the Closure/Phase-Out process:

- Job-embedded professional development for staff;
- Extended learning time for students; and
- Professional development and activities related to the use of data to guide instructional decisions at the school and classroom levels.

Leadership Support

The Associate Superintendent of School Leadership will support the principal to ensure the use of data, to drive the development and deliveries of best practices are used across LHS.

The Associate Superintendent provides leadership and assistance as needed to further the goals of the school by:

- providing leadership professional development on topics related to effective instruction (e.g. using data to improve student achievement, using data to evaluate, develop, and monitor teaching practices, lesson-planning using understanding by design, writing meaningful observations, etc.) at the monthly principals meetings;
- serving as the liaison between the school and the district with regard to implementation of curriculum, meeting state regulations by conducting regularly scheduled meetings with the principal and department heads from curriculum and instruction to discuss curriculum alignment to CCLS and updates and/or changes to the ELA and math modules;
- securing necessary resources (e.g. funding, human capital, programmatic materials & resources, etc.) as needed for full implementation of curricula.
- securing funding for building remodel and reconstruction. Expanding needed classroom space, up – dating labs, conference rooms for interpreting purposes, testing rooms, updated classrooms, offices, and common places such as the cafeteria and auditorium, etc.

Job embedded training for the school leadership team on implementing instructional learning walks will be provided to help teachers learn from each other and to determine the school wide professional development needs to increase student learning. The district has established learning walk protocols that

are used at LHS. In addition, learning walk teams will use the New York CCSS Instructional Practice Guides, for mathematics, social studies, science, and ELA, to collect concrete examples of daily planning and practice. A learning walk team consists of the Associate Superintendent, supervisor/directors of content and special areas, along with school level leadership members. After each walk, there is a debrief session. The purposes of these discussions are: 1) to calibrate each members understanding of the guidelines and what was observed, 2) to outline areas of instructional strengths and weaknesses, and 3) clarify next steps for planning purposes.

In addition, the building leadership team will receive professional development through the monthly leadership meetings lead by an Associate Superintendent (please refer to the *Leadership* section under *Instructional Support* on page 10).

Assistance will be given to the principal and leadership to develop an effective school comprehensive education plan (SCEP) that focuses on meeting established program components, school targets, course requirements and intervention strategies for students to graduate on time from LHS. The Office of School Leadership will supply monthly technical support in the monitoring an implementation of a SCEP that will support increased and sustained student achievement.

Instructional Support

The educational program for LHS will be rigorous for students who remain at LHS until 2017 – 18. The focus will be on instruction in to order increase student achievement on State assessments and higher graduation rates.

Leadership

One factor in ensuring effective instruction is the leadership of the school. These practices are already occurring and the leadership team will continue to function under the three district instructional leadership priorities:

- Visiting classrooms daily and providing teachers with feedback
- Leading effective grade level/ subject common planning meetings
- Using data to drive instructional practices

The team will continue to attend monthly principal, assistant principal meetings. These meetings, led by the Associate Superintendents of School Leadership, are devoted for professional development and opportunities for conversations with a focus on improving the leaders' practices related to the instructional priorities listed above. The topics include, but not limited to:

- evidence based classroom observations
- reviewing student work
- accountability tools
- conducting learning walks
- cognitive coaching
- special populations (ELLs & SWD)

In October 2013, a modified DTSDE school review was conducted. The school received a rating of developing and/or ineffective for Tenets 2, 3, and 4.

Tenet 2: School Leader Practices and Decisions	
2.3	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.
Finding	While there are attempts to organize programmatic and human capital to improve student outcomes, the lack of a fully developed system to examine the impact of decisions results in inefficient use of personnel and ineffective programming for some students.
2015 – 16 Action Step	Leadership team will continue to sustain the following: <ul style="list-style-type: none"> ▪ be actively involved in the creation of the master schedule to

	<p>maximize the use of resources.</p> <ul style="list-style-type: none"> ▪ create a chart to show all the resources available in the school and how they are being utilized. ▪ develop and redesign the organizational chart <p>▪ advocacy by the current leadership team to customize supports, staff and resources were finally funded by the district in May of 2014.</p> <ul style="list-style-type: none"> ▪ BPS will demonstrate evidence of differentiated supports and accountability.
Progress Monitoring & Supports	<ul style="list-style-type: none"> ▪ Attendance at monthly principals & assistant principals meetings (noted above). ▪ Dissemination of organization chart and job descriptions.

Tenet 2: School Leader Practices and Decisions	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).
Finding	Many students are not yet receiving the level of instruction necessary for them to succeed in coursework intended to prepare them for college and careers.
2015 – 16 Action Step	<p>Leadership team will continue to sustain the following:</p> <ul style="list-style-type: none"> ▪ visit classrooms daily for evidence of best practices based on professional development received during common planning time/grade level meetings. ▪ assign themselves to one subject area and/or grade level in order to lead that team of teachers cohesively ▪ lead and/or collaborate closely with instructional coaches in providing PD during common planning time/grade level meetings. ▪ facilitate, lead, and/or collaborate closely with coaches in professional community conversations and implementation of instructional strategies. These strategies include those from trainings that teachers received in SIOP and ExC-ELL. Refer to notation below about ExC-ELL. ▪ Develop teacher rounds to build instructional practice ▪ Multilingual Education Department will provide intense supports in programing, curriculum, training and assessment.
Progress Monitoring & Supports	<ul style="list-style-type: none"> ▪ Grade level/common planning time (GLM/CPT) meeting minutes. ▪ Administrator walkthroughs. ▪ Attendance at monthly principals & assistant principals meetings (noted above). ▪ Bi-weekly meetings of School Improvement Leadership and SMBT

Through Lafayette High School's partnership with Johns Hopkins University's Talent Development Secondary, Margarita Calderon and Associates delivered several professional development seminars/workshops designed to explain and model the ExC-ELL program (Expediting Comprehension for English Language Learners). This program delivers strategies for vocabulary, reading, and writing instruction. These full-staff trainings were delivered in the spring of 2013. In the fall of 2013, Calderon delivered additional trainings on content-specific reading and vocabulary instruction as well as writing instruction training for available teachers. Margarita Calderon and Associates, in the fall of 2103, also delivered half-day trainings for the RIGOR (Reading Instructional Goals for Older Readers) program to two teacher groups. In addition, Calderon provided training for the observation and coaching cycle that

coincides with ExC-ELL strategies and practices (fall 2103). Calderon also shadowed administrators and coaches to model and reflect upon the implementation of the observation tool.

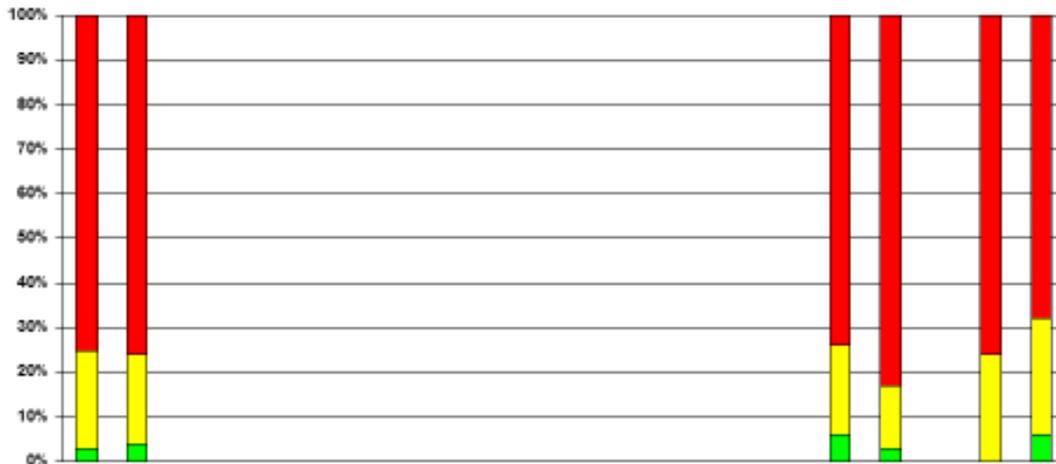
With the exception of a few teachers (who joined the faculty in the fall of 2014), all faculty members received ExC – ELL training. For 2015 – 16 school year, the leadership team will expect and support teachers to incorporate these learned strategies into their instruction. The ExC – ELL model is a complement of SIOP and both are very effective for ELLs (please refer to the professional development section for details on SIOP).

Curriculum and Instruction

The data on student achievement on State assessments at LHS has decreased or has minimally increased. The graduation rate dropped 10 percentage points (refer to charts below). In 2015 – 16, emphasis will be on intense instruction in the core areas that are aligned with the Common Core standards. For students in grades 11 and 12, the focus will be on Common Core aligned instruction to support students in meeting college and career standards, credit recovery, credit accrual, and preparation for Regents examinations. For credit recovery, students use Nova Net and Gradpoint which are online programs that allow students to earn credits for courses that they failed. Also, there are after-school tutoring (refer to extended learning section), summer school credit recovery and Regents preparation courses.

204 ELA All Students
 2012-13 → 2013-14

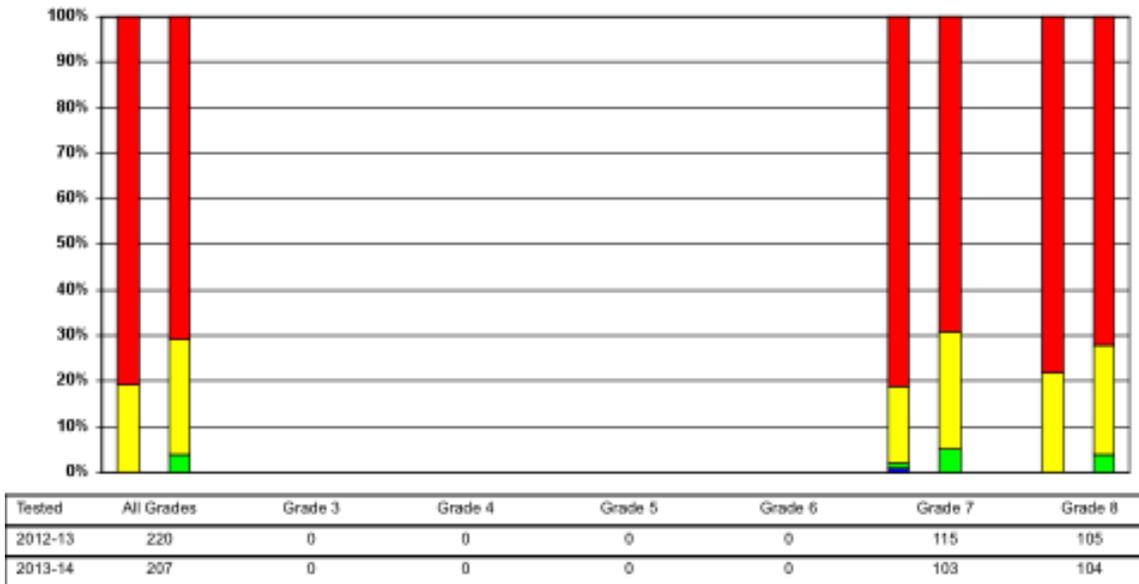
■ Lv 4 ■ Lv 3 ■ Lv 2 ■ Lv 1



Tested	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2012-13	195	0	0	0	0	104	91
2013-14	241	0	0	0	0	104	137

204 Math All Students 2012-13 → 2013-14

■ Lv 4
 ■ Lv 3
 ■ Lv 2
 ■ Lv 1

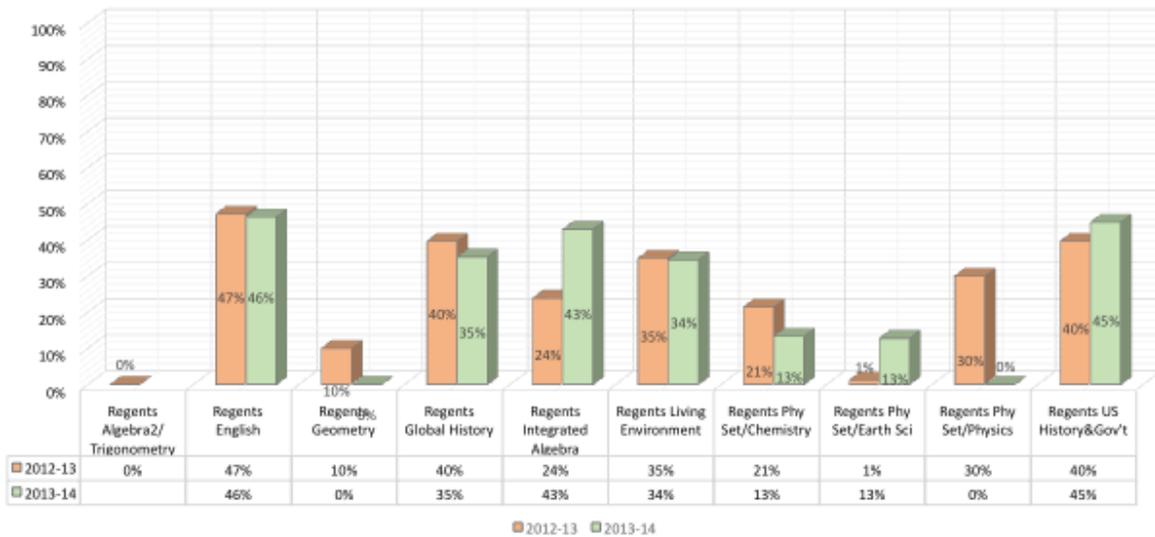


OSA 49961 ELAMath 2yrs 8/18/14 wk

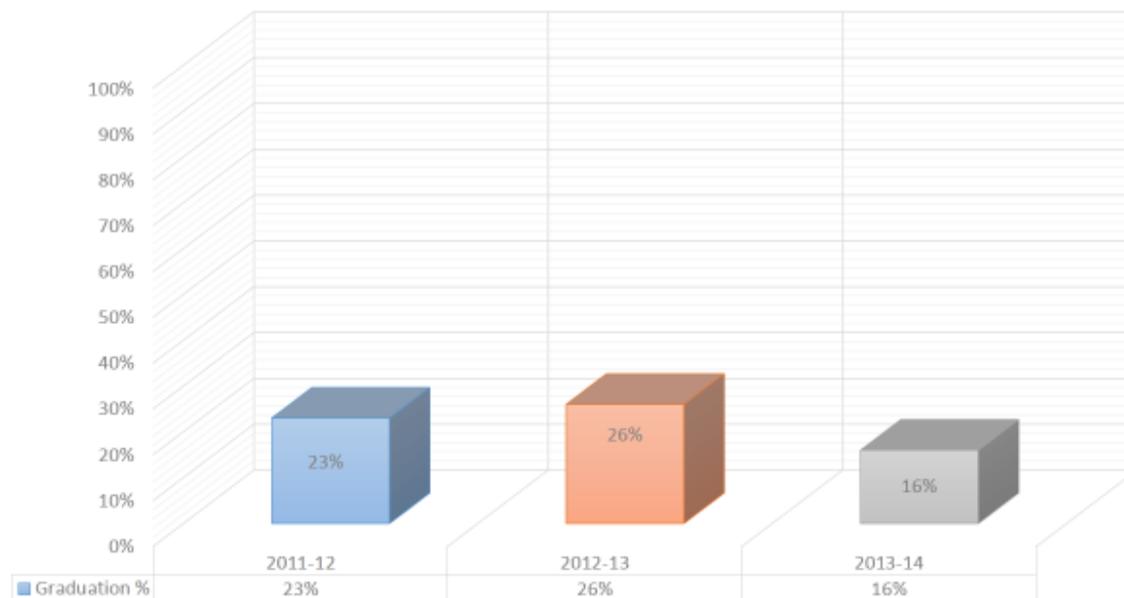
Source: SRS L2 (Tested/Not Tested 8/14/14)

2 Year Trend Data 2012-13 to 2013-14

#204 Lafayette High School



#204 Graduation 3-Year Trend



Mathematics

- A full NYS approved Common Core aligned math curriculum will be in place for grades 10, 11, 12. AIS will be provided to students who do not pass the Regents exam. These courses will be taught by certified math teachers. Depending on a student's individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing (e.g. word problems and explanations of computations).
- The eighth grade will follow the common core aligned math curriculum and use the NYS curriculum modules. Those students who have not achieved proficiency (levels 1 and 2) will be provided AIS support. These courses will be taught by certified math teachers. Depending on a student's individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing (e.g. word problems and explanations for computations).

English

- A full NYS approved Common Core aligned ELA curriculum will be in place for grades 10, 11, 12. AIS will be provided to students who do not pass the Regents exam. These courses will be taught by certified ELA teachers. Depending on a student's individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing skills (e.g. narrative versus expository).
- The eighth grade will follow the Common Core aligned ELA curriculum and use the NYS curriculum modules. Those students who have not achieved proficiency (levels 1 and 2) will be provided AIS support. These courses will be taught by certified ELA teachers. Depending on a student's individual academic status and needs, the amount of AIS will vary but s/he will receive a minimum of one period a day, three times in a six day cycle. The class will focus on review of content, test taking skills, and writing (e.g. narrative versus expository).

English language learners (ELLs)

- ESL services will be provided in compliance with Part 154 regulations. ESL instruction will be aligned with the Common Core, ELA and mathematics with appropriate modifications and supports. ESL teachers will teach part-time and act as support to content teachers for the other portion of the day, co-teaching lessons and assisting with instructional strategies and lesson modifications. The Multilingual Department will provide additional support for the school based coaches and teachers via the Title III support staff, district sheltered instruction coach, and centrally offered PD opportunities
- Building level ESL coaches currently providing training and support will continue to do so during the phase-out period. Other supports in the school include multilingual teacher aides proficient in the top languages spoken by the students and bilingual education for Spanish speakers. Title III LEP and Immigrant funding will continue to support after-school programs, professional development, parental involvement initiatives, and the summer learning program (Jump Start). It will also partially fund the ESL program coordinator. ELLs are eligible to attend the after school program that is offered in conjunction with Daemen College. This program gives students the opportunity to get help with homework as well as tutoring in various subject areas. Refer to extended learning time (below) for additional information.
- If approved by NYSED, all students who participate in the bilingual program will be allowed to attend LHS.

CTE

- The district will continue to support the NYSED CTE certified business program with supplies, equipment, assessments, and work based experiences. Additionally all support for CTE endorsement including but not limited to integrated academic credit, college articulation agreements, and advanced study credit toward their CTE endorsement. Where possible stackable credentials will be available to CTE students to increase their employability. All curricula are cross – walked with Common Core math and English standards as well as the NYSED CDOS and industry standards.
- District – wide professional development offered by the CTE department will be available to all CTE teachers. These include, but are not limited to: Industry & SLO assessment review & evaluation of data, Common Core Technical Area, Math/ELA integration, Work-based Learning & Youth organizations, Guidance Counselor Informational Careers Fairs, and High Impact Learning Strategies.
- The differentiated business program will be offered and provide designated students a skill based CDOS credential co – taught by a CTE business teacher and a special education teacher.
- For 8th grade students, the CTE department will support the family and consumer science and technology programs within the school ensuring that all supplies and equipment are available so that the students receive the required NYSED curriculum for middle school CTE students. This includes career awareness about high school options available to them within the district and students will be included in all district sponsored exploratory career fairs. All curricula are cross walked with Common Core math and English standards as well as the NYSED CDOS and industry standards.

Special Education

- LHS will continue to serve 1
 - 15:1 bilingual students in grades 10, 11, and 12
 - 6:1:1 bilingual students in grades 10, 11/12
 - 12:1:1 monolingual students in grade 10
 - 15:1 monolingual students in grades 11 and 12
- If approved by NYSED, all students who participate in the bilingual special education program will be allowed to attend LHS.
- The curriculum will be aligned to the Common Core. Students who require resource room, consultant teacher, or integrated co-teaching will receive services based on IEP recommendations. Teachers will receive any staff development provided to all special ed. teachers in the district. These trainings include, but are not limited to: IEP writing, integrated co – teaching, classroom management, FBAs & BIPs, and SDI.

Erie 1 BOCES

LHS will continue to partner with Erie I BOCES to provide morning and afternoon career and technical education (CTE) courses. The students have been offered the opportunity to take a Career Exploration Program. In this program the students will have the opportunity to explore eight different career paths through five – week modules and to enroll in the BOCES CTE programs offered at the BOCES Harkness Center and Potter School. These programs range from auto tech to cyber security to culinary classes.

Tenet 3: Curriculum development and support	
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the common core learning standards (CCLS) that is monitored and adapted to meet the needs of students.
Finding	The school leader has facilitated CCLS implementation through leveraging local partnerships, providing opportunities for staff to collaborate, and collecting and monitoring lesson plans. The school is also implementing the curriculum framework for ELA and mathematics, developed by the EPO, in the ninth grade, which supports the CCLS. Because staff is working toward, but has not yet developed, CCLS aligned units across all grades and all areas of study, the learning needs of all students are not being consistently met.
2015 – 16 Action Step	Leadership team will continue to sustain the following: <ul style="list-style-type: none"> ▪ assign themselves to a certain subject area and/or grade level in order to lead that team of teachers cohesively. ▪ lead and/or collaborate closely with coaches in providing PD during common planning time/grade level meeting on data driven instruction (DDI), Sheltered Instruction Observation Protocol (SIOP) and Understanding by Design (UbD). Refer to PD section for more details. ▪ lead and/or collaborate closely with coaches in creating curriculum maps using UbD. ▪ review lesson plans to ensure alignment with CCLS by using UbD in lesson planning with clear elements of SIOP. ▪ lead and/or collaborate closely with coaches in review of student data and using data in planning lessons.
Progress Monitoring & Supports	<ul style="list-style-type: none"> ▪ Grade level/common planning time (GLM/CPT) meeting minutes. ▪ Lesson plans will reflect CCLS. ▪ Completion of curriculum maps.

Tenet 3: Curriculum development and support	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.
Finding	While teachers are meeting to align their unit and lesson plans to the CCLS, they are not consistently using data to drive to inform unit and lesson plan development, which results in the staff's inability to target student learning needs.
2015 – 16 Action Step	Teachers will continue to sustain the following: <ul style="list-style-type: none"> ▪ attend and actively participate in PD during common planning time/grade level meeting on data driven instruction (DDI), Sheltered Instruction Observation Protocol (SIOP) and Understanding by Design (UbD). Refer to PD section for more details. ▪ attend and actively participate in reviewing and analyzing data

	<p>during common planning time/grade level meeting.</p> <ul style="list-style-type: none"> ▪ create curriculum maps using UbD. ▪ create lesson plans, based on analyzed data, that align with CCLS by using UbD in lesson planning SIOP strategies. BPP collaboration.
Progress Monitoring & Supports	<ul style="list-style-type: none"> ▪ Lesson plans will show evidence of various data points that reflect whole group and individual student needs, as appropriate. ▪ Grade level/common planning time (GLM/CPT) meeting minutes that reflect examination, interpretation, and deep discussion of data. ▪ Completion of the individual learning plan (ILP) based on job embedded PD (see attached). ▪ Completion of the individual data analysis (IDAA) form based on GLM/CPT (see attached). ▪ Administrator walkthroughs.

Tenet 4: Teacher practices and decisions	
4.3	Teachers provide coherent and appropriately aligned Common Core learning standards (CCLS) based instruction that leads to multiple points of access to all students.
Finding	Teachers are in the beginning stages of providing instruction that supports the CCLS... the inconsistent use of data to strategically plan to meet the variety of needs of ELLs and other student subgroups results in staff's inability to meet the needs of all students.
2015 – 16 Action Step	<p>Teachers will continue to sustain the following:</p> <ul style="list-style-type: none"> ▪ attend and actively participate in PD during common planning time/grade level meeting on data driven instruction (DDI), Sheltered Instruction Observation Protocol (SIOP) and Understanding by Design (UbD). Refer to PD section for more details. ▪ coaches and leadership team will provide guidance and support to teachers on using data from multiple sources, interpreting multiple data points, and how to use it to inform instruction. ▪ review and analyze data, with support from coaches, of formative and summative assessments (e.g. ELA, math, science, social studies, and NYSESLAT) ▪ create lesson plans, based on analyzed data, that align with CCLS by using UbD in lesson planning SIOP strategies.
Progress Monitoring & Supports	<ul style="list-style-type: none"> ▪ Lesson plans will show evidence of various data points that reflect the needs of subgroups (e.g. ELLs, SWDs, etc.), as appropriate. ▪ Grade level/common planning time (GLM/CPT) meeting minutes that reflect examination, interpretation, and deep discussion of data. ▪ Completion of the GLM/CPT individual learning plan (ILP) based on job embedded PD (see attached). ▪ Completion of the individual data analysis (IDAA) form based on GLM/CPT (see attached). ▪ Administrator walkthroughs.

Extended learning time

LHS currently and will continue to offer high school students the opportunity to participate in an after school program. This program is a partnership with Daemen College to provide tutors to students through the college's Refugee Teen Empowerment Program. It is funded and supported by Daemen College and Title III.

Within this partnership, Daemen College recruits and provides college students as tutors, throughout the school year and LHS provides certified subject area teachers. The program runs four times a week from 2:30pm to 4:30pm and is open to any student who wishes to attend. Teachers encourage students who are struggling in class and/or in passing state exams to participate and to attend all sessions each week. At each session, there are 3 – 5 teachers and 3 – 7 tutors (the number of tutors vary based on whether or not the college is in session) to work with approximately 100 – 150 students. These students join the instructional group (math, science, social studies, ELA) that suits their needs. Depending on the group, the students may be engaged in content area instruction (i.e. re – teach of what was taught in class by a teacher), tutoring of content, test taking skills, study skills, homework help, and assistance with college applications and essays. Many of the tutors have also, voluntarily, taken on the role of mentors to the LHS students that is an added benefit for LHS students.

Twice a year, the program switches from academic support to exam preparation. During this time, teachers and tutors focus on assisting student in preparing for their Regents exams. The program has had great success in helping students attain passing scores or, at a minimum, increase their exam scores. In 2013 – 14, 233 students participated in this program. There were 105 tutoring sessions with a total of 9182 hours. Of the 233 students, 33 took the U.S. History exam and of those, 20 students increased their scores by 10 or more points and 23 passed. This data and the high daily attendance are examples of the success of the after school program.

A separate after school program is currently offered to 7th and 8th grade students, and will continue to be, available to students in grade 8 through Title III funding. This program runs four times a week from 2:30pm to 4:30pm and the instruction focuses on language development and math. For the language portion, students engage in finding evidence in texts, writing complex texts into their own, and adding details to their own writing. For math, students learn how to solve word problems, particularly two step equations, where they must focus on how to write and/or explain their computations. After students finish with class, they are given dinner from 4:30pm to 5pm.

In addition to the after school program with Daemen College, LHS is in the process of establishing a partnership with Buffalo Center for Arts and Technology (BCAT) to offer LHS students a youth arts program. BCAT will provide a safe, nurturing and inspiring after-school environment that supports high school completion through arts programming. BCAT's after-school youth arts program is held in our state-of-the-art building on the edge of downtown Buffalo. At BCAT, students make new friends and learn new music, art and design skills. The students stay engaged throughout their academic journey and, inspired by their experiences, remain in school and build expectations for a future beyond high school. BCAT collaborates with renowned artists and top arts organizations to ensure students have access to the best design and media training to prepare them for the many pathways that await them after high school. An important component of this program is maintaining close contact among school staff, parents, and BCAT staff to coordinate effective student support. BCAT is based on Pittsburgh's Manchester Bidwell model, where 90% of arts program students graduate from high school. This program began in January 2014. To date, data collected shows a correlation between strong BCAT program attendance and strong school attendance. With the 13-14 school year serving as a baseline, BCAT will be seeking to further demonstrate the impact of a high quality after school arts program on high school graduation.

Aside from extending academic support beyond the school day, the Closing the Gap (CTG) site facilitator and Say Yes family support specialist will coordinate additional community partnerships to provide opportunities for student engagement and learning after school. There will be a focus on opportunities to visit colleges, attend college fairs, meet college recruiters, apply for college scholarships, and the college

application process, with the goal of promoting the benefits of higher education and a culture of life – long learning.

Students will continue to have a plethora of clubs, sports, and tutoring options available them. The school has long time traditions of football, soccer, volleyball, cross country, baseball, softball, track and field, swimming, and many other sports. In addition to athletics, LHS will provide clubs for students to build social and cultural skill such as International Club, Cultural Awareness Club, Design Club, Chess Club, Peace Club, and a host of other interactive clubs and groups.

In summary, LHS currently has a successful program in collaboration with Daemen College. This program will continue for all LHS students until the end of 2017 – 18. In addition to the Daemen program, there will be a partnership with the Buffalo Center for Arts and Technology (BCAT) for a youth in arts program. BCAT has committed to offer this program to LHS students in 2015 – 16. Please refer to the *Extended Learning Time* section (p. 17 – 18) for detailed information.

Professional Development for Leadership Team

The monthly principal and assistant principal meetings serve as job embedded professional development opportunities for the leadership team of LHS. These meetings are led by the Associate Superintendent of School Leadership with a focus on improving the leaders' practices. The topics include, but not limited to:

- evidence based classroom observations
- reviewing student work
- accountability tools
- conducting learning walks
- cognitive coaching
- special populations (ELLs & SWD)

Professional Development for Teachers

Research is clear that traditional professional development in a workshop format (short and one time training) doesn't change teacher practice and has no effect on student achievement (Yoon et al, 2007; Bush, 1984). The reason it is ineffective is that it doesn't provide support in implementation, which is an essential stage of learning, of the learned instructional skills. As any teacher knows, employing a newly learned strategy is more difficult than learning what a strategy is; even experienced teachers struggled with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 1982). When training merely describes a skill to teachers, only 10 percent can transfer it to their practice; however, when teachers are coached through the awkward phase of trying it out in the classroom they are more likely to implement the strategies with fidelity. In order for professional development to be effective, there must be anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007).

The educational program/offerings will essentially remain the same but the focus on instruction, coaching, and implementation of professional development will be the key difference from what is currently taking place.

Faculty and staff at LHS has received professional development trainings at the district and building levels but the essential elements that will be different will be differentiation of trainings, job embedded coaching and support, and fidelity to implementation. Please refer to the professional development section (p. 18 – 20) for detailed information. Lafayette teachers have been involved in a three year grant partnership called the Buffalo Partnership Project. This Teacher Leader Quality Partnership program was designed to grant opportunities to support local, regional and statewide initiatives to improve the teaching of core academic subjects; hence improving student achievement. The University of Buffalo is looking to resubmit the grant for sustainability and the building of teacher skills and capacity.

The expectations from teachers, having received trainings, will provide rigorous instruction for students. In order to ensure that instructional rigor is occurring in the classrooms, the building leadership will continue to conduct walkthroughs. These walkthroughs will include evidence of strategies learned in the trainings. In addition, the leadership team will require lesson plans to reflect: 1) CCLS, 2) data, 3) alignment of lessons to curriculum map, and 4) differentiated instruction for subgroups based on data analysis. Please refer to the action steps in the *Leadership* (p. 10 – 11) and *Curriculum and Instruction* (p. 11 – 17) sections for detailed information.

Based on the abundant amount of research in this area, a thorough and well thought out professional development plan for LHS is essential. For the 2015 – 16 school year, there will be approximately 50 hours of training *and* coaching from various trained professionals from well recognized entities within the field of education. All contracted services will clearly stipulate that A) teachers will receive active and engaging trainings in order to get a solid foundation of knowledge about the instructional strategies, B) teachers will see a model of implementation, and C) teachers will receive coaching as they attempt to apply what they have learned.

The following list of professional development opportunities are examples of the types of on – going and in – depth trainings that will occur in the school. However, this does not preclude the school leadership team from modifying the types of training that will occur due to instructional needs. This is not an exhaustive list but represents a considerable portion of what is needed based on the population of the school.

- Sheltered Instruction Observation Protocol (SIOP) model, as stated earlier, is an instructional framework that encompasses aspects of good teaching. The framework was designed by three researchers from the Center for Applied Linguistics (CAL) through a meta – analysis of existing research in the field on second language acquisition and second language instruction. Although it was originally intended to address the needs of English language learners (ELLs), educators have found that it is beneficial for all students.
 - The training will focus on: 1) 2 full days of foundational training sessions, 2) 3 full days of follow up classroom visits and coaching for teachers, and 3) 3 full days of advanced training.
- ** It is important to note that a significant number of the current faculty has received SIOP training therefore this series will be differentiated in order to make the training meaningful and effective for teachers. For example, teachers who received training in previous years will get SIOP Level II while teachers who have had no or limited knowledge of SIOP would receive the Level I training. Level I will be an introduction to the model where teachers would gain knowledge of the elements of each component and practical skills to collaborate, share and implement lesson plans that incorporate features of the components. Level II will give teachers an in-depth understanding of the components. They will examine the elements within each component and determine how they can be incorporated into the curriculum.
- “What’s Different About Teaching Reading to English Language Learners?” and “Research – Based Vocabulary Instruction for ELLs” were developed by the Center for Applied Linguistics (CAL). Although both series have the term ELL, these trainings will be essential for teachers teaching all students. Both district and building data show that native – English speaking students and ELLs are scoring 1 or 2 on the ELA and math assessments; therefore they have very similar needs in reading skills and vocabulary development.
 - The reading training will focus on: 1) an understanding of the similarities and differences between teaching reading to ELLs and native English speakers, 2) effective strategies for teaching reading with regards to oral language development, vocabulary development, phonemic awareness, phonics, fluency, and comprehension, and 3) implications for reading instruction under CCLS. CAL will provide a) 2 full day training sessions and b) 4 full days of follow up classroom visits and coaching for teachers and coaches.
 - The vocabulary training will focus on four key research based components that comprise strategic vocabulary instruction: 1) strategic instruction of high – utility vocabulary, 2) a motivating learning environment that is rich in words, 3) promoting students’ independent word – learning skills, and 4) assessment techniques that inform strategic vocabulary instruction. CAL will

provide a) 2 full day training sessions, and b) 4 full days of follow up classroom visits and coaching for teachers and coaches.

- Translanguaging by City University of NY – NYS Initiative for Emergent Bilinguals (CUNY – NYSIEB). CUNY – NYSIEB is a collaborative project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the doctoral program in urban education. The main focus of the initiative consists of professional development to principals and school/district personnel in support of practices that view bilingualism as a dynamic practice and as a resource to be used in classrooms as well as the whole school. Participants will be given materials developed throughout the initiative, receive training on historical and current practices to support emergent bilinguals, and implementation of the bilingual common core initiative. CUNY – NYSIEB has a successful track record in working with the district, specifically at School #45 and the district’s Model Induction mentoring program.
 - The training will focus on three areas: 1) concepts and practices for using translanguaging (the flexible use of students’ native languages in the classroom), 2) coaching to coaches to support teachers in implementing translanguaging, and 3) classroom visits and coaching to teachers in implementing translanguaging.
 - CUNY – NYSIEB will provide 1) 2 full day training sessions, 2) 3 full days of follow up classroom visits and coaching for teachers, and 3) 2 half – day sessions of coaching for the coaches

Aside from the trainings listed above, teachers at LHS will also receive Understanding by Design (UbD) training. UbD was created by McTighe and Wiggins in 1998. It is centered on “teaching for understanding” through backward design which requires teachers to analyze and determine the desired outcomes before developing the learning objectives and activities in order to reach the desired outcomes or results. By the beginning with the end in mind, teachers are able to avoid the common pitfall of planning forward from activity to activity, only to find that some students are prepared for the final assessment while others are not. It is based on the concept that teachers will have a much firmer and clearer grasp of where the learning is going if the goal or summative assessment is clearly articulated right from the beginning. Teachers focus on the enduring understanding that students must learn and apply, then they develop the process of what students will know and how and when they have reached that understanding.

The professional development plan is not limited to external providers. There are district and building level individuals who can provide training on a variety of topics. For example, at the district level, the Office of School Leadership offer trainings on data driven instruction (DDI) to improve instruction for general education students as well as special populations, the Department of Multilingual Education offers training on native language arts (NLA) and Step Up to Writing (SUTW), sheltered instruction coaching, the Teacher Center offers a multitude of trainings across all curricular areas, and the Office of Curriculum, Assessment and Instruction will provide support in aligning and compacting the curriculum across grade levels and subject areas. At the building level, there are numerous teacher leaders who can provide expertise in cultural and linguistic diversity, middle level education, needs of students with disabilities (SWD), parent engagement, etc. Teachers would also be encouraged to create professional learning communities for peer – mentoring/coaching. In addition to district level professionals, there will be an instructional coach and two ESL coaches. These coaches will provide job embedded professional development on the use of data to improve instruction for ELLs, special education students, and students performing below grade level. For example, in addition to core area assessments, teachers of ELLs would need to examine and analyze the data from the NYSITELL and NYSESLAT. These two assessments would provide information on the ELLs proficiency levels which may affect how teachers would approach content area instruction such as vocabulary development.

As it was noted above, teachers will receive coaching in order to implement new strategies that they learned. One way for them to receive coaching is in the classroom with either external or building – level coaches. Another way would be during common planning/grade level meeting time where the building coaches would be present to lead discussion and provide support. This would also serve as a way for

teachers to form small learning communities (among themselves) to be a support to each other. And, as the various professional development trainings are rolled out, time would be designated at the beginning, middle, and end stages of the trainings, during common planning/grade level meetings, for teachers to write an individual learning plan (ILP) that would help them monitor their own learning; the ILP (see attached) could be used as an artifact in the teachers' APPR.

An example of how teachers are receiving coaching and training in the classroom and during common planning time/grade level meetings (CPT/GLM) is co – teaching. Teachers, over the years, have received district level professional development on co – teaching but what is unique at LHS is the follow up on these trainings. Throughout the current school year, ESL coaches are using CPT/GLM to transition ESL teachers into implementation of co – teaching. The first step involved a review of the seven co-teaching models by nationally recognized researchers, Drs. Dove and Honigsfeld. After each model was reviewed, the team participated in a discussion about strengths and challenges of model and share any personal experiences they may have had with said model. After the review and discussions are concluded, the team moves into deeper conversations about which models would be successful for their particular populations. Then, teachers identify lessons and units through which they could implement a co-teaching model or combination thereof and document their plans. In subsequent CPT/GLM sessions, teachers would debrief on the successes and challenges of the model they piloted in their classes. LHS will continue with training and coaching of co – teaching during the phase – out years but it will expand to include content area teachers. In addition, all teachers will be given the opportunity to expand on their knowledge of co – teaching by attending district and regional trainings such as those offered by the Regional Bilingual Education – Resource Network (RBE-RN), New York State Teachers of English to Speakers of Other Languages (NY TESOL), and New York State Association for Bilingual Education (NYSABE). A group of LHS teachers are scheduled to attend a regional training given by Drs. Dove and Honigsfeld, on 2 May 2015.

It is important to note two factors regarding professional development trainings. First, several of the trainings' titles include the term "English language learners (ELLs)," however, the instructional strategies will benefit all students regardless of their designation. For example, the trainings entitled **What's Different About Teaching Reading to English Language Learners?** and **Research – Based Vocabulary Instruction for ELLs** may be intended for ELLs but all students (below or at grade level reading) will benefit from reading and vocabulary development instruction which can translate to better attainments on state assessments across all circular areas. Second, these trainings will be job embedded and will take place throughout the school year. The number of training days does not necessitate pulling teachers from the classroom for large portions of the school day. Some of the trainings will occur during grade level meeting/common planning time (GLM/CPT) and in class coaching/team teaching.

In 2015 – 16 (until phase – out is complete), teachers will be offered the trainings that will meet their needs. For example, teachers who have had training in SIOP would attend SIOP Level II training whereas those who have had no/limited training on SIOP will attend Level I training sessions. With the exception of **Research – Based Vocabulary Instruction for ELLs**, the trainings listed above will be delivered by internal specialists either at the building or district levels. The trainings will be offered during the day (e.g. common planning/grade level meetings) in order to reach more teachers. Trainings will also be offered after school however attendance is voluntary.

Student Support

Job embedded professional development for guidance counselors, offered on a quarterly basis from the Department of Counseling, will be provided on how to use scholarship reports and graduation tracking systems to ensure on-time graduation, and credit recovery options.

Counselors were trained and in-serviced through the districts Guidance Department and consultants on how to use various tools such as Hobsons Naviance Program to support students and parents on the research of scholarships. Also the Guidance Department is linked with the states HESC FAFSA Completion Project which also identifies students that have not completed TAP applications and PELL

grants which would allow them additional dollars for college scholarships. BPS is partnered with The University of Buffalo Graduate School of Education which has FAFSA teams in every high school assisting students to complete the FAFSA application. Training is provided through this organization to school counselors.

Counselors are trained by the district Guidance Department on how to identify students on track by credits assigned. Counselors also use the Senior Credit Review Form which every student is required to have annually to see where their high school credits are to ensure on time graduation. Counselors also use the Data Dashboard to identify credits assigned to ensure that students are on track or if they are in need of additional courses. The Data Dashboard training was given by the Office of Shared Accountability and is done annually for updates and revisions.

Students who are in need of additional credits are given the option of attending the McKinley High School Credit Accrual Program or can avail themselves to Grad Point for credit recovery to make up additional credits that they are in need of.

Job embedded professional development will be provided, during after-school faculty meetings by the PBIS committee and school leadership team on a quarterly basis, on how to create a school learning environment that encourages improved student attendance and a reduction in suspensions.

LHS counselors along with the SST members have been trained on PBIS and Safe and Civil which helps to create a school learning environment that is safe and conducive to learning. It also tracks students' attendance and suspension rates. This program helps the counselors to identify students that are at risk and may need to be supported by programs such as Check In/Check Out. Counselors have also been trained in Dignity for All Students (DASA) which gives them the insight into some of the reasons students may not attend and enable them the opportunity to support those students.

Operational Support

Job embedded professional development for leadership staff on budgeting, human resources, and compliance issues will be provided to staff in the implementation of the phase – out process. Personnel from various departments (e.g. Human Resources, Office of Shared Accountability and the Office of School Leadership) will meet with the staff on a quarterly basis to clarify questions provide technical support and answer inquires about the progression of the phase - out plan.

1.8 Leadership and Staff

Describe the process the district will follow to downsize the existing leadership and staff.

The collective bargaining agreement with the administrators' union allows the Superintendent to reassign administrators. These reassignments are not impacted by seniority or other contractual limitations. There will be a newly assigned administrator in the phase - in school and a reduction in the overall administrators LHS.

As the students graduate from LHS, administrative assignments will be adjusted. This same process will be used for teachers with special consideration given to allow for effective and rigorous instruction for students to complete their program requirements for graduation.

The teachers impacted by the phase - out plan are considered "reductions in force (RIF)." As per the teacher transfer and staffing guidelines explain:

Once a building principal realizes that a reduction in force (RIF) is necessary in his/her building. The following process must be followed:

- Principal asks for volunteers, in the subject area, that would be interested in a transfer from the current building

- If a volunteer is not identified in the school building, the least senior staff member in that subject is then identified as the teacher that must be transferred.
- The identified teacher is placed on the RIF list and given preference for open positions during the teacher transfer/staffing process for 2015-2016.

Important: Pg. 32, line 24 of BTF contract:

In case of a reduction-in-force, the building committee members and up to two additional delegates (the two with the most seniority in District service) in office at the time the transfer is to take effect shall be the last persons considered for an involuntary transfer regardless of their seniority. The teacher must have been in the position during the most recent school year.

* Reminder: If a position in a school is reinstated within six (6) weeks after it was abolished, the teacher involuntarily transferred from that position shall have priority to fill it.

This will occur each year of the phase-out. The formulas that drive the school based budgeting (SBB) will be used to decide the number of staff, by subject area, that are necessary for the phase-out school to operate properly. For example, if the number of teachers necessary for mathematics is 5 and the school currently has 7, there will need to be a reduction in force of 2 FTE. [However, LHS will continue using the co – teaching model \(content and ESL\).](#)

Schools that have an influx of Grade 9 students:

The same use of the school based budget (SBB) will exist. Once staffing levels are determined based on the district-wide formulas and student enrollment, the proper number of staff members will be assigned. Extra positions will be first available to teachers that have been RIF'ed from phase-out schools. These teachers will have “super-seniority” based on their involuntary status.

The process of teacher transfers begins in June – the last week of June. Once correct staffing numbers are determined for the Phase-Out school, the individuals that are to be moved can begin having conversations with Principals that have vacancies as early as June 1, 2015.

I.9 Community Support

Describe how the district will provide support for the schools receiving additional students as a result of the school's Closure/Phase-Out.

The phase – out process for LHS allows all 8th, 10th, 11th, and 12th grade students to remain in the school until graduation. If students choose to transfer to other high schools in the district, the per pupil expenditure allocations will follow the student and staffing formulas will be applied to the receiving schools. The School Based Budget process outlines how funds are allocated to schools.

Note: This section must be completed for all Closure/Phase-Out and phase-in schools, including those with SED approved SIG Model Implementation Plans.

3.1 Student Enrollment for the Closure/Phase-Out School

Provide student enrollment information for the Closure/Phase-Out school in the table below. Indicate the current student enrollment, as well as tentative student enrollment for the three (3) upcoming school years.

Note: correction in chart (8th grade was not included in the previous chart in the phase – out school).

	Lafayette High School				
Grade / Total	8	10	11	12	T
2015 – 16	80	188	135	118	521
2016 – 17		-	188	135	323
2017 – 18		-	-	188	188

3.3 Parent/Guardian Transfer Choice

Indicate the number of students whose parents/guardians have been informed of the transfer requirement, as well as the number of responses the school has received. Please identify the number who has requested to remain in the Closure/Phase-Out school, the number who has requested to be reassigned to a different school and the number who did not indicate a preference.

2014 – 2015 July 1, 2014 through March 12, 2015				
	39	200	204	307
Number of students requesting to be reassigned to a different school	124	18	102	10
Number of transfer requests honored	72	0	88	6
Number of transfer requests not honored	52	18	14	4

3.4 Closure/Phase-Out School Staffing

Indicate the current status of the Closure/Phase-Out school's staff. Specify how many are currently employed at the Closure/Phase-Out school, and how many will be assigned to the Closure/Phase-Out school, new school, and other schools.

POSITION	CURRENT NUMBER	RE-ASSIGNED TO CLOSURE/ PHASE-OUT SCHOOL	RE-ASSIGNED TO THE NEW SCHOOL	RE-ASSIGNED TO ANOTHER SCHOOL(S)	OTHER
Principal	1	1	0	0	
Assistant Principal(s)	2.5	1	0	1.5	
Supervisor of Special Ed.	0	0	0	0	
Classroom Teachers					
Other Pedagogical Personnel					
Non-Pedagogical Personnel					

Individual Data Analysis and Action (IDAA) Plan

This form will be completed by a teacher to assist in the analysis of data as it applies to his/her subject and/or grade level.

Teacher: _____ Subject/Grade Level: _____ Date: _____

	Standard(s): _____ P.I.(s): _____ Topic: _____	Standard(s): _____ P.I.(s): _____ Topic: _____
1. Predict (before the meeting) 2. Go Visual (create data charts/graphs) 3. Observe Data - What stands out? (e.g., 27% of the students ...)		
4. Infer/Question Possible Causes – What may have caused the students to incorrectly answer the question?		
5. Plan Re-Teaching Strategies – Plan, identify and share strategies		
6. Set S.M.A.R.T. (specific, measurable, attainable, realistic & timely) Goals (for re-assessment)	Date to be given: _____ Goal: _____% Re-assessment results: _____% correct	Date to be given: _____ Goal: _____% Re-assessment results: _____% correct
7. Reassess, Reflect, Plan	Reflections:	Reflections:

Individual Data Analysis and Action (IDAA) Plan Curriculum Mapping

This form will be completed by a teacher to identify the topics to be taught for the next unit as it applies to data analysis.

Month: _____

Unit: _____

	Desired Results	Assessment Evidence	Learning Plan
Date/Week: Topic/Theme/ Unit/Module			

Lafayette High School Individual Learning Plan for Professional Development

Teacher: _____

Subject/Grade Level: _____

Date: _____

Training Topic/Title: _____

Large Group Small Group Coaching

Identify 2 – 3 goals/objectives that you would like to undertake based on the professional development trainings that you have attended. The goals/objectives would be reflected in your classroom practices.

--	--	--

Describe the connection between these goals/objectives and your teaching assignment.

--

How will you know when you have achieved them? (i.e. What would success on this goal look like? What would count as evidence of success?)

--	--	--

Lafayette High School Individual Learning Plan for Professional Development

Describe the activities you will do to work toward your goal, and their time lines.	
Activity	Time Line
Activity	Time Line
Activity	Time Line
Activity	Time Line
Activity	Time Line
What resources will you need to better achieve your goal?	

Attachment A – Slides from Power Point Presented to the BOE on June 24th

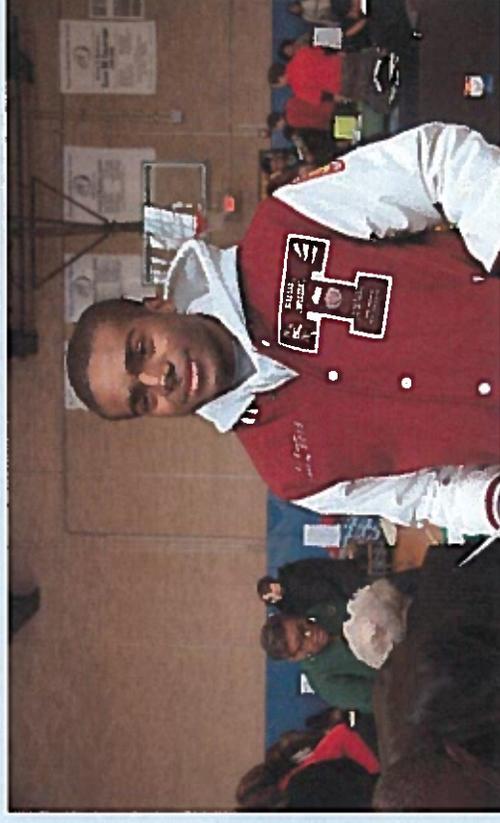
Summary of the Board of Education Resolution Actions February 13, 2015

Create more Secondary Seats:

- Move Middle Early College to Bennett High School
- Establish a Montessori High School
- Phase In new schools at Lafayette and East High School
- Expand Emerson Commons by Annex at PS #28 (Then Larkinville)
- Expand Hutch Tech High School by Annex at Riverside

Create More Elementary Seats:

- Establish an Elementary Arts
Exploratory program at MLK.





Phase Out Schools:

- Martin Luther King, Jr. Elementary School (#39)
- Bennett High School
- Lafayette High School
- East High School
- Riverside High School

Phase In Schools:

- East High School
- Lafayette High School

Options:

- Montessori High School
- Buffalo Academy of Science Research at ___ (High School)
- Pre-K to 4 Arts BAVPA Annex

One Year Receivership:

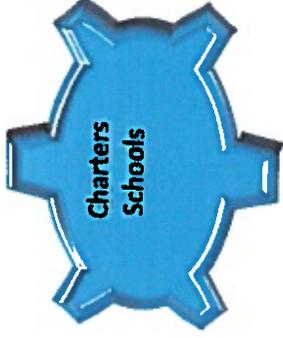
- South Park High School
- Burgard High School
- School #6
- School #37 (Gifted and Talented Elementary School)
- School #94

Two Year Receivership:

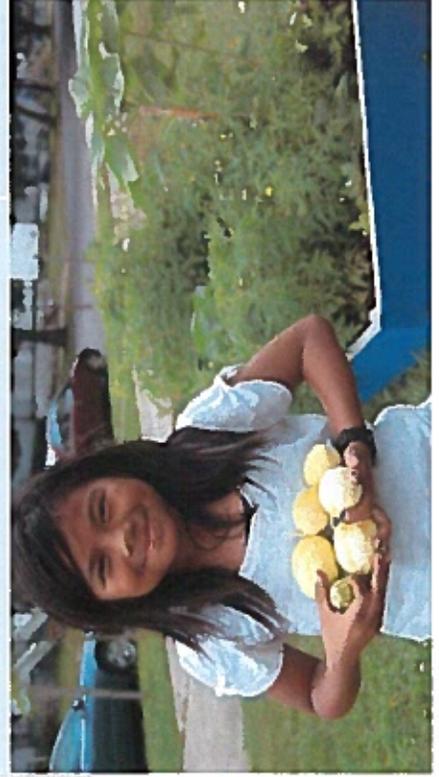
- All other Priority Schools

New School Models

Buffalo Schools Redesign Plan



- **Expanded Academy Programs:**
- **Newcomer Program at Lafayette High School**
- **Freshman Acceleration Academy at East and High School (Overage Age Freshman)**
- **Freshman Academy (TBD)**



Charter Schools:

- **Westminster Community Charter School**
- **Enterprise Charter School**
- **New school models**

K-3 Class Size Reduction:

Pre Kindergarten Academy at School #39

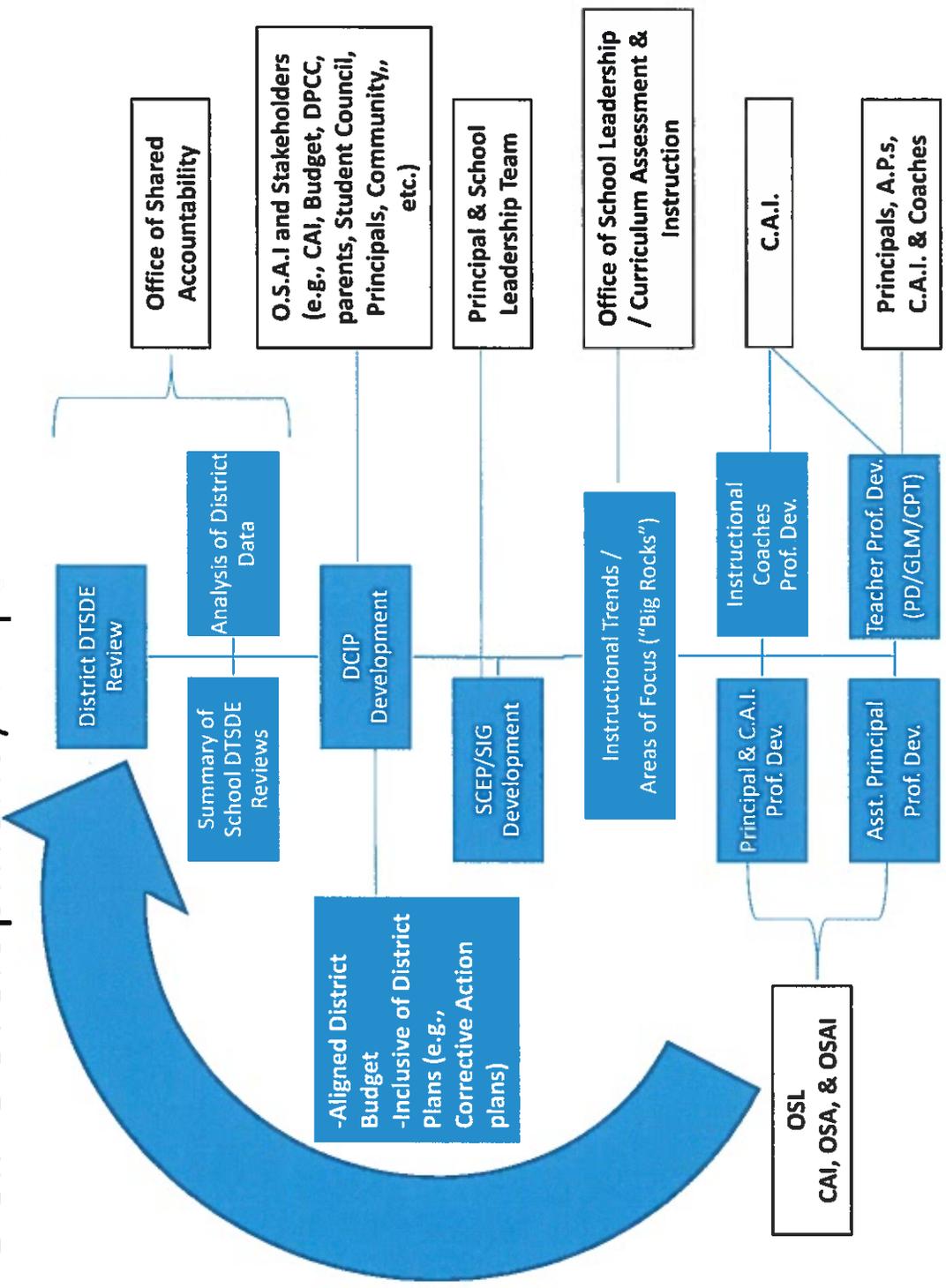


Key Due Dates and Next Steps

Key Dates	Actions
June 24, 2015	-BOE Approval of DCIP and SCEPs -Approval of Riverside Resolution to Phase Out
July 8, 2015	Endorse the direction for the Socio-Economic Integration Grants
July 8, 2015	BOE approves, modifies or rejects specific UCLA Recommendations
July 2015	-Assignment of Phase In Principal for Lafayette High School -Plan for East High School's Freshman Acceleration Academy -Assign Phase Out Lead Transition Facilitator to Riverside High School
July 20, 2015	Receivership Community Engagement Team must be formed. A report must be submitted to NYSED.
July 22, 2015	School Improvement Grant (SIG 6) due to NYSED
July 31, 2015	DCIP and SCEPs due to NYSED
July 31, 2015	Riverside decision due to NYSED
No Later than August, 2015	Socio-economic Integration Plan due to NYSED
August – TBD	BOE update concerning Buffalo Schools Redesign Plan
August 15, 2015	Submission of UCLA Recommendations to OCR
November 2015	Present East and Lafayette's High School's Phase In Plans to BOE
December 2015	Lafayette, East & MLK Phase-In Plan to NYSED
January 16, 2016	Riverside Phase Out Plan due to NYSED

Attachment B – DCIP Development / Implementation Process

DCIP Development / Implementation Process



Attachment C – Staffing – School-Based Budget

NON-NEGOTIABLE STAFFING LEVELS:

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

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

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

6. FLEXIBLE CONTRACT FOR EXCELLENCE FUND BUDGETS

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

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

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

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

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

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

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

6B. STATE GUIDELINES FOR CONTRACT FOR EXCELLENCE ALLOCATIONS

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

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

Attachment D – Transforming Schools Document for School Leaders-Three Big Rocks

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP
Improving Achievement and Climate – Focusing on the “Three Big Rocks”

District’s “Three Big Rocks” of Instructional Leadership

1. Visiting classrooms daily to monitor CCLS instruction and providing descriptive feedback
2. Leading GLM/CPT and weekly Instructional Leadership meetings
3. Using the DDI Process to drive instructional planning and re-teaching

Leadership High Leverage Areas

Principal Action Steps

Administrators conduct daily instructional class visits / observations and provides descriptive feedback to the teachers

- Administrators visit classrooms to assess teaching and learning related to the CCLS instructional shifts, differentiated instruction, active student engagement, mastery objectives, checking for student understanding of ALL students, interactive use of technology, planning & preparation, co-teaching, higher order activities, etc.
- Administrators use the Observation Tracker to monitor Teaching and Learning and provide supports
- Conference meetings are scheduled by administrators to support and guide the teachers to improve instruction and implement common core learning standard shifts.
- Teachers are provided with feedback (written).
- Administrators create a schedule for class visits, observations, feedback meetings in addition to APPR pre and post-conference meetings. This schedule will assist you in getting into classrooms consistently.

School Instructional Leadership Teams meet weekly to focus on instruction

- School Instructional Leadership Team (principal, assistant principal(s), coaches, building math teachers, ITCs, etc.) meets weekly...
- to develop a professional development plan based on data, classroom visits, coaches input, etc. to address identified needs.
- to monitor and revise the implementation of SCEP
- to conduct data analysis, read articles, share best practices, etc.

Leading Common Planning Time (CPT) & Grade Level Meetings

- Principals and/or assistant principals attend and co-lead CPT/GLM daily.
- All school administrators are active members of these meetings. (e.g., principals and assistant

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP
Improving Achievement and Climate – Focusing on the “Three Big Rocks”

<p>(GLM)</p>	<p>principals are assigned to co-lead specific grade levels or subjects).</p> <ul style="list-style-type: none"> • Agendas should be prepared in advance. You may wish to create an agenda/minutes form to allow you to accomplish both tasks (see sample) • Use a monthly calendar (see attached sample) to fill in the topics on a monthly basis identifying what the focus will be for the teachers/ administrators each meeting date. • Teaching is modified based on formative, benchmark assessments and NYS Assessment results (via data dashboard, NYSTART and data warehouse) • Backwards mapping of curriculum at least a month in advance is based on data (formative and benchmark assessments / State assessments) • Common formative assessments created collaboratively and aligned with CCLS & NYS Standards/ Performance Indicators. • Collaborative lesson planning (administrators, coaches and teachers work together to assist in identifying key instructional foci for GLM/CPT meetings) • Provide relevant professional development
<p>School-based Inquiry Team (SBIT)</p> <p>Research for Better Teaching (RBT) DDI Process</p> <p>Additional Resource: <u>Driven by Data</u> book, Paul Bambrick-Santoyo</p>	<p>Data-Driven Instruction (DDI) Process:</p> <ul style="list-style-type: none"> • Principal articulates important data about their school and students • Use the DDI processes including the tools and protocols (e.g., RBT Training) • Make data visible and use it to drive instructional and school-wide decisions (e.g., post data in GLM/CPT room, principal’s office). • Item analysis of assessments (State, district and school based) to include multiple choice, constructed responses, student work, essays, etc. (see attached sample Data Driven Analysis Form and rubric) • Students (as appropriate) may be used as part of the data analysis process to garner their thoughts on teaching and learning. • Use a monthly calendar (see attached sample) to fill in the topics on a monthly basis identifying what the focus will be for the teachers/ administrators each meeting date. • Each Monday or Friday, monitor the upcoming agenda items for the week with teachers (H.S.).

BUFFALO PUBLIC SCHOOLS – OFFICE OF SCHOOL LEADERSHIP

Improving Achievement and Climate – Focusing on the “Three Big Rocks”

Instructional Supports/ Professional Development

- **Instructional coaches** are assigned to support teachers (coaching, class visits, co-leading GLM/CPT, DDI, providing professional development, team teaching, etc.) and serve on the School Instructional Leadership Teams.
- Develop and implement a school-wide professional development plan based on the needs and including PD outlined in the SCEP, district and State level trainings. (Evidence/artifacts: calendar, binder, agendas, power points, handouts, etc.).

References:

- Kim Marshall- September 2013 Principals’ Meeting
- Breaking Ranks II: Strategies for Leading High School Reform. National Association of Secondary School Principals (2004)
- Educational Leadership Policy Standards: ISLLC 2008- http://engageny.org/wp-content/uploads/2012/02/ISLLC-Standards_2008.pdf
- “It’s Being Done” – Academic Success in Unexpected Schools. Karin Chenoweth (2007)
- http://www.massinsight.org/publications/turnaround/50/file/1/pubs/2010/04/15/TheTurnaroundChallenge_ExecSumm.pdf
- Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Jim Knight (2011)
- Using Data to Improve Learning for All: A Collaborative Inquiry Approach. Nancy Love (2008)
- Driven By Data, Paul Bambrick-Santoyo

Attachment E – Supporting Labor Management Document



Buffalo Public Schools

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

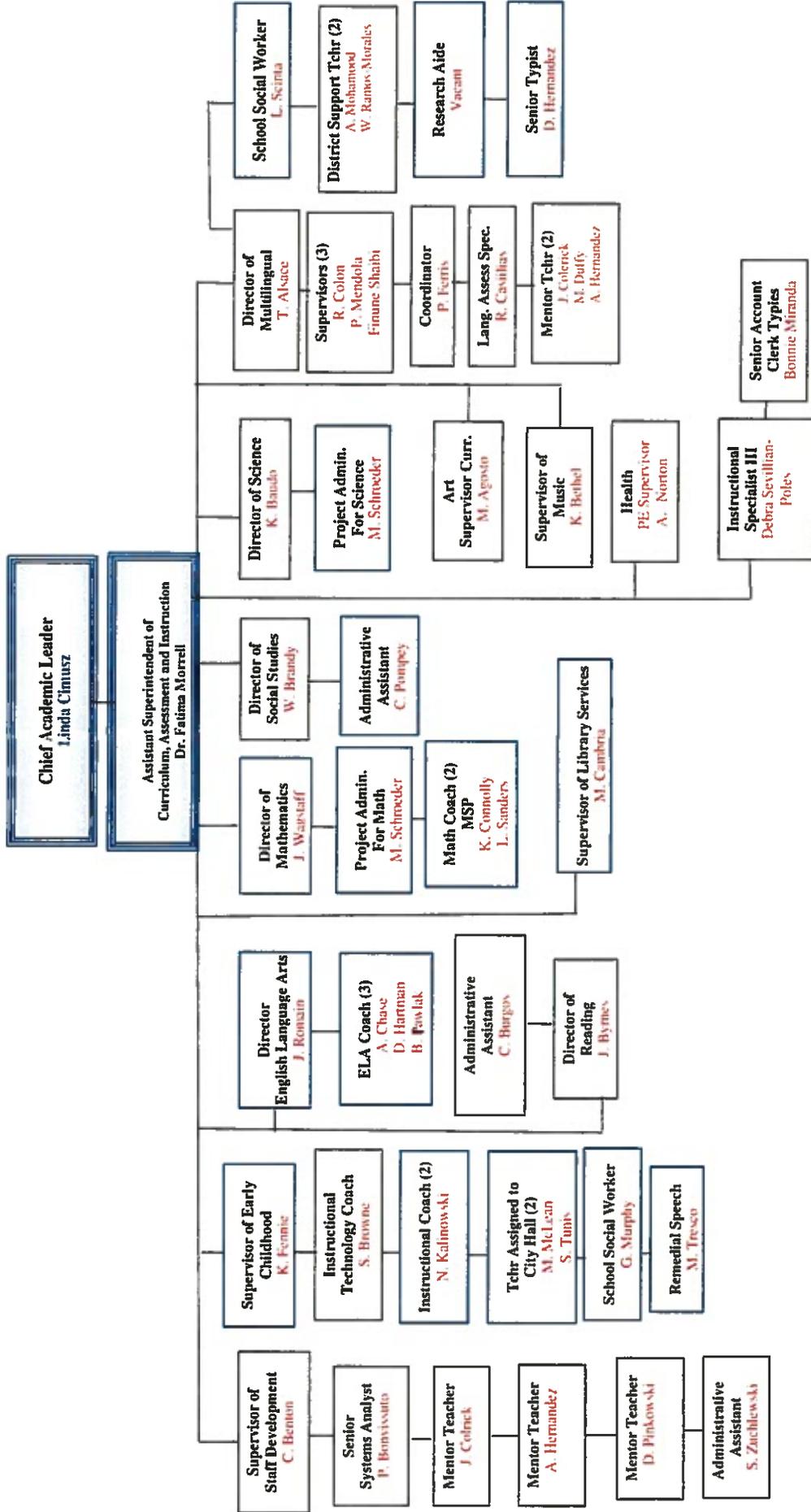
Supporting Labor Management Document

The Buffalo City School District's application does not require the Labor Management Document as the proposed plan is allowable under the Collective Bargaining Agreement.

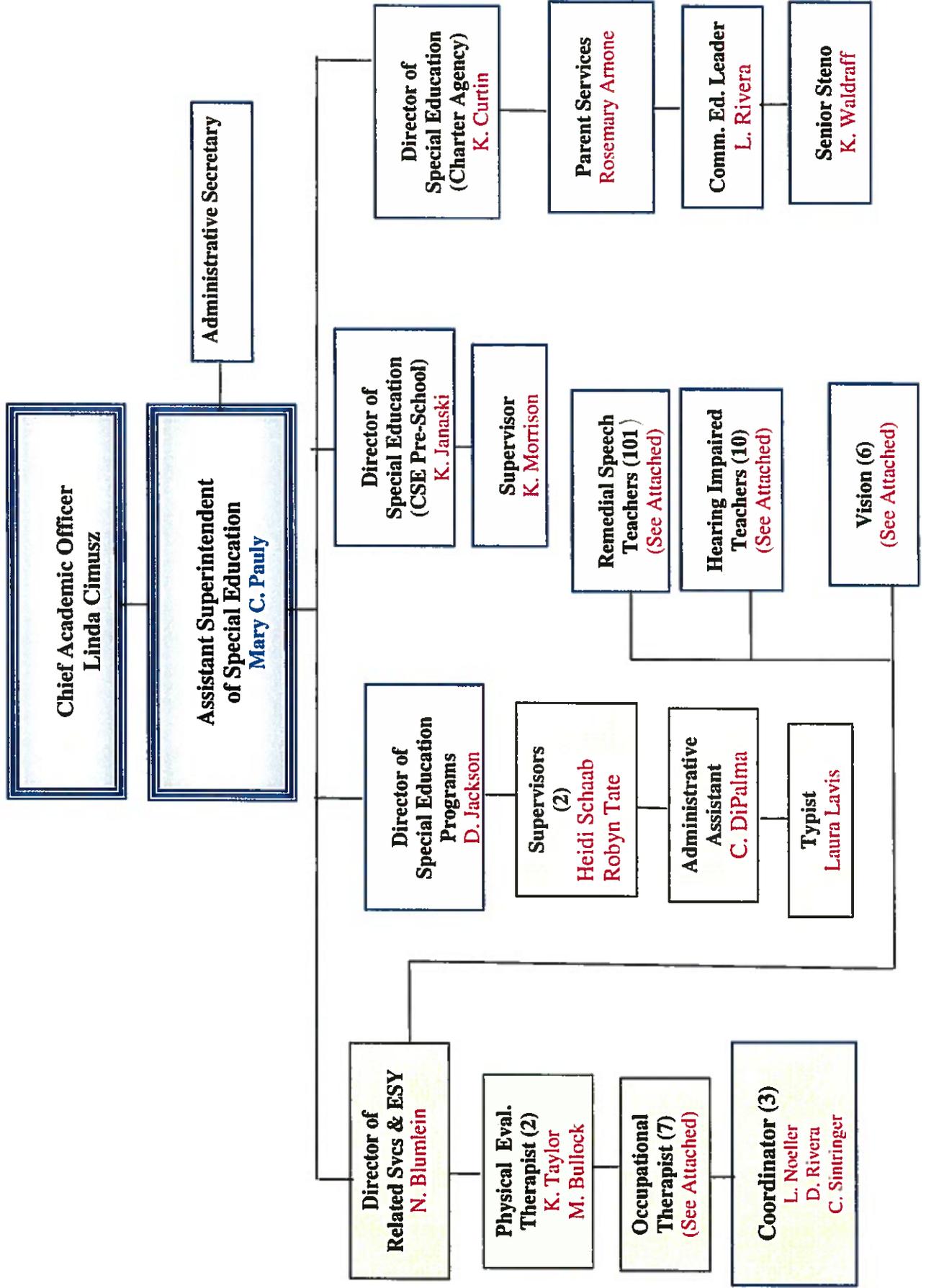
The District assures BTF that all terms and conditions of the Collective Bargaining Agreement and provisions of the Taylor Law will be adhered to and that any changes must be agreed to by the BTF in writing.

Attachment F – Organization Charts

**CURRICULUM ASSESSMENT AND INSTRUCTION
2014-2015**



SPECIAL EDUCATION 2014-2015



Chief Academic Officer
Linda Cimusz

Administrative Secretary

Assistant Superintendent of Special Education
Mary C. Pauly

Director of Special Education (CSE Pre-School)
K. Janaski

Supervisor
K. Morrison

Remedial Speech Teachers (101)
(See Attached)

Hearing Impaired Teachers (10)
(See Attached)

Vision (6)
(See Attached)

Director of Special Education Programs
D. Jackson

Supervisors (2)
Heidi Schaab
Robyn Tate

Administrative Assistant
C. DiPalma

Typist
Laura Lavis

Director of Related Svcs & ESY
N. Blumlein

Physical Eval. Therapist (2)
K. Taylor
M. Bullock

Occupational Therapist (7)
(See Attached)

Coordinator (3)
L. Noeller
D. Rivera
C. Sitringer

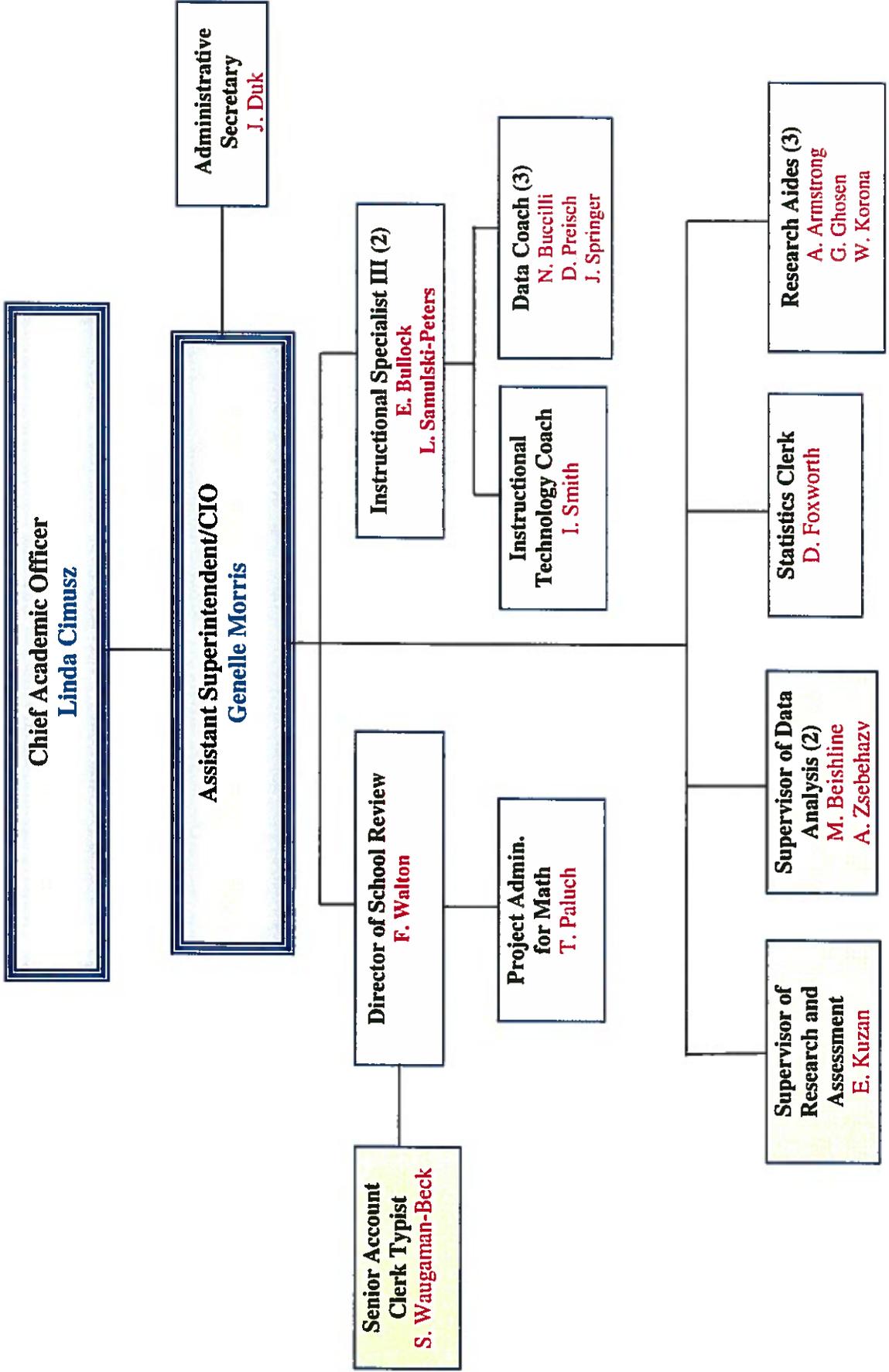
Director of Special Education (Charter Agency)
K. Curtin

Parent Services
Rosemary Armone

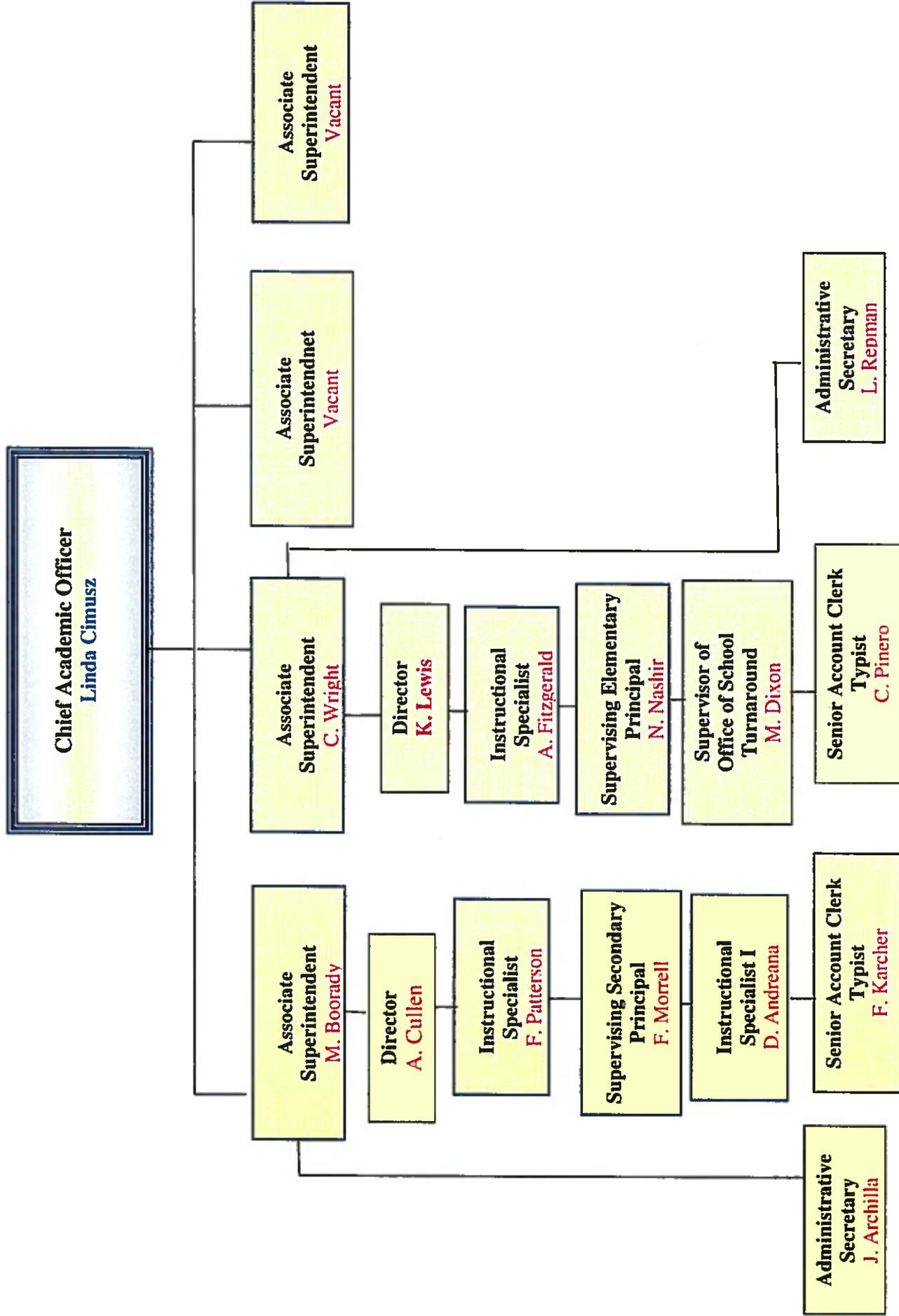
Comm. Ed. Leader
L. Rivera

Senior Steno
K. Waldraff

OFFICE OF SHARED ACCOUNTABILITY 2014-2015



Office of School Leadership 2014-2015



Year 1 Implementation – Support and Accountability for Priority Schools			
Type of Activity	Frequency/Timing	Purpose/Description	Personnel
On-Site school visits	Weekly throughout the school year	A liaison will attend the school's leadership team meeting and tour the school with the principal, using an observation protocol based on a state tool. A debrief with the principal will follow. This activity will enable the principal to request specific support and the liaison to provide feedback.	Office of School Leadership staff
Department of Teaching and Learning	Weekly	Plan, problem solve and discuss recommendations to support Priority Schools. Agendas review calendars, responsibilities, communication needs, items for Board of Education meetings, and initial presentation of new ideas or ongoing issues.	Chief Academic Officer Associate Superintendents for School Leadership Assistant Superintendent for Shared Accountability Assistant Superintendent for Special Education
Administrator Monthly Meetings	Monthly	Sharing of critical information requiring discussion and input.	Associate Superintendents for School Leadership (shared agenda)
Instructional Coach Monthly Meetings	Monthly	Monthly sessions focused on Curriculum, Instruction and Data to ensure that new learning is operationalized in SIG School classrooms.	Curriculum, Assessment and Instruction staff
Learning walks	Monthly	All content directors and supervisors will stagger visits throughout the month, support leadership teams with feedback to teachers, establish action tasks, and follow up	Office of Curriculum, Assessment and Instruction
Priority School Principals meetings	Monthly, 2015-16	These will provide support and a forum for Priority School Principals	Office of School leadership, Office of Curriculum, Assessment Instruction, Chief

			Academic Officer
Progress monitoring meetings	Quarterly, on a rolling basis for schools	These sessions seek to provide school leadership teams with guidance in making data-based school improvement decisions	Associate Superintendents for School Leadership, BCSD central, office school teams
Data Coach meetings	As requested	Teachers and administrators will continue to receive support for DDI practices.	Office of Shared Accountability
DTSDE training	Ongoing	The district will provide professional development on all aspects of the DTSDE process	Office of Shared Accountability
Reality check	January 2016	This midyear meeting is an opportunity to assess progress and readjust SIG actions with AIR Coaches	BCSD staff, SIG principals and leadership teams
End-of-year Check	June 2016	At the end-of-year meeting, schools will assess progress and finalize a Year 2 plan	District and school team

Attachment G

Attachment H - District-wide Training Programs – Leadership Capacity

September 1, 2015 – June 30, 2016

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
American Institutes for Research (AIR) – Transformation Leadership Learning Network (TLLN)	To enhance the turnaround competencies of building leaders and leadership teams in Priority Schools, based on skill building for effective turnaround leadership and 1:1 coaching; leadership teams will unpack SIGs; effective use of instructional coaches.	Participants evaluate each session according to established objectives; 75% favorable response is deemed as “met objective”; AIR provides monthly reports
AIR Instructional Coaching and Department of Curriculum, Assessment and Instruction	Principals, building instructional coaches, and content area directors will work together to increase effectiveness and knowledge base of instructional coaches.	Participants evaluate each session according to established objectives; 75% favorable response is deemed as “met objective”; ratings determine future objectives
Miller Consulting Group – Teaching Learning Solutions	Lead evaluators will better understand the nature of learning for students and educators; establish a common language that promotes professionalism and a culture for learning	250 BPS administrators’ calibration results will be analyzed and reported to the district and to each participant; participants who need targeted support will receive it based on the data.
West Ed	Principals and leadership teams will reflect on and evaluate SIG implementation during on-site coaching sessions.	West Ed will provide feedback to principals and monthly reports to the Office of School Leadership.
SAM Project	All principals with SAM trained APs will increase the amount of time spent on improvement of instruction leading to improved student achievement.	Use of SAM tracker will document increases in principal’s time spent on instructional improvement
National Urban Alliance	All participants will develop knowledge base and implement Culturally Responsive teaching methods via National Urban Alliance’s Pedagogy of Confidence Model	Classroom observation feedback will document use of specified strategies; report outs will occur through large group seminars and leadership training sessions.
Southern Regional Education Board / High Schools That Work	Building leadership team will increase knowledge base and process through the use of the	Regular monitoring and review of lesson plans and classroom observations will document

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
	Literacy and Math Design Collaborative planning format to integrate content area and career/tech ed. in teaching unit plans.	status of implementation effort.
ICLE / Scholastic Brockton High School Transformation	All principals and leadership teams will reflect on the Summer 2015 3-day institute to understand the change process that transformed Brockton High School	Associate Superintendents for School Leadership will coach principals on use of the successful practices instituted at Brockton High School.

Attachment H - District-wide Training Programs – Teacher Capacity

September 1, 2015 – June 30, 2016

Specific Agent/Organization	Desired Outcomes	Method for Outcomes Analysis and Reporting
Research for Better Teaching Studying Skillful Teacher Course	To enhance effective teacher practice through culturally responsive, data-driven instruction.	Classroom observations will be the vehicle for gathering evidence of applied strategies by teacher participants.
Skillful Teaching Professional Learning Community / BPS PD Facilitators	To enhance implementation of learned strategies with an emphasis on the Growth Mindset, use of DDI to examine student work.	Classroom observations will be the vehicle for gathering evidence of applied strategies by teacher participants.
CCLS – ELA and Math – BPS Directors and Supervisors of ELA, Math, Social Studies and Science	To improve teacher understanding of the Common Core Learning Standards for their <u>grade level</u> following initial implementation of the NYS curriculum modules; to share effective practices and deepen shared understanding of grade level rigor.	Principals will continue to observe Common-core aligned instruction from daily classroom visits, Learning Walks, and other means to evaluate implementation of Common Core Learning Standards.
Specially Designed Instruction – BPS Special Education Directors and B.O.C.E.S. RSE – TASC Facilitators	To improve teachers’ capacity to teach special education students Common Core rigorous curriculum while meeting IEP goals and providing necessary accommodations.	Learning Walks will be conducted using the checklist/protocol offered by Specially Designed Instruction presenters; data will be analyzed to check level and quality of implementation.
SIOP Sheltered Instruction Observation Protocol / Center for Applied Linguistics through Pearson	To build understanding of the facets of SIOP and the unique needs of learners who are acquiring English as a new language; to build capacity for classroom implementation of SIOP research-based strategies.	Priority Schools receive classroom visits both internally by principals and ENL coaches, and externally by a SIOP coach; evidence of SIOP strategies and quality of implementation provide data for analysis and improvement.

Attachment D - (1003g) Budget Summary Chart

Agency Code			140600-01-0000					
Agency Name			Buffalo City School District – Lafayette High School #204					
Year 1 Implementation Period (September 1, 2015 - June 30, 2016)			Year 2 Implementation Period (July 1, 2016 - June 30, 2017)			Year 3 Implementation Period (July 1, 2017 - June 30, 2018)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	158,349	Professional Salaries	15	193,250	Professional Salaries	15	194,373
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40	230,716	Purchased Services	40	201,334	Purchased Services	40	199,842
Supplies and Materials	45	27,794	Supplies and Materials	45	5,000	Supplies and Materials	45	5,000
Travel Expenses	46	21,104	Travel Expenses	46	22,000	Travel Expenses	46	22,000
Employee Benefits	80	51,935	Employee Benefits	80	63,382	Employee Benefits	80	63,751
Indirect Cost (IC)	90	10,102	Indirect Cost (IC)	90	15,034	Indirect Cost (IC)	90	15,034
BOCES Service	49		BOCES Service	49		BOCES Service	49	
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30	
Equipment	20		Equipment	20		Equipment	20	
Total		500,000	Total		500,000	Total		500,000

Year 4 Post-Implementation Period (July 1, 2018 - June 30, 2019)			Year 5 Post-Implementation Period (July 1, 2019 - June 30, 2020)			TOTAL Project Period (September 1, 2015 - June 30, 2020)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	74,970	Professional Salaries	15	79,974	Professional Salaries	15	695,912
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40	136,725	Purchased Services	40	136,725	Purchased Services	40	905,342
Supplies and Materials	45	2,000	Supplies and Materials	45	2,000	Supplies and Materials	45	41,794
Travel Expenses	46	5,000	Travel Expenses	46	5,000	Travel Expenses	46	75,104
Employee Benefits	80	24,589	Employee Benefits	80	24,589	Employee Benefits	80	288,246
Indirect Cost (IC)	90	6,716	Indirect Cost (IC)	90	6,716	Indirect Cost (IC)	90	53,602
BOCES Service	49		BOCES Service	49		BOCES Service	49	
Minor Remodeling	30		Minor Remodeling	30		Minor Remodeling	30	
Equipment	20		Equipment	20		Equipment	20	
Total		250,000	Total		250,000	Total		2,000,000