

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)

140600010307 EAST 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:

9-12

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

362

School Address (Street, City, Zip Code):

820 Northampton, Buffalo, NY 14211

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		
#307 East High School			140600 01 0126		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
9 - 12			3605850 05601		
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
362			820 Northampton Buffalo, NY 14211		
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 7/15/15
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

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.

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.

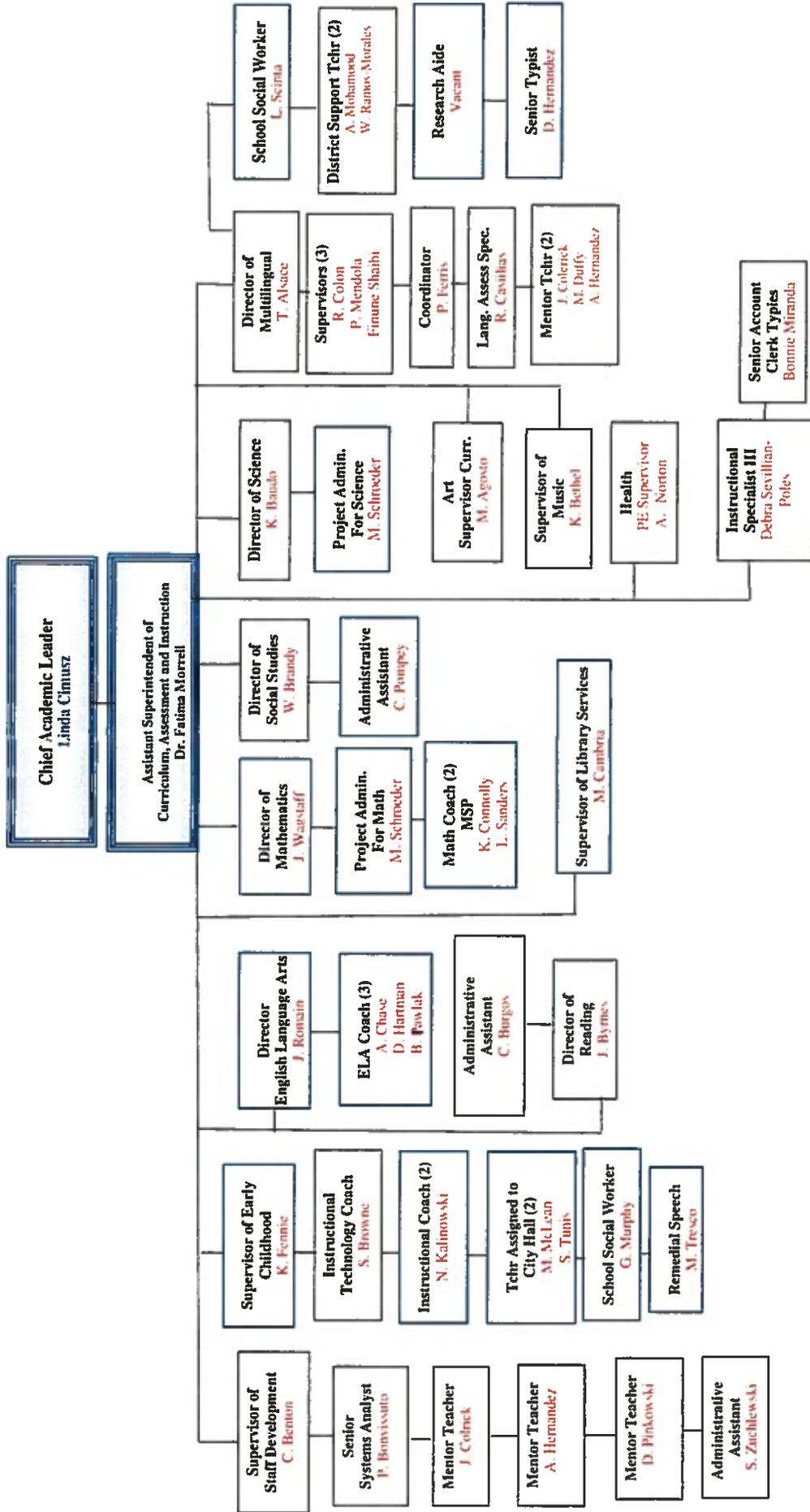
Meetings among department leadership are held weekly with specific agendas, including review of calendars, initiatives, problems, ideas, and planning. All relevant issues are discussed and plans are enacted with primary responsibility assigned. The Chief Academic Officer attends all principal meetings 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)

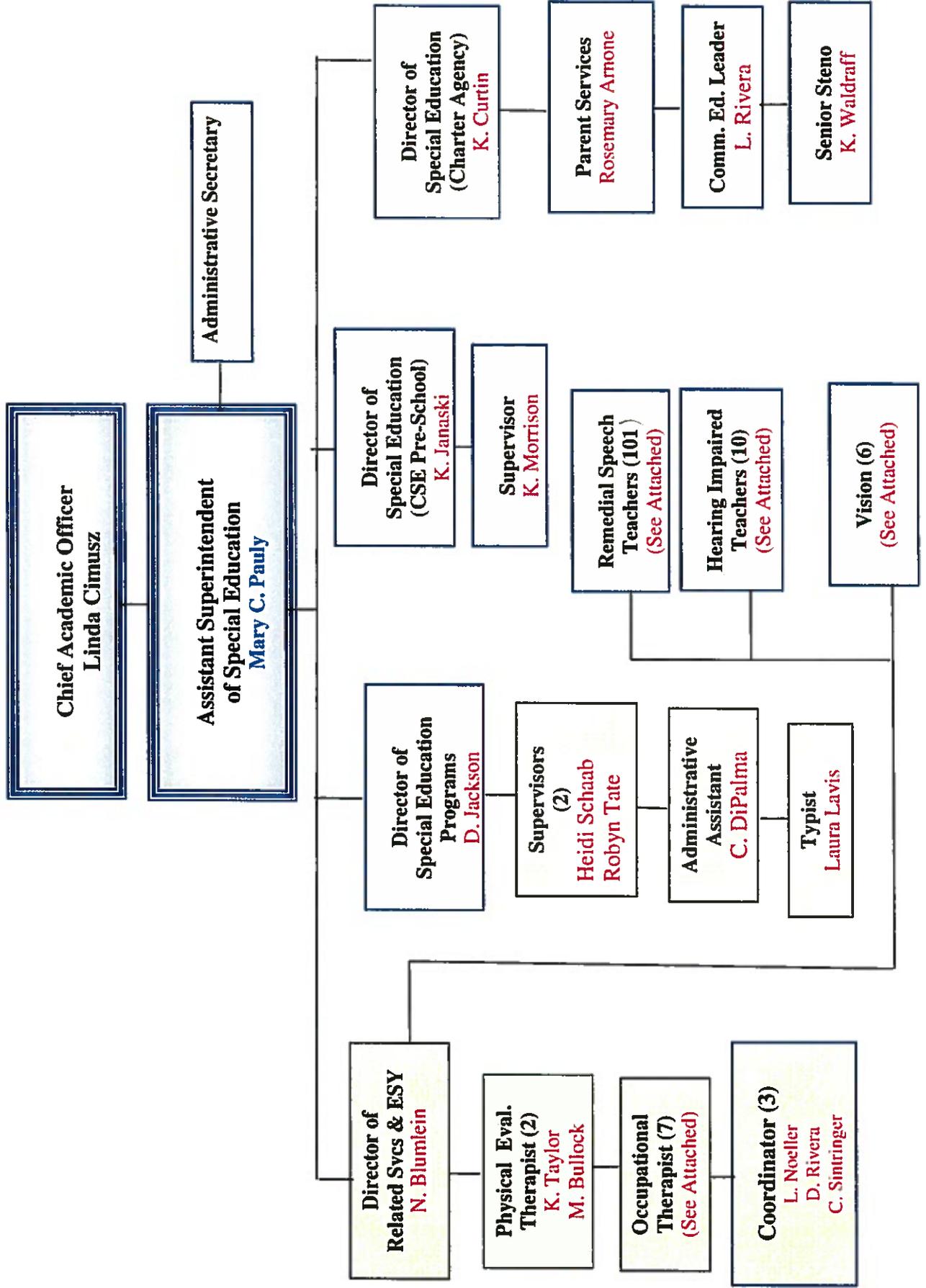
iv Timeframe and Persons Responsible (*see Attachment G*)

Attachment F – Organization Charts

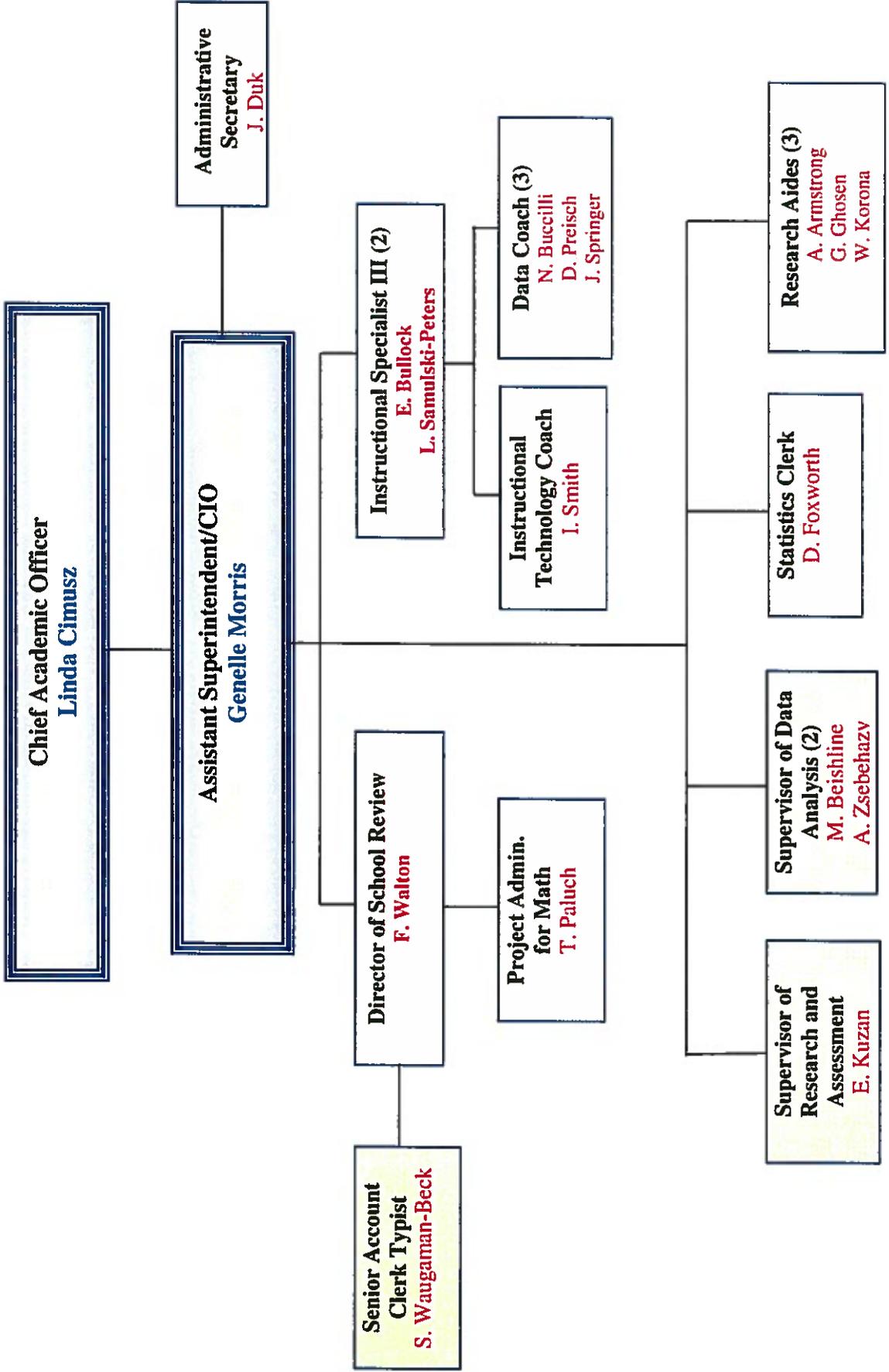
**CURRICULUM ASSESSMENT AND INSTRUCTION
2014-2015**



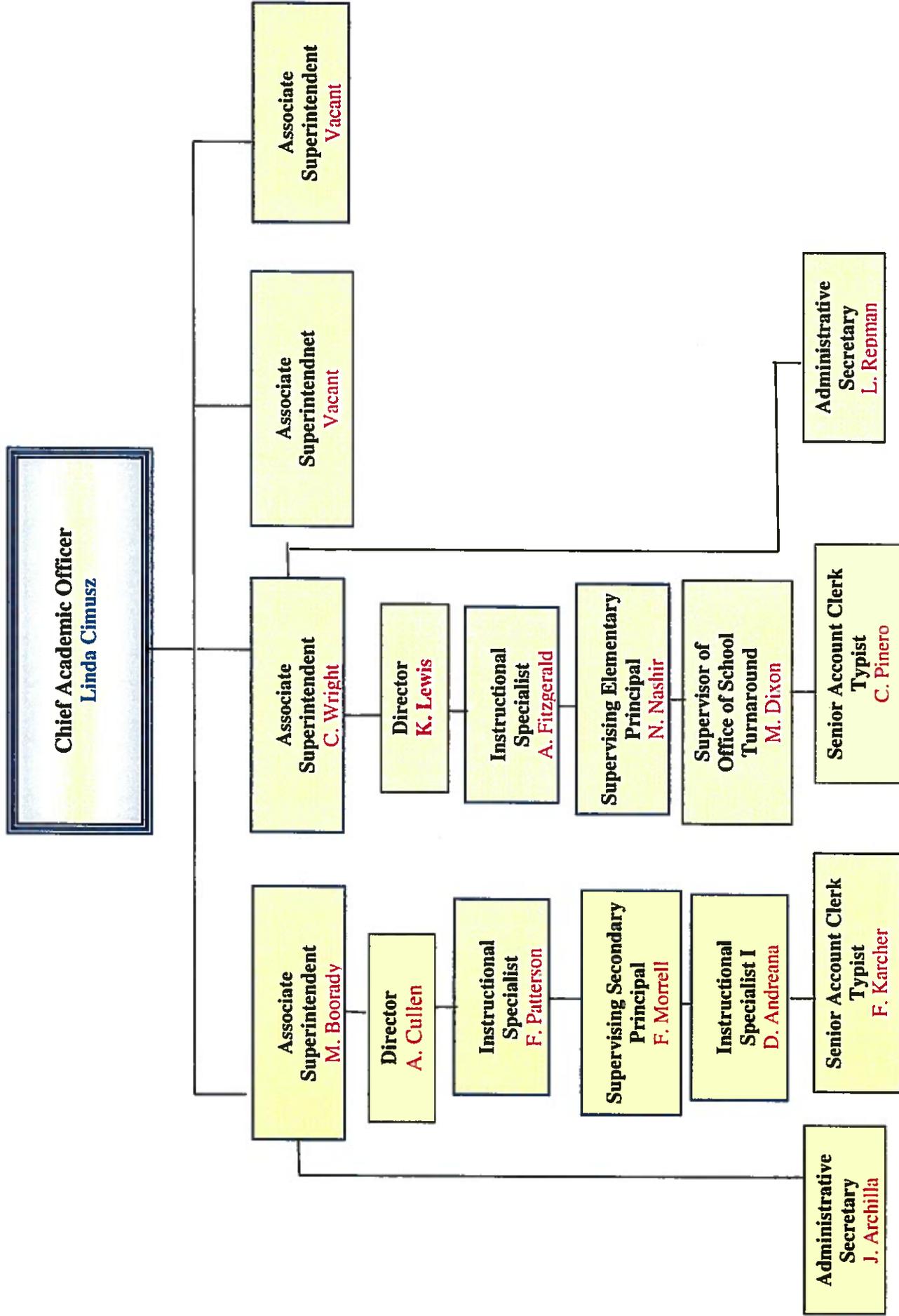
SPECIAL EDUCATION 2014-2015



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 Signature (in blue ink)  Type or print name Custody Baxter	Date 7/20/15 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.
Teachers Union 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.
Parent Group President / Lead Signature (in blue ink)  Type or print name Michael Quinney	Date 7/17/15 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.

I HAVE CONCERNS OVER THE CHANGE IN LEADERSHIP OF THE SCHOOL. DR. CASEY YOUNG AND HIS STAFF SHOULD REMAIN IN PLACE

ALSO THE NAME OF THE SCHOOL SHOULD BE EAST HIGH SCHOOL COMMUNITY LIGHT HOUSE.

Attachment A
 Consultation and Collaboration Documentation Form

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

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II. School-Level Turnaround Framework Plan—East High School

The vision, mission and goals described in this plan reflect those of two schools: the Priority School, East High School (EHS), which is phasing out, and the new school, East Lighthouse Community High School (ELCHS), 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 EHS phase-out process, involves the following:

- In the 2015-2016 school year the EHS will not provide instruction for 9th grade students and will not accept any new students in the other grades
- In the 2016-2017 school year the EHS will not provide instruction for 9th and 10th grade students and will not accept new students in the other grades
- In the 2017-2018 school year the EHS will not provide instruction for 9th , 10th or 11th grade students and will not accept new students in the other grades
- On the last day of instruction of the 2017-2018 school year, the school shall close and shall no longer provide instruction.

With the award of the SIG 6, the ELCHS phase-in process will begin September 1, 2015.

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

i. Student Population

East High School Background: East High School (phase-out school) enrollment data, per BEDS that was collected as part of NYSED's Student Information Repository System (SIRS), shows the following ethnic breakdown: 3% white, 7% Hispanic or Latino, 84% Black, 2% Multiracial, 4% Asian/Pacific, and 1% American Indian. The data in this report also shows that 76% of the East High School students are economically disadvantaged, 4% are limited English proficient and 23% are students with disabilities. In addition, 100% of our students receive free breakfast, lunch and snacks due to the Title I Community Eligibility Provision.

It is anticipated the new phase-in school will have the same student demographics as the phase-out school, thus the student needs will be similar.

ii. Diagnostic School Review Process

The systemic, in-depth diagnostic school review of East High School 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, East High School has participated in a NYSED Modified Review (2013-2014) and one School Review with District Oversight (May 2015). These reviews have displayed that a majority of practices at East High School are at the Developing level due to the fact that most practices are being implemented inconsistently across the school.

Between the three DTSDE reviews and the School Comprehensive Education Plan (SCEP), 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 and the components of the SCEP. Additionally,

all of these tenets have taken a deep look at the implementation of curriculum and instruction. These data serve as baseline for the design of the new school.

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.

iii. Existing School Capacity, Strengths, and Needs

The following strengths and existing capacity for East High School, as well as systemic gaps and needs, were reported in the DTSDE Reviews that have taken place over the last three years, and have been discussed at various stakeholder meetings:

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

- The school has many Common Core Learning Standards (CCLS)-aligned curriculum resources, such as the modules from EngageNY, for both ELA and Mathematics.
- The school has an identified Early Warning System that can be utilized to monitor students on-track for graduation as well as those that need early interventions.
- The school has access to an assessment system that can be used to collect timely student data based on instruction. The school currently uses Illuminate (an assessment data base).

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 instruction that does not address the diverse needs of students and in turn is impeding the school's ability to close the achievement gap.
- Lesson plans and instructional practices are not meeting the rigorous demands of the CCLS as demonstrated by the lack of evidence of differentiation, and the resulting lack of multiple access points for students. In addition, lesson plans contained whole group activities, rather than small group activities.
- The implementation of the Early Warning System regressed during the 2014-2015 school year due to a lack of consistency with implementation and the loss of partnership with Johns Hopkins. Johns Hopkins was the Educational Partner Organization that worked with East High School September 2012 through August 2014. Johns Hopkins, with the permission of the Commissioner, ended the relationship with BCPS and in turn with East High School resulting in EHS becoming an out of time school.
- There is a lack of student engagement in the learning environment. This results in less productive instruction time, less productive students, and increased off task behaviors.

Capacity Building:

East High School: As the school phases out, the leadership team, inclusive of administrators and teachers, will focus on increasing the effectiveness of instructional delivery and support services (e.g., Early Warning Indicators (EWI), Career & Technical Education (CTE), extended learning time, and Interdisciplinary Science Engineering Partnership). The professional development plan supports and enables the school to build capacity throughout the phase-out plan. EWI supports will provide a student monitoring system to address our students' needs. The extended learning time and CTE pathways will provide students with academic support and multiple

pathways to graduation. Interdisciplinary Science and Engineering Partnership (ISEP) will provide professional development support to teachers.

East Lighthouse Community High School: As the new school phases in, ELCHS will develop a shared understanding of the Community School's strategy among all stakeholders: students, parents, schools staff, and community members. The school, as a community, will focus on continuous improvement and ensuring fidelity to the School Improvement Grant plan by developing necessary skills among relevant stakeholders, including planning, goal setting, problem solving, data analysis and shared leadership. ELCHS is in the beginning stages of developing a shared understanding of the ELCHS vision.

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

East High School: The systemic school review of the DTSDE enabled the school to identify cause-effect connections between system gaps and student achievement and prioritize critical needs that, when addressed, will accelerate student performance and growth. After analyzing the two-year Regents (*Attachment 1*) trend data and the 2014-2015 DTSDE review, the leadership team engaged in root cause analysis focusing on key processes to ensure students are better equipped to meet achievement targets. The Team reached consensus and identified the following priority needs as EHS begins to Phase-out:

1. Teachers will develop and ensure that unit and lesson plans, including instructional objectives, used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE 3.3)
2. Teachers will provide coherent, and appropriately aligned Common Core Learning Standards based instruction that leads to multiple points of access for all students (DTSDE 4.3)
3. Improve instructional practices through targeted professional development (PD) that directly addresses the findings in the DTSDE review and analysis of Regents trend data.

East Lighthouse Community High School: It is anticipated the new phase-in school will have the same student demographics as the phase-out school, thus the needs will be similar. Using the findings from the EHS two-year trend Regents (*Attachment 1*) data and the 2014-2015 DTSDE review, the leadership team analyzed data and identified the following priorities needed to meet achievement targets set forth in this phase-in plan:

1. Create a comprehensive school community that provides the mental, physical and familial services and resources needed by students to ensure they are ready to learn.
2. Establish a strong culture of data use to ensure that data based decisions are made frequently, consistently, and appropriately.
3. Provide extensive professional development to ensure effective instructional practices and implementation of the phase-in plan.

B. School Model Selection and Rationale

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

On August 1, 2013 The Buffalo Board of Education approved a turnaround plan for East High School. The board voted to contract with Johns Hopkins University as the Educational Partnership Organization.

On September 6, 2014 representatives of the School Board and Johns Hopkins University signed a joint letter that went into effect September 1, 2014, ending the university's role in improving student achievement at East High School. As a result, the SIG 5 grant was never awarded to East High School, as it was to support the continuing work of Johns Hopkins' school improvement model that included coaching, supervision and support during the 2014-15 school year.

As a result, East was designated an Out of Time School. The Board of Education selected the phase – in/phase out option in response to this designation. There were numerous reasons why phase – in/phase – out rather than a closure of the school was chosen. One of the top reasons was that the students who currently attend East High School (EHS) deserve to have the continuity of finishing at a school where they began 9th grade. Secondly, if EHS were to close, the absorption of all the students into other district schools would run the risk of compromising the educational needs of students. It was the district's position that a phase-in/phase-out was the least disruptive to students and their families.

The phase-out plan will focus on making instruction rigorous for those students who will remain at EHS 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 New York State Education Department (NYSED) notified the Buffalo City School District (BCSD) that East High School was deemed an "out-of-time" school. On October 8, 2014, the Buffalo Board of Education voted for East High School to be phased out based on NYSED's identification of the school as an "out-of-time" school. The BCSD submitted the New York State Education Department Phase-Out/Phase-In/Closure Plan (Form D) under the auspices of closure per State Education notification. The Phase-Out Plan was subsequently approved by SED. The approved Form D details the process used to engage the school staff, labor unions, families, and community stakeholders in the decision-making process for the phasing out of Lafayette High School.

On October 24, 2014, the district issued a request for proposals for all options allowed under the Commissioner Regulations. The principal of East High School, Dr. Casey Young, gathered school staff to discuss the opportunity to submit a "local innovative program". A design team was established to research, design, and write an innovative program to be phased in (if approved) as East High School was to be phased out. The design team subsequently submitted a response to the RFP for new phase-in school on December 12, 2014. The design process engaged school staff, labor unions, families, and community stakeholders. On February 13, 2015, the Buffalo Board of Education voted to not approve the submitted plan, in an effort to provide for

additional time for planning of a new phase-in school. Key design elements from the submitted proposal are integrated into the phase-in plan for East Lighthouse Community High School.

In June 2015, the BCSD determined that the Turnaround Model would best integrate the approved Phase-Out Plan of East High School, and the development of the new phase-in school, East Lighthouse Community High School. This integration would provide the BCSD the ability to apply for the School Improvement Grant under the Turnaround Model.

C. Determining Goals and Objectives (East High School)

i. East High School: English Language Arts Goals and Objectives

In the 2014-2015 school year, 22% of East High School students scored “proficient” or higher on the Common Core ELA assessment. As the school phases out, the goal for students scoring proficient or higher on the ELA assessment is an increase of 5.5% each year of the grant (based on targets set in *Attachment B*), until East High School is phased out in the 2017-2018 school year. ELA student’s at EHS will follow the Common Core-aligned ELA curriculum and use the EngageNY curriculum modules. Students who have not achieved proficiency (levels 1, 2) will be provided Academic Intervention Services (AIS) support. During common planning time, ELA teachers will use the Data-Driven Instruction (DDI) process to identify individual student’s skill deficit, monitor the success the student has towards attaining the identified skill, and re-teach as necessary. If a student needs more support services, small group tutoring or one-on-one tutoring will be provided by UB Liberty Partnership. This partner provides academic and counseling support services for students, and their parents, who are at risk of dropping out. Additional support will be provided by D’Youville Workforce Diversity; a program that provides intensive mentoring, tutoring, SAT preparation and character building, to ensure student success as they prepare to enter a college nursing program. To obtain the aforementioned goal of an increase of 5.5% of the students reaching proficient on the Common Core ELA assessment each year of the grant, teachers will:

- 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 (DTSDE 3.3)
- provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students (DTSDE 4.3)
- improve instructional practices through targeted professional development that will directly address the findings in the DTSDE review and analysis of Regents trend data

ii. East High School: Mathematics Goals and Objectives

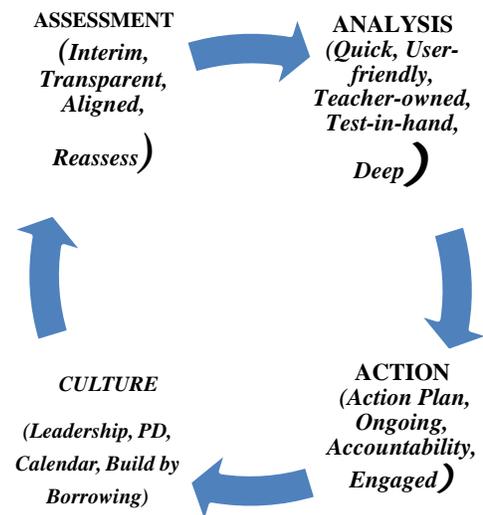
In the 2014-2015 school year, 2.0% of East High School Students scored “proficient” or higher on the Common Core Algebra assessment. As the school phases out, the goal for students scoring proficient or higher on the math assessment is an increase of 6.2% each year of the grant (based on targets set in *Attachment B*), until East High School is phased out in the 2017-2018 school year. EHS students will follow the Common Core-aligned Math curriculum and use the EngageNY curriculum modules. Those students who have not achieved proficiency (levels 1, 2) will be provided with AIS support. During common planning time, math teachers will use the DDI process to identify individual student’s skill deficit, monitor the success the student has towards attaining the identified skill, and re-teach as necessary. If a student needs more support services, small group tutoring or one-on-one tutoring will provided by UB Liberty Partnership. This partner provides academic and counseling support services for students, and their parents, who are at risk of dropping out. Additional support will be provided by D’Youville Workforce Diversity; a program that provides intensive mentoring, tutoring, SAT preparation and character building, to ensure student success as they prepare to enter a college nursing program. To obtain the aforementioned goal of an increase of 6.2% of the students reaching proficient on the Common Core Algebra assessment each year of the grant, teachers will:

- 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 (DTSDE 3.3)
- provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students (DTSDE 4.3)
- improve instructional practices through targeted professional development that will directly address the findings in the DTSDE review and analysis of Regents trend data

1. Identified objectives to meet the needs of EHS

As the school begins to phase out, the teachers will develop and ensure that unit and lesson plans, including instructional objectives, include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE 3.3).

EHS teachers meet daily in DDI Teams focusing on the school-wide goals of improving academic and behavioral outcomes for students and aligning curriculum to the Common Core Learning Standards (CCLS). The school leadership team will work with teachers during common planning time to make data part of an ongoing cycle of instructional improvement. The process of using data to improve instruction can be understood as cyclical (see Figure at right). It includes a step for collecting and preparing data about student learning from a variety of relevant sources, Regents, district common formative assessment, and classroom assessment. After preparing data for examination, teachers will interpret the data and develop hypotheses about factors contributing to students’ performance and the specific actions they can take to meet students’ needs. Teachers will test these hypotheses by implementing changes to their instructional practice. Finally, they will restart the cycle by collecting and interpreting new student performance data.



EHS will establish a strong culture of data use to ensure that data-based decisions are made frequently, consistently, and appropriately. This data culture will emphasize collaboration across and within subject areas to diagnose problems and refine educational practices.

- Collect and prepare a variety of data about student learning (Assessment).** To gain a robust understanding of students’ learning needs, teachers will collect data from a variety of sources. Such sources include but are not limited to annual state assessments, district and school assessments, curriculum-based assessments, chapter tests, and classroom projects.
- Interpret data and develop hypotheses about how to improve student learning (Analysis).** Working as teams, teachers will interpret the data they have collected and prepared. In interpreting the data, teachers will identify each class’s overall areas of relative strengths and weaknesses so that teachers can allocate instructional time and resources to the content that is most pressing. Teachers will identify students’ individual

strengths and weaknesses so that assignments, instructional methods, and feedback can be adapted in ways that address students' individual needs.

- c. **Modify instruction to test hypotheses and increase student learning (Action).** After forming hypotheses about students' learning needs, teachers will test their hypotheses by carrying out the instructional changes that they believe are likely to raise student achievement. The kinds of changes they choose to implement may include but are not limited to one or more of the following:
- allocating more time for topics with which students are struggling
 - reordering the curriculum to shore up essential skills with which students are struggling
 - designating particular students to receive additional help with particular skills (i.e., grouping or regrouping students)
 - attempting new ways of teaching difficult or complex concepts, especially based on best practices identified by teaching colleagues
 - better aligning performance expectations among classrooms or between grade levels
 - better aligning curricular emphasis among grade levels.

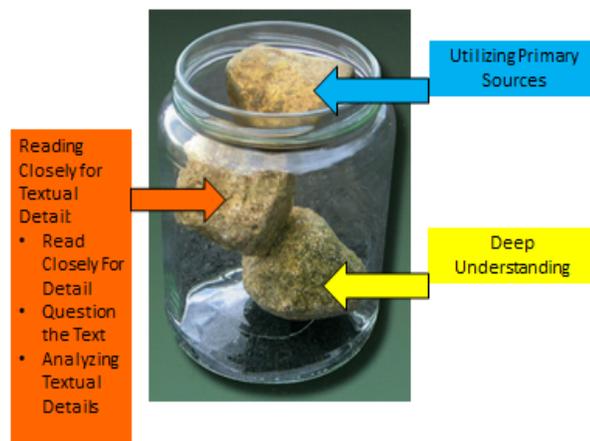
The EHS principal will monitor and support the data-driven culture by learning about data use alongside staff members, encouraging questions, and creating an atmosphere of trust.

2. Identified objectives to meet the needs of EHS

As the school phases out, teachers will provide students with coherent and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students (DTSDE 4.3).

East High School has developed a school-wide initiative, to align CCLS to classroom practice, by developing the "3 Classroom Rocks." These rocks will be part of every subject area, for every student, in every classroom, every day. East High's "3 Big Classroom Rocks" include, reading closely for textual details, utilizing primary sources and deep understanding.

East High School 3 Classroom Rocks



3. Identified objectives to meet the needs of EHS

To improve instructional practices through targeted professional development that is aligned to the phase-out plan, EHS will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the phase-in school reform strategies.

EHS has built a professional development plan (*Attachment 2*) that supports the implementation of the phase-out plan and includes:

- DDI process, specific to action planning “Proactive Corrective Actions”
- Implementation of CCLS
- Mastery objectives
- Integrated Curriculum
- Implementation of CCLS
- Integrate Co-Teaching supported by The Buffalo Board of Education Career and Technical Department.

C. Determining Goals and Objectives (East Lighthouse Community High School)

i. East Lighthouse Community High School: English Language Arts Goals and Objectives

It is anticipated the new phase-in school will have the same student demographics as the phase-out school, thus the needs will be similar. Therefore, as the school phases in, the goal for students scoring proficient or higher on the Common Core ELA assessment is an increase of 5.5% (based on targets set in *Attachment B*), to close the gap to ensure all students are meeting proficiency on these assessments. East Lighthouse Community High School's ELA students will follow the Common Core-aligned ELA curriculum and use the EngageNY curriculum modules. Those students who have not achieved proficiency (levels 1, 2) will be provided AIS support. Students will be enrolled in double period courses of ELA class and will utilize Read 180 (1 to 2 years below grade level) and System 44 (at least 3 years below grade level) as an AIS intervention program to attain the needed skill to achieve success on the 9th grade Common Core ELA modules, as well as develop literacy skills needed for success in all subject areas. During common planning time, ELA teachers will use the DDI process to identify individual students skill deficit, monitor the success the student has towards attaining the identified skill and re-teach as necessary. If a student needs more support services, students will be provided pull-out small groups tutoring or one-on-one tutoring during the school day provided by UB Liberty Partnership and D'Youville Workforce Diversity. To obtain this goal:

- A comprehensive school community approach will be established that provides the mental, physical and familial services and resources needed by students to ensure they are ready to learn.
- A strong culture of data use will be developed to ensure that data-based decisions are made frequently, consistently, and appropriately.
- Extensive professional development will be delivered to ensure effective instructional practices and implementation of the phase-in plan

ii. East Lighthouse Community High School: Mathematics Goals and Objectives

It is anticipated the new phase-in school will have the same student demographics as the phase-out school, thus the needs will be similar. Therefore, as the school phases in, the goal for students scoring proficient or higher on the Common Core Math assessment is an increase of 6.2% (based on targets set in *Attachment B*), to close the gap to ensure all students are meeting proficiency targets each year of the grant. The East Lighthouse Community High School students will follow the Common Core-aligned Math curriculum and use the EngageNY curriculum modules. Those students who have not achieved proficiency (levels 1, 2) will be provided with AIS support. Students will be enrolled in courses of mathematics and will utilize Math 180 as an AIS intervention program to attain the needed skill to obtain proficiency on the Math Common Core math modules. During common planning time, math teachers will use the DDI process to identify individual student's skill deficit, monitor the success the student has towards attaining the identified skill, and re-teach as necessary. If a student needs more support services, students will be provided pull-out small group tutoring or one-on-one tutoring during the school day provided by UB Liberty Partnership and D'Youville Workforce. To obtain this goal:

- A comprehensive school community approach will be established that provides the mental, physical and familial services and resources needed by students to ensure they are ready to learn.
- ELCHS will establish a strong culture of data use to ensure that data-based decisions are made frequently, consistently, and appropriately.

- Extensive professional development will be delivered to ensure effective instructional practices and implementation of the phase-in plan.

1. Identified objective to meet the needs for ELCHS

ELCHS will phase in to a comprehensive school community that provides the mental, physical and familial services and resources needed by students to ensure they are ready to learn.

ELCHS will be a place of excellence where young people can achieve full potential in their academic, creative, personal, physical, and moral development. It will be a caring school and community center where students and adults make contributions, are valued as individuals, and learn respect for themselves and others. The ELCHS will be a true partnership between students, parents, staff and the greater community as a whole. It will be a vessel of community support, development and healing, where children are prepared for college, career, and beyond.

The ELCHS will strive to:

- Provide a first-class, 21st Century education for students in 9th through 12th grade
- Provide on-site, after-school and skillful tutoring to students attending ELCHS, as well as those living in the surrounding community
- Provide evening programming, including career and technical education, as well as Test Assessing Secondary Completion (TASC) preparation
- Provide continuous community outreach programs and workshops
- Provide a full spectrum of community center activities from intramural sports, to arts and crafts, to improving our community through civic responsibility and service.
- Become a Restorative Practice school where all voices are heard and meaningful relationships exist between members of the ELCHS.

The new ELCHS will promote strong relationships for students, staff and families; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision making, significant community involvement and increased capacity for continual improvement. Through Lighted Schoolhouse there will be community center course offerings and expanded vocational programs for students and adults. East Lighthouse Community School will provide extended learning time that allows the school to be fully operational from 8:30 a.m. to 8:00 p.m.. ELHCS will create a variety of opportunities for students to extend their learning after school. The regular school day for ELHCS students will begin at 8:30 a.m. and conclude at 3:02 p.m.. The extended day will run from 3:02 p.m. and conclude at 5:20 p.m. with scheduled opportunities for tutoring, academic and social interventions, credit recovery and credit accrual. Teachers who work with students in the after-school program will communicate (on-site and virtual) each Monday utilizing the EWI metrics with the school counselors to ensure that students are on track to graduate. ELCHS teachers and college students, through such programs as the Liberty Partnership with UB, will be available for one-on-one tutoring. ELCHS will also offer a Lighted School House/Adult Education program to provide the TASC program, recreational activities, health, legal services, social services, credit recovery and accrual, tutoring, mentoring, adult education programs, vision and dental services. These resources will be open and available to students and community until 8:00 p.m..

2. Identified the objective to meet the needs for ELCHS

As the new school phases in, school-wide data-driven leadership structures will be utilized to help all teachers constantly improve their skills and make the whole school more effective in ensuring success for all.

Utilizing DDI process (culture, analysis, action and assessment), ELCHS will provide students with instruction and interventions in direct response to their academic areas of need. Data from multiple sources (district formative assessment, Regents, classroom assessments, Read 180, System 44, Math 180 assessments) will be reviewed and discussed during common planning meetings (Monday and Tuesday DDI Day). The teams will conduct item analyses to identify needed student skill development and develop action plans to attend to those specific needs, whether that means re-teaching to the whole class, in small groups, or individually. Follow-up assessments will inform the degree to which students make progress, and if not, what other strategies or interventions can be taken to address the students' lack of progress.

In addition, ELCHS will use the Early Warning Indicator (EWI) tool that charts three tiers of interventions that focus on improving attendance, behavior, and academic skills in core subject areas. Training will be provided for school leaders and instructional coaches in the EWI program and data dashboard to gather, organize, and report data collected by schools. The EWI employs a three-color system to code weekly attendance, behavior, and course academic achievement results for each student. "Green" indicates a student is "on track" or achieving a grade of 85 percent or higher in all courses. The color green also indicates the student has no more than four absences per quarter or 18 days per school year, with no disciplinary infractions ("office referrals" and "suspensions") reported. "Yellow" indicates academic achievement is "sliding" (e.g., the student has slipped below a "D" in at least one class). "Sliding" behavior reports show no more than one office referral per quarter (three to five per school year), no suspension reported for the quarter, and no more than one suspension reported per year. "Red" means a student is "off track" in one or more classes.

The student support team will share the EWI metrics with the instructional staff assigned to the individual students during a set student team meeting. During the team meetings, an action plan will be developed to address the needs revealed by the EWI metrics.

3. Identified the objective of providing extensive professional development to ensure effective instructional practices and implementation of the School Improvement Grant.

ELCHS will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the phase-in school reform strategies.

ELCHS has built a professional development (PD) plan (*Attachment 3*) that supports the implementation of the School Improvement Grant plan phase-in plan; The PD includes the following areas:

- School-wide data-driven structures
- Implementation of CCLS (Mastery Objectives, Formative Assessments, Lesson Planning)
- Implementation of Response to Intervention
- Implementation of restorative practices

- Student Advisory
- Read 180, System 44, Math 180 intervention programs
- Cross Curricular Design

iii. Not Applicable

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

**Attachment B – East HS #307
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	63,900	74,400	74,400	74,400	74,400	73,200
b. HS Student participation in State ELA assessment	%	98.5	96.6	TBD	96.0	96.0	96.0	96.0
c. HS Student participation in State Math assessment	%	99.5	99.1	TBD	99.0	99.0	99.0	99.0
d. Drop-out rate	%	22	31	TBD	20			
e. Student average daily attendance	%	88.4	73.4	78.4	80	82	84	86
f. Student completion of advanced coursework (9-12 AP/IB % earned credit)	%	8.2% of 9-12 students	N/A	Less than 1% NU Credit	1	2	3	3
g. Suspension rate	%	15.8	41.6	47.2	42	37	32	27
h. Number of discipline referrals	num	686^^	1009	878	790	702	614	526
i. Chronic absenteeism rate Students with less than 90% attendance	%	42.7	79.0	62.1	55.9	49.7	43.5	37.3
j. Teacher attendance rate	%	90.3	91.0	89	90	91	92	93
k. Teachers rated as “effective” and “highly effective”	%	91.0^	93.5^	TBD	78	83	88	93
l. Hours of professional development to improve teacher performance	num		638.5	532	479	532	585	643
m. Hours of professional development to improve leadership and governance	num		1933.5	2195.5	2,250	2,475	2,722	2,994
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		684.7	535	588	646	710	781
II. Academic Indicators								
a. HS ELA performance index	PI	118.2	98.2	TBD	104.6	111.0	117.4	123.8
b. HS Math performance index	PI	103.0	68.4	TBD	76.6	84.8	93.0	101.2

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

c. HS Student scoring “proficient” or higher on ELA assessment	%	42.9	30.7	TBD	35.0	39.3	43.6	47.9
d. HS Student scoring “proficient” or higher on Common Core ELA assessment			15	22	27.5	33	38.5	44
e. HS Students scoring “proficient” or higher on Math assessment	%	21.4	1.8	TBD	7.9	14.0	20.1	26.2
f. HS Students scoring “proficient” or higher on Common Core Algebra assessment				2.0	8.2	14.4	20.6	26.8
g. Average SAT score	score	1144	1019	TBD	1119	1219	1319	1419
h. Students taking PSAT (% GR 9+10 students)	%	33.4	17.3	TBD	TBD	TBD	TBD	TBD
i. Students receiving Regents diploma with advanced designation	%	41.6	0.0	Less than 1%	2	4	6	8
j. High school graduation rate	%	55.5	52.2	TBD	59	61	63	65
k. Ninth graders being retained	%			TBD				
l. High school graduates accepted into two or four year colleges	%	82	87	TBD	88	88	89	90

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

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

^ 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 phase-in schools are led by principals who are unique to each school.

East High School: The principal that presides over East High School as it phases out will be someone who is prepared and able to motivate the faculty and staff of the school during this transition. It is important that the principal is able to keep the focus on improving instruction and student outcomes.

East Lighthouse Community School: For the new school that will replace EHS, the leader will be able to clearly articulate the vision and mission of the school to the faculty, staff, students and community. The leader will 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 will be able to build relationships and grow capacity of the staff.

ii. Principal's Biography

As required under the Turnaround model, a new leader will be identified to successfully drive the implementation of whole school change as EHC phases out.

East High School: Dr. Casey Young began successfully turning schools around since his first placement at Harriet Ross Tubman School in the Buffalo Public School District (BPS #31), where he served as an assistant principal for three years, and as acting principal in his fourth year. In the first year of his assignment, the school was identified as a SURR school due to math and ELA NYSED assessment data and with regular occurrences of violence and behavioral distractions. The school was removed from the SURR list and discipline issues were dramatically reduced after Dr. Young's third year at #31. Dr. Young was then assigned as the phase-out principal at Grover Cleveland High School, which was slated to close due to excessive rates of weapons and violence, as well as graduation rates below 15%. During his assignment as principal of Grover Cleveland, Dr. Young saw the graduation rate of incoming freshman increase to greater than 65% and a dramatic decrease in the incidences of violence. Dr. Young was appointed principal at East High School for the 2011-2012 school year, based on his experience at turning around low performing schools. Under the leadership of Dr. Young, formal suspensions were reduced from 76 in 2011-2012 to 52 by his second year, 2012-2013. Short-term suspensions were reduced from 638 to 403, with 92% of the student population at East High School never having received a suspension. In addition to behavioral improvements, academic growth was also demonstrated. The graduation rate increased from 27% in 2010-11 to 53% in 2012-13, with a projected rate exceeding 62% in 2014-2015. Commensurate with suspension and graduation data, Regents exams also saw increases in proficiency in the areas of ELA, algebra, US History and Government, and Global Studies.

East Lighthouse Community High School: At this time the principal of ELCHS has not been selected. Interviews are underway to hire this Turnaround principal. The new principal will have a deep understanding of the CCLS, effective instruction and knowledge of CTE pathways and requirements. The person selected will need to be able to build solid relationships with staff, students, partners and the community. The new principal will be selected and in place by September 1, 2015.

iii. Action steps necessary to put new leader in place

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 East Lighthouse Community High School will be rooted in the Checklist for Determining Priority School Leader Qualifications (*Attachment 4*):

iv. Principal Job Description and Duties

Please See Attachment 5 – Principal Job Posting (also includes posting for Assistant Principal)

East High School: The job duties of Principal Young and Assistant Principal Conrad will include being the instructional leaders of East High School. This includes classroom observations and evaluations, maintaining clear communications and collaboration between staff, administrators, students and parents.

The principal, working with the administrative team (assistant principal and lead transition facilitator III) will establish the instructional focus and make necessary adjustments to improve teaching and student learning throughout the phase-out process. Administration will ensure that the collection, analysis and utilization of data and that the environment is safe and orderly. The team will support the teachers by arranging and providing professional development.

East Lighthouse Community High School: The newly assigned principal of ELCHS will implement the school improvement plan during the 2015-2016 school year. The principal will work with the partners and community to ensure a shared vision and mission is in place. He/She will directly work with the Human Resource Department to screen and hire the necessary personnel and staff for the 2016-2017 school year.

v. Current Supporting Leadership

East High School: Principal Young has created a leadership team that includes the Assistant Principal, Math Coach, ELA Coach and Instructional Coach, Student Support Chair, Guidance Counselor Lead Transition Facilitator III, Social Worker and the EWI coordinator. This team coordinates and facilitates professional support for teachers. The Instructional Coaches act as coaches and facilitators in the common planning meetings. The members of the team have a deep understanding of data analysis process and bring that knowledge to common planning and inquiry meetings. The Lead Transition Facilitator III will work with the Leadership team to implement the phase-out plan.

East Lighthouse Community High School: The newly appointed Principal of ELCHS will work with the Lead Transition Facilitator to implement the phase-in plan. The principal and the Lead Transition Facilitator III, has the responsibility to provide support to the ELCHS in the planning and implementation of the phase-in plan. This includes, operational flexibility (staffing, calendars/time and budgeting), enrollment projections, Stakeholder meetings, work with Human Resource to identify staff, create a timeline for appropriate professional development (DDI, CCLS, Restorative Practice, Integrated Curriculum (CTE) Cross Curricular Design, RtI, and Advisory) that creates a high performing staff to achieve schools goals.

“Putting children and families first to ensure high academic achievement for all”

Casey Young-Welch

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I. Certification Areas

Special Education Permanent Certification, 1998
School District Administrator Certification, 2003
College Board Leadership Institute, 2008

II. Education

State University of New York at Buffalo State College, Buffalo, New York
Bachelor of Science in Education Degree, 1996 Major: Special Education
GPA – 3.0

Master of Science in Education Degree, 1998 Behavior Disorders and Learning Disabilities
GPA – 4.0

Canisius College, Buffalo, New York
Master of Science Degree, 2003 Administration
GPA – 3.97

Walden University
Doctorate in Education, 2008
GPA – 3.98

III. Teaching Experience

D’Youville College, Buffalo, New York, 2008 - 2009
Graduate School of Education
Adjunct Professor

Buffalo Public School #43, Buffalo, New York, 1999 – 2003
Self Contained and Inclusion Teacher / All subjects taught
CSE Designee; ISST Member; Section 504 Contact Person
Buffalo Psychiatric Center, Buffalo, New York, 1996 - 1999
Self-Contained Classroom Teacher / All subjects taught
Contextualized Learning Program Coordinator / GED Programming
Kendall Junior/Senior High School, 1996 - 1997
Learning Center and Resource Teacher / Mathematics and Biology
Student Council Advisor

East High School, Buffalo, New York, July 2011 – Present
Principal

The Academy Program, Buffalo, New York, July 2010 – July 2011

Principal

Grover Cleveland High School, Buffalo, New York, July 2006 – July 2010

Principal

Harriet Ross Tubman School, Buffalo, New York, September 2006 - June 2006

Acting Principal

Harriet Ross Tubman School, Buffalo, New York, July 2003 – September 2006

Assistant Principal

Buffalo Public School #43, Buffalo, New York, September 2001 – June 2003

Administrative Intern

Buffalo State College, Buffalo, New York, July 1999 – August 2001

Academic Advisor for S.T.A.R. program

V. Related Training and Coursework

The Skillfull Teacher 9/7/11 – 2/15/12 50 hours

Observing and Analyzing Teaching

College Board Leadership Institute 10/13/07 – 7/28/08 200 hours

Danielson Framework Training 5/1/06 – 5/2/06 14 hours

Generating Expectations for 3/29/06 – 4/3/06 32 hours

Student Achievement

Effective Collaborative Groups 11/8/05 – 11/9/05 5 hours

Administrator Professional Development 8/9/05 – 8/12/05 28 hours

Leadership in Teaching and Learning 5/2/05 – 8/21/05 100 hours

Research approaches for the Teacher 9/6/05 – 12/24/05 100 hours

Leader

Establishing Faculty Groups 2/8/05 – 2/9/05 17 hours

Teacher Leadership in the School 1/13/06 – 4/23/06 100 hours

New York State Middle School 10/23/05 – 10/26/05 32 hours

Association Conference

New York State Middle School 7/21/05 – 7/24/05 32 hours

Association Conference

Differentiated Instruction 7/20/04 – 7/25/04 48 hours

Root Cause Analysis 11/1/03 – 11/02/03 12 hours

VI. Leadership Experiences

Increased school attendance at The Academy Program and Grover Cleveland High School by 30%

Decreased formal suspension by half and drastically reduced episodes of school violence at East High School during the 2011 – 2012 school year

Collaboratively lead an elementary team that raised student success on New York State ELA and Mathematics assessments from 0% to 86% over 4 years

Decreased school violence in a high need, multicultural, comprehensive high school from over 500 incidences in 2005 to 12 over the course of 3 years (NYSED)

Collaboratively lead a comprehensive high school team that raised graduation rates from 7% to +65% over 3 years (NYSED)

- Developed and implemented a school wide behavior management program
- School-community liaison for Western New York United and the University at Buffalo
- Consulting with parents, administrators, teachers, and community at large
- Coordinating successful inclusion program for elementary, middle, and high school grades
- Assisting with creation and implementation of school wide reading program
- Observation and increasing responsibility for staff evaluation, reinforcing quality teaching and fostering improvement
- Creation and implementation of student and staff schedules
- Adapting software program for tracking students
- Providing assistance in curricula, program, IEP development, and pre-intervention
- Furnishing in-service training programs to parents, college students, and school personnel
- Participating in collaborative interdisciplinary team meetings
- Training staff in techniques for dealing with behavior problem students
- Training of staff for high quality direct instruction reading program

The above experiences have assisted greatly in developing, enhancing, and refining necessary skills for being an effective district leader. Included in the positively impacted skill areas are:

Special Education Supervision Collaborative Consultation
 Inclusion Programming Compliance Monitoring
 In-service Training Educational Testing
 Professional Development Coordination Supervision and Evaluation
 Facilitator and Presenter Progress Monitoring
 Building Management and Operations Team Building
 Communication Outreach Parent Involvement

VII. Awards

- College Board Leadership Institute Scholarship, 2007
- Business First Pathfinder Award, 2006
- Daniel Upton Alumni Scholarship, 1995

VIII. References

Mr. Lloyd Hargrave

School Improvement Consultant

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Buffalo Public Schools

(716) 816-3500

Mrs. Debra Sykes, Assistant Superintendent

Buffalo Public Schools

(716) 816-3500

Ms. Frances Wilson, Deputy Superintendent

Buffalo Public Schools

(716) 816-3500

Mrs. Florence Krieter, Director of Secondary Education
Buffalo Public Schools

816-3500

Robert Biggie, Director Special Education
Buffalo Public Schools

816-3500

Mrs. Lynn Lystad, Teacher
Buffalo Public School #31

816-3500

Ms. Maxine Murphy, Parent Facilitator
East High School

882-1905

E. Instructional Staff

i. Effectiveness Ratings of Staff

During the 2014-15 school year, East High School employed 51.2 FTE instructional staff members: 17 FTE content area teachers (ELA, math, science, and social studies); 14.1 FTE special education teachers; 1.2 FTE ESL teachers; 6.4 FTE career and technical education teachers; 3.0 FTE Instructional Coaches; 2.0 FTE physical education teachers; 1.0 FTE teachers of languages of other than English; 2.0 guidance counselors; and 2.5 FTE special area teachers (art, music, library). The Student Support Team consisted of 2.0 FTE.

According to the 2013 – 14 school report card, 100% of the core classes were taught by Highly Qualified teachers and 2% of the teaching staff had fewer than three years' experience. The table below displays the distribution of teachers at East High School based on the district's approved APPR system.

Number of Instructional Staff identified as <i>Highly Effective</i>	28
Number of Instructional Staff identified as <i>Effective</i>	1
Number of Instructional Staff identified as <i>Developing</i>	1
Number of Instructional Staff identified as <i>Ineffective</i>	0
Total Number of Instructional Staff receiving an Overall Composite Rating	31

ii. Current School Staffing Profile

There will be reduction in staff for East High School, as the school phases out. The school will not accept incoming ninth grade students. Based on the 2015-16 enrollment projection of 266 students, there will be 35 FTE instructional staff members: 9.6 FTE content area teachers (ELA, math, science, and social studies); 11.1 FTE special education teachers; 0.6 FTE ESL teachers; 5.0 FTE career and technical education teachers; 2.0 FTE Instructional Coach and EWI Coordinator; 1.0 FTE physical education teacher; 1.4 FTE teachers of languages of other than English; 1.0 FTE guidance counselor; and 1.3 FTE special area teachers (art, music, library). The Student Support Team will consist of 2.0 FTE. This represents a 31.6% reduction in instructional staff for the 2015-16 school year. During the 2016-17 school year a similar reduction will occur due to the fact that no 9th or 10th grade students will be enrolled.

iii. Characteristics and Core Competencies of Key Instructional Staff

Individual teachers have the largest single school effect on student performance. Documented experience also indicates that individual teachers can affect rapid and dramatic student learning improvements within their own classrooms. As BCSD transfers, recruits, and hires teachers, the district will search for and develop teachers with unique characteristics and competencies identified by Public Impact's *School Turnaround Teacher: Competencies for Success* (Public Impact, 2008).

The four competency clusters represent a consistent pattern of thinking, feeling, acting, and speaking that are essential to teachers' success in turning phasing out East High School and phasing in East Community Lighthouse High School.

- *Driving for Results.* This competency cluster is concerned with the teacher's strong desire

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

- *Influencing for Results*. This cluster is concerned with motivating others—students, other school staff, and parents—and influencing their thinking and behavior to obtain student learning results. Teachers in school improvement environments will use a variety of influencing tactics—such as inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school-wide success—as the situation requires. The relationships teachers form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.
- *Problem Solving*. This cluster is concerned with a teacher's approach to planning, organizing, and delivering instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.
- *Personal Effectiveness*. This cluster is concerned with the teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control when faced with stressful, uncomfortable, and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

iv. Process for Hiring and Placing New Staff

East High School: As the school phases out 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

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.

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

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

F. Partnerships

i. Implementation Partners and Their Roles

East High School: As the school phases out, EHS will continue to partner with the following organizations during the phase-out period:

UB Liberty Partnership – The University of Buffalo Liberty Partnership program provides tutoring services, college and career counseling, and college campus visits throughout the school year and summer. Tutoring and counseling services take place during the school day and after-school. In addition, college campus tours take place throughout the school year and during the summer.

D’Youville Work Force – The D’Youville Workforce Diversity program provides tutoring, career counseling, and college campus visits to our students that are enrolled in the East High Health Occupation Training program. Students participating in this program participate in development and enrichment programs throughout the calendar year. In addition, these students enroll in a paid summer program that continues the development of skills for college success beyond the academic calendar.

Child and Adolescent Treatment Services – C.A.T.S. through the 21st century program provides on-site tutorial services and extended day programming to all that attend East High School. Students enrolled in the C.A.T.S. program extend their school day by 3 hours per day allowing them to recover credits of courses previously failed, accrue credits for courses new courses, and receive tutorial services for courses they might currently be struggling in. Additionally, students enrolled in this program have an opportunity to extend their school year throughout the summer and receive a stipend for doing so.

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 student stay in the college dormitories and complete necessary pre-requisite coursework prior to officially starting their next level of study.

Niagara University – Niagara University provides courses for college credit on the East High campus through the NUSTEP program. Utilizing the NUSTEP program, students at East High are allowed to enroll in college coursework embedded in their regular school day and taught by adjunct professors currently teaching at East High.

East Lighthouse Community High School will partner with the following organizations during the implementation of the SIG and phase-in model.

Southern Regional Educational Board (SREB) – SREB’s vision for school improvement is to work in collaboration with a school, district and state to align improvement efforts and give teachers and leaders the capacity to take ownership for the problems and solutions at a school. By building capacity of the teachers and leaders to use a distributed leadership framework, the school sustains improvement efforts well beyond the grant funding cycle. To further support this vision, SREB has developed a New York State High Schools That Work (HSTW) network that the school will become a member of immediately upon agreement.

The HSTW framework has focused on preparing students for both college and careers by combining a rigorous academic core with a quality career concentration since its development in 1987. This linking of academics and career technical education makes this dual focus to work with school and district leaders to create career themed academies in the school that connect

academic and technical teachers to support students. Career academies provide opportunities to develop the level of positive relationships and relevant learning experiences that support students to meet the rigorous demands of the common core state standards and other rigorous standards.

The SREB plan of support not only focuses on the structure of career academies, but provides technical support to:

- Move the common core standards into classrooms;
- Increase the quality and rigor of current career technical programs of study;
- Provide access to new, 21st century career technical programs of study;
- Develop a quality Counseling for Careers program;
- Improve the transitions into and out of ELCHS; and
- Develop the capacity of school and teacher leaders.

SREB accomplishes these through the use of Leadership Coaches (former principals of high performing high schools), content specialists (former teachers who experiences success in classrooms) and additional specialists. The plan to uses these specialists at a decreasing degree as the support continue to help develop sustainability after support ends.

Say Yes to Education (SYTE) - SYTE provides support services to the address the academic, social and emotional, and health needs of students at School 74. Our SYTE facilitator is 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.

Child and Adolescent Treatment Services – C.A.T.S. through the 21st century program provides on-site tutorial services and extended day programming to all that attend East High School. Students enrolled in the C.A.T.S. program extend their school day by 3 hours per day allowing them to recover credits of courses previously failed, accrue credits for courses new courses, and receive tutorial services for courses they might currently be struggling in. Additionally, students enrolled in this program have an opportunity to extend their school year throughout the summer and receive a stipend for doing so.

Scholastic – ELCHS will partner with Scholastic by using the Read 180, Systems 44 and Math 180 during the school day and in the extended learning time.

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. With the support of the Office of School Leadership and the Office of Strategic Alignment, our school will develop and implement a monitoring and evaluation plan to ensure that the external partner, school, and district implement the key design elements of the SIG plan with fidelity, work together, equally contribute to the partnership, meets goal, 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 provider 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 its contractual agreements will 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 services being requested from the provider are clearly defined. The school also will work with BCSD 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. Accountability of our external partners is based on measurable outcomes that lead to student achievement. The evaluation of the successes 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 towards intended goals*. Outcomes are not activity-based, such as “conduct five training workshops”. To develop outcomes, the school and partner will work together to identify what results are expected from partner activities.

Monitoring Meetings/Reports. Evaluation of a provider’s services should be *ongoing*, not 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* for which 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 also may include assessing the timeliness and accuracy of verbal and written communications with 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 also will solicit informal feedback from teachers, students, and families that have received services from the provider. The school will make every effort to provide the provider with feedback throughout the period of performance so that minor issues can be resolved and the risks of significant issues can be minimized.

District Contract Management and Oversight. Additional contract management and oversight will be provided by BCSD. The district will designate one representative 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 BCSD representative also will 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.

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> Turnaround Services via Read 180/ Math 180/System 44</p> <p>Houghton Mifflin Harcourt 2270 Springlake Road, Suite 660 Farmers Branch, Texas 75234 Attn: Kathy Bull 800-221-5312</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>
Board of Control for Southern Regional Education (SREB) Career Pathways	Queens Vocational High School, NY, NY	<p>Queens Vocational High School 37-02 47th Street, Long Island City, NY 11101 Meliis Burg, IA Principal 1-718-937-3010</p>

	Cigarroa High School, Laredo TX	John Eric Salinas, Principal Cigarroa High School 2600 Zacatecas, Laredo, Texas 78046 936-795-3800
	David Crocket High School, Austin, TX	Craig Shapiro, Principal David Crocket High School 5601 Manchaca Road Austin, Texas 78745
	Maxwell Career and Education High School, Brooklyn, NY	Jocelyn Badette, Principal Maxwell Career and Education High School 145 Pennsylvania Avenue Brooklyn, NY 11207 718-345-9100
	McKinley, High School, Buffalo, NY	Crystal Boling-Barton, Principal McKinley High School 1500 Elmwood Avenue Buffalo, New York 14207 716-816-4880
REACH, LLC Monica Fields-George, PhD mfgeorge@reachedslutions.com DTSDE Review	Education Achievement Authority of Michigan	Veronica Conforme, Chancellor Education Achievement Authority of Michigan 300 River Place Suite 3600 Detroit, MI 48207 vconforme@eaofmichigan.org
	Saint Paul Public Schools Director of Title I Federal Programs and School Improvement (Minnesota)	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
	The Professional Consultants & Associates	Porsche Gaddy, President and CEO The Professional Consultants & Associates 2050 Anthony Avenue Bronx, NY 10456 pgaddy@theprofessionalassociates.net
	Urban Scholars Community School	Debra Jones, Principal 1180 Tinton Avenue Bronx, NY 10456 Djones51@schools.nyc.gov

Section Not Applicable

G. Organizational Plan

i. Management and Team Structures

Phase-Out EHS: *Please see Attachment 6 Phase-Out EHS Management and Team Structures*

Phase-In ELHCS: *Please see Attachment 6 Phase-In ELHCS Management and Team Structures*

ii. Day-to-Day Operations

Please see Attachment 7 Day-to-Day Operations Structures

iii. Annual Professional Performance Review (APPR) Plan

Under Education Law 3012-c, all probationary and contract teachers will be observed by the principal or assistant principal who has been certified as a lead evaluator. Each teacher will be observed a minimum of twice during the year, consisting of one unannounced classroom observation and one announced observation, which will include a preconference and 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. The teacher improvement plan 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 improvement plan will be jointly developed by the teacher and the principal.

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 chief of school leadership, who evaluates the principal, to see trends in teacher strengths, challenges, and recommendations throughout the year.

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

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

iv. Calendar of Events to Support APPR Implementation

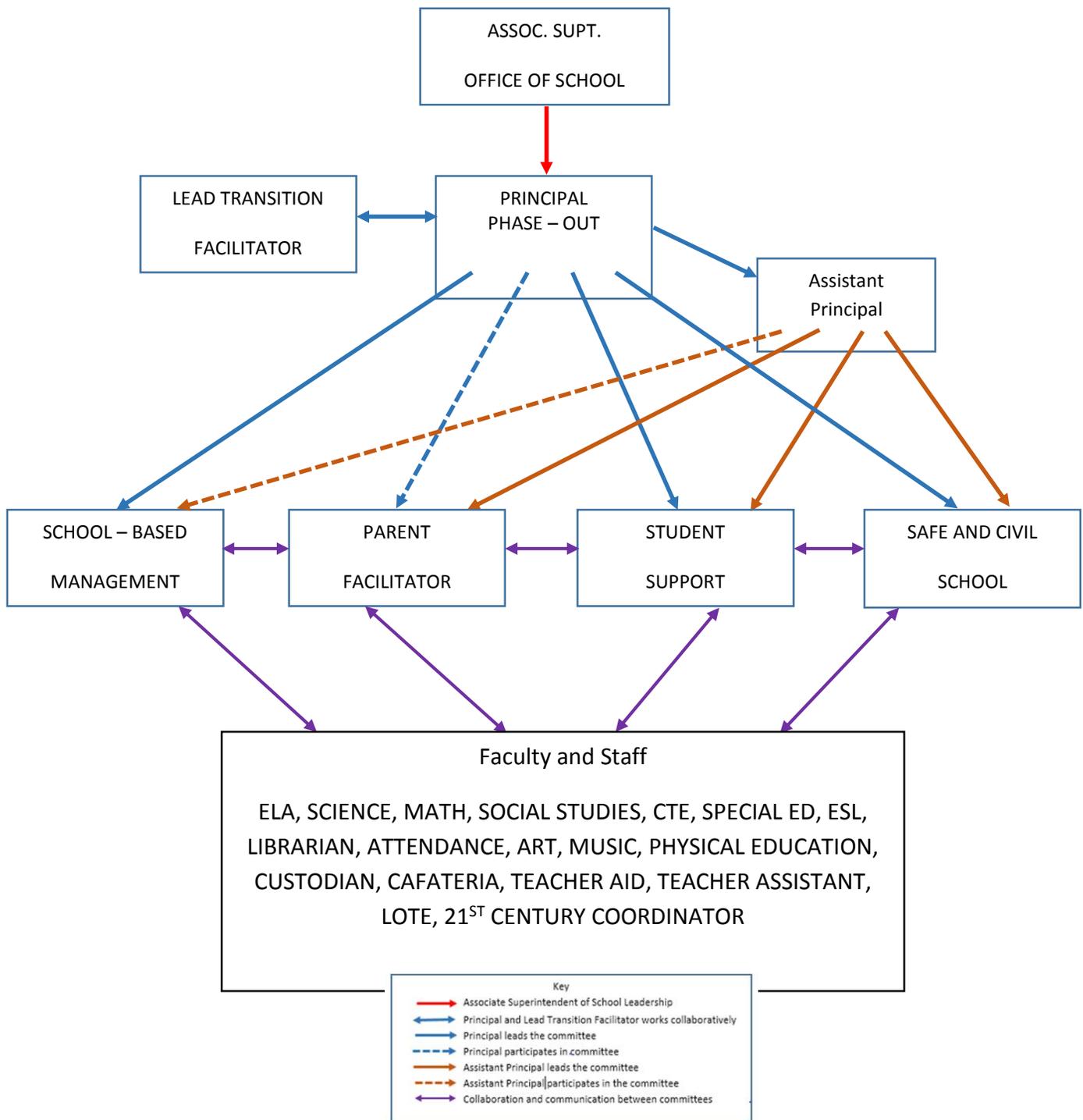
Please see Attachment 8 Full Calendar Schedule of Events for 2015-2016.

ATTACHMENT 6

G. Organizational Plan

i. Management and Team Structures

As the school phases-out, the following is EHS Management and Team Structures:



ATTACHMENT 6

High School Leadership Teams

Site-Based Management Team

Administration	<p>The SBMT will meet monthly to discuss prior and current state of all aspects of the academic, social-emotional, and community programming. The SBMT will operate as a solutions driven think-tank with the purpose of analyzing data trends and the authority to make changes to any aspect of the program as deemed necessary to improve the performance of our students and school.</p>
Buffalo Teacher Federation Representative	
ELA Teacher	
Math Teacher	
Science Teacher	
Social Studies Teacher	
Student Support Team Representative	
21 st Century Lead Partner	
Parent Facilitator	
Parent	
Student	
CTE Teacher	

Leadership Team

Principal	<p>Leadership Team will meet on a weekly basis to analyze and discuss data trends based on real time, student generated work, as well as the monthly interim assessments. In addition to analyzing student work and data, interventions and implemented strategies will be monitored and revisited.</p>
Assistant Principal	
Instructional/Data Coach	
Student Support Chair	
Guidance Counselor	
ELA Lead Teacher	
Math Lead Teacher	
CTE Lead Teacher	
Special Education Lead Teacher	

Safe and Civil School Team

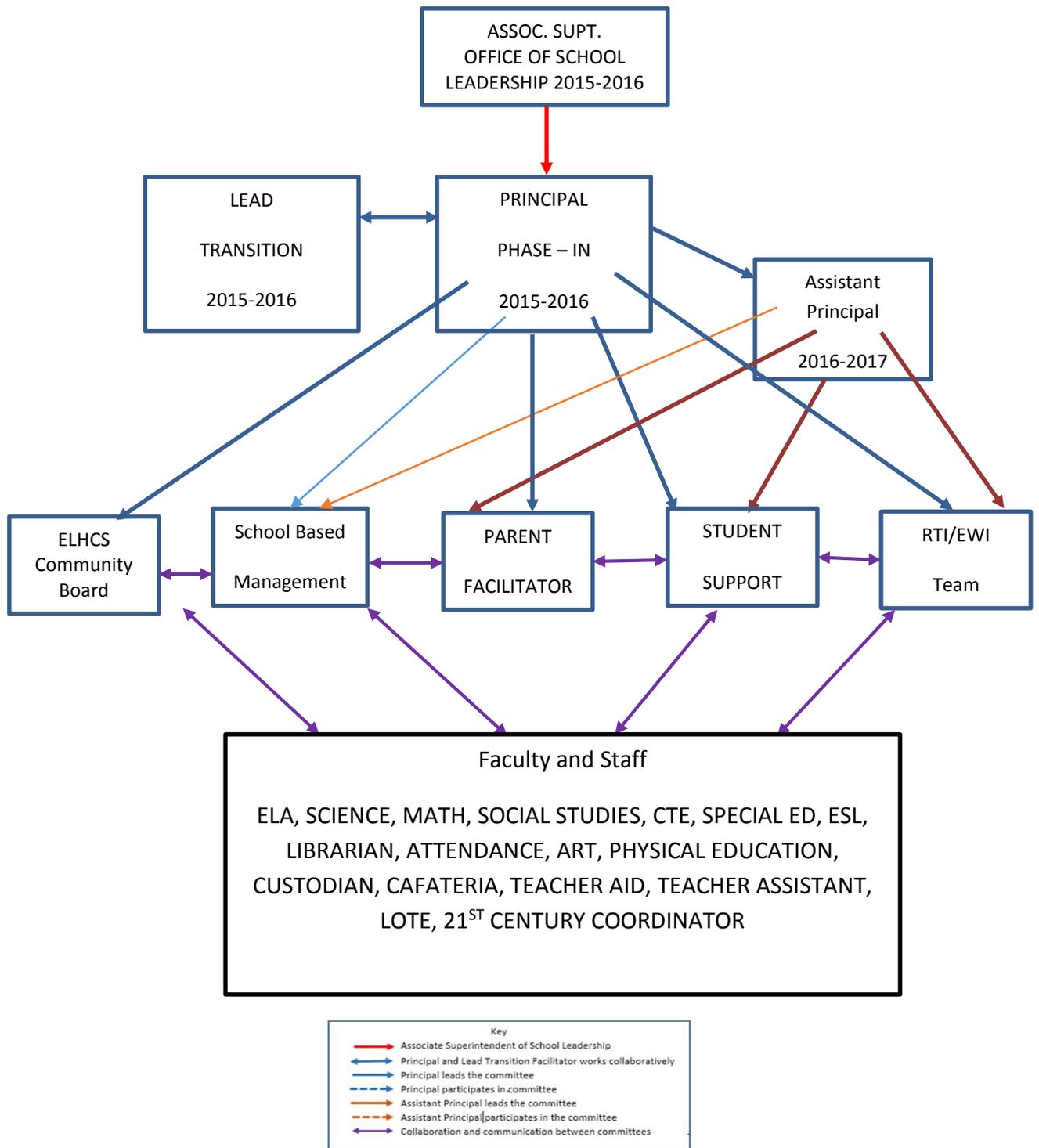
Principal	<p>The Safe and Civil team will meet weekly and put universal approaches that are preventative in nature are put into place These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavior matrix, and reinforcement systems to reward desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive</p>
Assistant Principal	
Assistant Principal	
Student Support Chair	
School Social Worker	
Guidance Counselor	
Say Yes Coordinator	
TOSA (EWI)	

ATTACHMENT 6

	<p>Behavioral Intervention and Support). In addition, the team will look at attendance, office discipline referrals and suspension data of the phase-out school to identify which students need more monitoring. The team will use the three-tier approach to service placement parallel to the Pyramid Model. The team (organized by the TOSA) to provide targeted interventions to support students who are not responding to Universal strategies. Targeted interventions to support students who are not responding to Universal strategies.</p>
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ATTACHMENT 6

As the school phases-in the following is ELCHS Management and Team Structures



ATTACHMENT 6

East Lighthouse Community High School Leadership Teams

East Lighthouse Community High School Board

Ferry-Fillmore Business Partner	ELCHS has establish a Community Board that gives parents and members a true voice and makes the work meaningful. With a Community Board in place, the East High Community School will be a proactive and responsive agent of support to the local school community.
Medical Corridor Partner	
Parent Facilitator	
Student	
Principal	
21 st Century (Child Adolescence Treatment Services)	
Say Yes Family Support Specialist	
East High Alumni	
University at Buffalo Liberty Partnership	

Site-Based Management Team

Administration	The SBMT will meet monthly to discuss prior and current state of all aspects of the academic, social-emotional, and community programming. The SBMT will operate as a solutions driven think-tank with the purpose of analyzing data trends and the authority to make changes to any aspect of the program as deemed necessary to improve the performance of our students and school.
Buffalo Teacher Federation Representative	
ELA Teacher	
Math Teacher	
Science Teacher	
Social Studies Teacher	
Student Support Team Representative	
21 st Century Lead Partner	
Parent Facilitator	
Parent	
Student	
CTE Teacher	
Community Board Representative	

Leadership Team

Principal	Leadership Team will meet on a weekly basis to analyze and discuss data trends based on real time, student generated work, as well as the monthly interim assessments. In addition to analyzing student work and data, interventions and implemented strategies will be monitored and revisited.
Assistant Principal	
Instructional/Data Coach	
Student Support Chair	
Guidance Counselor	
ELA Lead Teacher	
Math Lead Teacher	
CTE Lead Teacher	
Special Education Lead Teacher	

ATTACHMENT 6

RtI/EWI Team

Principal	The RtI team will look at report card, State assessment, District quarterly common formative assessment, teacher made baseline assessments(through Illuminate), and progress monitoring data of the phase-in 8 th grade students to identify which students need to be monitored more closely. The RtI team will use the three-tier approach to service placement parallel to the Pyramid Model. The RtI team (organized by the instructional coach) will share the information with teacher teams during common planning time so they can brainstorm solutions to problems uncovered during weekly data analysis sessions.
Assistant Principal	
Instructional Coach/Data Coach	
Student Support Chair	
School Social Worker	
Social Studies Lead Teacher	
CTE Lead Teacher	
Special Education Teacher	
Guidance Counselor	

ATTACHMENT 8

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.**

ATTACHMENT 8

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

ATTACHMENT 8

- **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)

ATTACHMENT 8

- **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

East High School: As the old school phases out the school will maintain the instructional and extracurricular programs currently offered at East High School to ensure that students have access to and are successful in meeting promotional and graduation requirements. With respect to the CTE pathways, East High School will continue and expand to include the integration of academics and CTE in order to provide additional support to current students as they work to meet promotional and graduation requirements.

CTE – EHS will continue to receive support for the NYSED CTE certified Business, Personal Training and Certified Nursing Assistant programs 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 it is 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.

- EHS will continue to partner with Erie I BOCES, which will provide afternoon and evening career and technical education courses to eleventh and twelfth grade students who chooses to enroll. The partnership with BOCES will provide students with an immediate alternative path to graduation.
- The following district wide professional development will be offered by the CTE Department and available to all CTE teachers at East High School:
 - Implementation of the Common Core in technical subjects to include lesson writing and integration of ELA and math
 - College and career readiness terminology and outcomes
 - Workshops that introduce and train teachers how to use the NYS Career Zone and how to devise Individual Development Plans

Tenth grade students will continue courses in English, mathematics, science and social studies that is based on the Common Core Learning Standards. Students in grades eleven and twelve will have the opportunity for credit recovery and/or preparation for Regents examinations. East High School SCEP plan will guide the instruction for the students in the phase-out school to provide continuity of curriculum covered in last year's classes

Math – A Full NYS approved common core aligned Math Curriculum will be in place for grades 10, 11 and 12 (9th graders will not be enrolled). During common planning time, math teachers will use the DDI process to identify individual student's skill deficits, monitor the success of each student's progress towards attaining the identified skill and re-teach as necessary. If a student needs more support services, students will be provided pull-out small groups tutoring or one-on-one tutoring during the school day provided by UB Liberty Partnership and D'youville Workforce Diversity

English – A full NYS approved common core aligned ELA curriculum will be in place for grades 10, 11, and 12 (New York State ELA Modules). During common planning time, ELA teachers will use the DDI process to identify individual student's skill deficits, monitor the

success of each student's progress towards attaining the identified skill and re-teach as necessary. In addition, a comprehensive contextualized curriculum for each CTE class will integrate academics with CTE skills. This new approach for integrating academics and CTE skills will provide additional support to students while EHS is phased out.

ELA and Literacy will be supported through hands-on CTE instruction. Reading, written communications, listening, and speaking are embedded in the career and technical education classes at ELCHS. Students who tested below benchmark (AIS) and/or student who need more support services will be provided with pull-out small groups tutoring or one-on-one tutoring during the school day offered by UB Liberty Partnership and D'Youville Workforce Diversity.

English Language Learners – ESL services will be provided in compliance with Part 154 regulations. ESL instruction will be aligned with the Common Core ELA and Mathematics curriculum modules, with appropriate modifications and supports. ESL teachers will pull out as per the state mandated requirements as well as act as support to content teachers 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. ESL students will continue to receive pull-out services according to ESL students are eligible to attend the after school 21st Century Program that is offered in conjunction with Child Adolescence Services. This program gives students the opportunity to get help with homework as well as tutoring in various subject areas. The following district wide professional development will be offered by the Multilingual Department and available to all ESL teachers at East High School:

- ESL teachers will learn how to meet the Common Core Learning Standards through sheltered instruction for ELLs
- ESL teachers will learn how to meet the Common Core Learning Standards through literacy and translanguaging
- ESL teachers will learn how to meet the Common Core Learning Standards through sheltered writing for ELLs

Special Education – East High School will continue to support 8:1:1 special class level of service at grades 10, 11, 12 and 15:1 special class service at grade 10. The curriculum will be aligned to the Common Core. Students who require resource room, consultant teacher, or integrated co-teaching will receive program services based on IEP recommendations. Additionally, students are eligible to attend the after school 21st Century Program that is offered in conjunction with Child Adolescence Services. This program gives students the opportunity to get help with homework as well as tutoring in various subject areas.

The following district wide professional development will be offered by the Special Education Department and available to all teachers at East High School:

- Classroom Management for special education teachers on how to implement effective classroom management strategies for students with disabilities that would encompass using effective classroom procedures, establishing routine, utilizing classroom rules that are observable and measurable
- IEP writing that would include training for special education teachers on how to write high quality Individualized Educational Plans for students with disabilities

- Integrated Co-Teaching for special education teacher in k-12 on identifying and defining six types of co-Teaching models and the effective usage of the models in classroom instruction

East Lighthouse Community High School

CTE – A comprehensive contextualized curriculum for each pathway in the program will integrate academics with CTE skills. In order to heighten the success of students achieving proficiency in the CCLS for both math and English, Read 180, System 44, and Math 180 will be utilized as the ELCHS intervention programs.

As the school begins to phase in, ELCHS, CTE students will participate in a unique sequence of study developed through a thorough planning process and approved by the Board of Education and the NYS Education Department. Students who graduate in the designated CTE program will receive a CTE endorsement on their high school diploma indicating that they are prepared to pursue future education and employment in career fields related to the respective career pathway, in addition to the Regents designation. Students are also eligible to receive integrated credits in English, science, and/or mathematics, participate in work-based learning opportunities, industry certifications, and earn college-level credit through agreements with post-secondary institutions including Erie Community College, Niagara University and Bryant and Stratton College.

All incoming ninth grade ELCHS students will take the state required Career & Financial Management CFM A and CFM B courses. Both CFM courses will be adjusted to highlight the career pathways offered at ELCHS. Ninth grade students will participate in a CTE sponsored “Career Major Day,” where they will receive an overview of each pathway that is offered. Guidance counselors will invite employers to meet with students to talk about careers and skills needed for each pathway. In addition, students will take a career survey before they declare their pathway interest that begins in tenth grade. Individual guidance meetings will be held before the first quarter of a student’s ninth grade year to look at the survey data, discuss academic and career goals and to select a pathway that supports those goals by high school graduation.

Business Marketing Media Pathways – Students in the Business Marketing and Management program develop skills to be successful in customer-focused careers and in running their own business. The program teaches students to examine consumer behavior, implement the principles of effective selling, and help businesses make strategic decisions on product development and pricing. Students also learn to use public relations and promotion tactics to meet the needs of customers and ensure businesses make a profit. Students gain valuable experience through hands-on real world projects and demonstrations, role plays, internships and capstone experience.

This program encourages creative thinking and promotes a strong sense of self-worth and accountability. Students will experience the world of business and earn certification.

Business Marketing Media Pathway can lead to career fields:

- Insurance Companies
- Health Agencies
- Small Businesses
- Corporations
- Governmental Agencies
- Telecommunication Companies
- Outside Sales w/ Territories
- Entertainment Organizations

- Advertising Agencies
- Marketing Firms or Marketing Departments
- Entrepreneur/Business Owner

Spa Specialty Pathways – Spa Specialty prepares students for New York State licensing as Nail Technicians and waxing specialists. Instruction includes anatomy and physiology, manicuring and pedicuring, hand and arm massage, electrolysis, application of artificial nails and tips, safety and sanitation. Retailing techniques, business practices, advanced services and employability skills will be enhanced through clinical and internship experiences. Students will gain the skills necessary to perform nail and wax services in area salons and day spas.

Upon completion of this program, students will be eligible to take the NYS License examination in Nail Specialty and Waxing.

Spa Specialty Pathway can lead to career fields:

- Nail Technician
- Esthetician
- Waxing Specialist
- Cosmetic and Nail Supplies Sales
- Salon Owner
- Instructor

English – The new school will use a literacy curriculum that is based on units of instruction aligned to the Common Core and published on www.engageny.org. The New York State Grades 9-12 ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC Frameworks.

Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which will provide information to teachers on whether students in their classrooms are achieving the standards. Modules will include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

In addition, a comprehensive contextualized curriculum for each CTE class will integrate academics with CTE skills (new to ELCHS). ELA and Literacy will be supported through hands-on CTE instruction. Reading, written communications, listening, and speaking are embedded in the career and technical education classes at ELCHS. Students who tested below benchmark (AIS) and/or student who need more support services will be provided with pull-out small groups tutoring or one-on-one tutoring during the school day offered by UB Liberty Partnership and D’Youville Workforce Diversity

Math – The school will use a mathematics curriculum that is based on units of instruction aligned to the Common Core and published on www.engageny.org. The NYS Courses for Algebra I, Geometry, and Algebra II are designed in accordance with PARCC Model Content Frameworks for High School Mathematics and focus on the standards for mathematical practice

(Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, Look for and express regularity in repeated reasoning).

In addition, a comprehensive contextualized curriculum for each CTE class will integrate academics with CTE skills (new to ELCHS). Math and numeracy will be supported through hands-on CTE instruction. Reading, written communications, listening, and speaking are embedded in the career and technical education classes at ELCHS. Students who tested below benchmark (AIS) and/or student who need more support services will be provided with pull-out small groups tutoring or one-on-one tutoring during the school day offered by UB Liberty Partnership and D'Youville Workforce Diversity

English Language Learners – ESL services will be provided in compliance with Part 154 regulations. ESL instruction will be aligned with the Common Core ELA and Mathematics curriculum modules, with appropriate modifications and supports. ESL teachers will pull out as per the state mandated requirements as well act as support to content teachers assisting with instructional strategies and lesson modifications. Administrators will work closely with all teachers who have ELL students in their classes to assure that the translation from instructional theory to instructional practice is happening at a rate that is beneficial to student achievement. Teachers who need extra support and assistance in helping their students achieve the goals of the improvement plan will be provided with extra assistance from their administrators and/or other staff development professionals. The monitor/evaluation process will assure that ineffective instructional practices will no longer occur.

Special Education – ELCHS 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, ELCHS has an exemplary community-based program that provides specialized support for students that have more substantial needs.

As the new school phases in, ELCHS will implement an integrated academic and career-focused curriculum. The targeted programs for this proposal has technical curriculum meeting national and New York State standards that provide technical preparation in a career fields.

ii. Instruction

East High School

As EHS phases out, teachers will improve their use of instructional objectives to meet the Common Core Learning Standards. One of the glaring issues of EHS and noted in the DTSDE was the lack of planned and coherent instructional delivery. At the root of this are basic elements of effective instruction that are lacking. For example, lesson planning lacks instructional objectives that reflect CCLS and expected student outcomes. This primary focus on instructional objectives is to better guide teaching and learning in a manner that is clearly communicated and focused, allowing both students and teacher to fully understand the purpose of the lesson, ensuring that learning will be measured.

As EHS engages in the work around instructional objectives particular emphasis will be placed on ensuring lessons have a focus and purpose, allow students to articulate in their own words what the learning objective is and to what extent they need to show mastery to ensure the teacher recognized their learning. Finally a critical aspect is monitoring student learning to ensure opportunities to practice, reteach review and preview the content are available and used regularly in the teaching and learning cycle.

The use of scaffolded instruction will be pivotal to ensuring student access to learning the content that provides multiple access points. For example, teachers will pre-teach unfamiliar vocabulary prior to a lesson. Teachers will communicate the purpose of a learning activity and the learning goals that are expected to be achieved. The use of utilizing exemplars or models of an assignment will ensure that students are successful.

As EHS phases out, differentiated instructional strategies will be selected based on student readiness, interests, and student profile (e.g., whole child). Because of diverse learning needs, our students need differentiation in product, process and content of learning according to their leaning style, interest, and readiness. Teachers will deliver differentiated instruction through flexible grouping, tiered text, targeted learning, different learning process and product choice, etc. In addition, these strategies correlate strongly to the ongoing assessment tools being utilized by the teacher and shared during common planning time meetings utilizing the DDI cycle.

The integrated implementation of these targeted instructional components (objectives, scaffolding, and differentiated instruction) will be through the **Multi-Tiered System of Support (MTSS)** also known as Response to Intervention (RtI). Through MTSS, EHS will provide the appropriate level of instruction and intervention, as well as behavioral & health supports for all students. Using performance data (teacher made assessments, State Assessments, common formative assessment yielding from Illuminate, attendance and office discipline referrals) to monitor the learning rates and social emotional development of students, help educators make informed instructional decisions to meet the needs of students from different backgrounds, levels of language proficiency, learning styles, and levels of attainment.

The foundation of MTSS/RtI is a problem solving process which utilized data to drive decisions around academics and behavior. During common planning time teachers will review student data and engage in the following cycle:

- Step I: Problem Identification – What exactly is the problem?
- Step II: Problem Analysis – Why is the problem occurring?
- Step III: Intervention Design and Implementation – What exactly are we going to do about it?
- Step IV: Response to Instruction/Intervention – Is the plan working?

The application of a problem-solving process across the three tiers is the most critical component of an effective MTSS system. It is critical for making needed instructional adjustments to ensure continual improvements in both the level of student performance and the student's rate of progress. The problem-solving process in MTSS is a recursive, self-correcting, ongoing methodology for effective decision making at all levels of the system.

Data yielded from the EWI system (core subjects, attendance, and behavior), will allow students to be monitored to ensure they are on track for graduation. Teachers will utilize data to monitor and adjust student placement across the Tiers described below..

Tier 1 - Universal Core academic and behavior instruction and support provided to all students in all settings. All students will have equitable access to Common Core Curriculum.

Tier 2 - More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum. Some students will receive Tier 2 intervention strategies, so students can master the common core curriculum.

Tier 3 - The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual and small group student needs provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. Few students will receive Tier 3 intervention strategies, so student can master the common core curriculum. This includes, but not limited to a significant increase of time with the core curriculum and instructional intensity on a narrowly focused set of skills for academic and or behavior.

East Lighthouse Community High School: Lesson planning establishes a road map for instructors of what is taught and how it needs to be taught. Because lesson plans incorporate ongoing assessments that determine how well learners understand concepts and skills, instructors are able to make mid-course changes in instructional procedures and/or provide additional support to learners. Instructors and learners benefit from thoughtful lesson planning. Teacher's lesson plans will provide a framework for instruction, and guide implementation of standards-based education. ELCHS teachers will intentionally plan lessons that will include the instructional objective of the lesson, activate prior knowledge, activities that support the desired objective and outcome and plan for guided and independent practice.

Using Engagement Strategies to Facilitate Student's Learning and Success

Students will be actively engaged in their learning

As the new school phases in, students will be actively engaged and use hands-on lessons that require students to use multiple modalities of learning and higher-order thinking to construct meaning and knowledge. The use of engagement strategies is a powerful teaching tool critical in promoting student's achievement because it focuses students on learning, supports learning specific skills and concepts and provides children positive associations with learning.

At ELCHS students will be engaged as they move through the CTE Pathways. ELCHS will offer two Career and Technical education (CTE) pathways; Spa Specialty Pathway and Business Marketing and Media Pathways. A comprehensive contextual curriculum for each pathway will integrate academics with CTE. This strategy provides students with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education and enter a career field prepared for ongoing learning (Partnership for 21st Century Skills, Association for Career and Technical Education, & National Association of State Directors of Career Technical Education Consortium, 2010).

CTE pathways provide an organizational structure for developing programs of study while building connections to skills needed for student to be college and career ready. These pathways help to create relevance for students in all subject areas. This relevance translates into improved

student engagement in the learning process and more in-depth comprehension of the skill being learned.

Cooperative learning structures are very effective instructional strategies that actively engage students in learning. Working with others is an important skill. Incorporating cooperative learning activities into lessons will prepare students for real world careers. At ELCHS we will use peer-peer, formal and informal cooperative learning groups to develop the type of intellectual exchange that fosters problem solving.

Implementation of these core components (lesson planning, CTE Integrated curriculum and active engagement) will be coordinated through the MTSS/RtI framework. Through MTSS, ELCHS will provide the appropriate level of instruction and intervention, as well as behavioral & health supports for all students. Using performance data (teacher made assessments, State Assessments, common formative assessment yielding from Illuminate, attendance and office discipline referrals) to monitor the learning rates and social emotional development of students, help educators make informed instructional decisions to meet the needs of students from different backgrounds, levels of language proficiency, learning styles, and levels of attainment.

The foundation of this is using a problem solving cycle during common plan time that utilized data to drive decisions around academics and behavior. The teachers will review the data and engage in the following cycle:

- Step I: Problem Identification – What exactly is the problem?
- Step II: Problem Analysis – Why is the problem occurring?
- Step III: Intervention Design and Implementation – What exactly are we going to do about it?
- Step IV: Response to Instruction/Intervention – Is the plan working?

The application of a problem-solving cycle across the three tiers is the most critical component of an effective MTSS system. It is critical for making needed instructional adjustments to ensure continual improvements in both the level of student performance and the student's rate of progress. The problem-solving process in MTSS is a recursive, self-correcting, ongoing methodology for effective decision making at all levels of the system.

Data yielded from the EWI system (core subjects, attendance, and behavior), will allow students to be monitored to ensure they are on track for graduation. Teachers utilize data to monitor and adjust student placement across the Tiers described below.

Tier 1 - Universal Core academic and behavior instruction and support provided to all students in all settings. All students will have equitable access to Common Core Curriculum and CTE Pathways.

Tier 2 - More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum. Some students will receive Tier 2 intervention strategies, so students can master the common core curriculum.

Tier 3 - The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual and small group student needs provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. Few students will receive Tier 3 intervention strategies, so student can master the common core curriculum. This

includes, but not limited to a significant increase of time with the core curriculum and instructional intensity on a narrowly focused set of skills for academic and or behavior.

An integral part of MTSS will include research-based interventions. ***READ 180, Math 180, and System 44 Next Generation*** are comprehensive systems of intervention for ELA and Math. Designed to meet the needs of students whose reading and math achievements are below the proficient level, these systems provide individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading, writing, and mathematical skills, and algorithmic grouping support for data-driven differentiation. The core components of the systems have been designed to address literacy, language, and mathematical problem areas for intensive, accelerated, and extensive reading and mathematics instruction

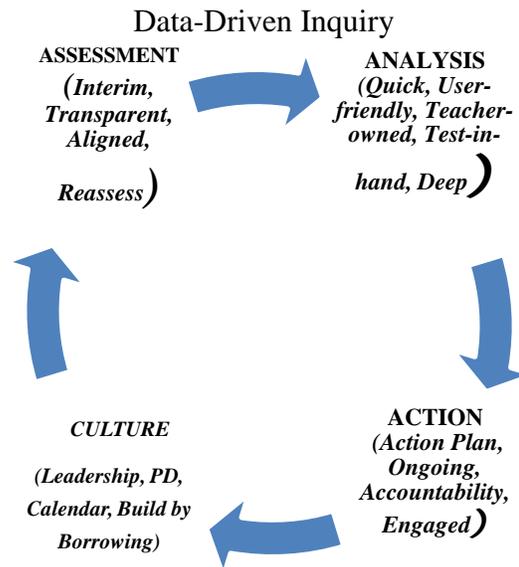
EJCHS students that have not achieved proficiency will be enrolled in a double period ELA course. In addition to the Core ELA class, students will be provided Tier 2 AIS support. Students that are 1 to 2 years below grade level will utilize Read 180. Students that are at least 3 years below grade level will receive the System 44 as the Tier 3 AIS intervention program. Both Tiers 2 and 3 provide students the opportunity to attain the needed skill to achieve success on the 9th grade Common Core ELA modules, as well as develop literacy skills needed for success in all subject areas. Mathematics will follow the same suit – Tier 2 AIS intervention will be Math 180. Tier 3 AIS will be teacher driven instruction that focuses directly on the skills students need to be successful in CCLS math.

iii. Use of Time

Please see Attachment 9 and 10 for Phase-Out and Phase-In student schedules.

iv. Data-Driven Instruction and Inquiry

East High School and East Lighthouse Community High School: As the old school phases out and the new school phases in, the faculty will focus on establishing a Data Rich environment utilizing DDI process (culture, analysis, action and assessment) in conjunction with EWI tool that charts three tiers of intervention. Both schools will provide students with instruction and interventions in direct response to their academic areas of need. Teachers and administrators will focus on ACTION (Proactive Corrective Actions) in the “data-driven culture” process, for the purpose of informing instruction in all aspects of the curriculum as evidenced by formal and informal observations by administrators. In response to the needs assessment and in line with the goal for the SIG period, teachers will have two days per six-day cycle to conduct data analysis and action planning. Administration and Instructional Coach will create a coherent system of assessment and data collection in Common Planning Time meetings that will allow for:



- A timely dissemination of data for targeting students who are most in need of assistance.
- Integrated classroom and standardized assessments for instructional decision-making.
- Differentiation of instruction and curricula based on student needs
- Easy correlation among student assessments, classroom data, and teacher assessments for school wide coherence

Attachment 11 - Schedule for Administering Common Interim Assessments. (Will submit upon completion)

v. Student Support

East High School: As the old school phases out, the student support team will continue to use the EWI system and database for students that are phasing out of EHS to:

- Track the risk factors associated with “at risk” behaviors for individual students.
- Implement tiered interventions that support off-track students before they fall “at risk.”
- Look for patterns and identify school climate issues that may contribute to disproportionate “at risk” rates at a subset of high schools or within subpopulations of students Collect and analyze the data AND monitor the success of the interventions.

Using MTSS, the Student Support Team (chaired by school psychologist) will share the information with grade-level teacher teams to develop strategic action steps to problems uncovered during weekly data analysis sessions.

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.

Guidance Department – Job embedded professional development for guidance counselors 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 that 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 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 District sponsored credit accrual program at McKinley High School or can avail themselves to Grad Point for credit recovery to make up additional credits that they are in need of.

East Lighthouse Community High School

Promoting Personalized and Caring Relationships between Adults and Students: As the new school phases in, ELCHS will implement an advisory program for all incoming 9th grade students. Advisory connects students and staff in ways that can decrease the pervasive anonymity in large high schools that has been correlated with dropout (Youth Transitions Task Force, 2006). Advisory is a non-credited class that fosters positive relationship building between a small group of students and an adult advisor. The advisor helps build positive relationships among students, tracks grades, acts as a liaison between the students, teacher, and parent, and the advisor encourages academic and personal student success. Advisory offers students an opportunity to connect to a peer group. The program will be a direct link between a student's emotional and social experience and academic achievement.

Advisory will use the CollegeEd curriculum, created by the College Board. This is a standards-based college planning and career exploration program for middle and high school students. The CollegeEd program builds on the College Board's more than 100 years of experience in guiding students on the path to college. It provides lessons and activities designed to help students

develop the skills to meet their goals in life. CollegeEd topics are organized around three consistent themes: "Who Am I?", "Where Am I Going?" and "How Do I Get There?" Lessons are written by experienced counselors and AP teachers. CollegeEd offers flexible options for teaching, implementation and family involvement. The program consists of three levels, each with its own student workbook and accompanying educator guide.

Strategies Possible Plan	Goals and Objectives	Measurable Goals
1. Implement a student advisory program starting with the incoming 9 th grade students. Advisory will be a structured part of the school's schedule in which small groups of students will be assigned to a teacher or staff member who assists the student in achieving his or her academic and personal goals.	<ul style="list-style-type: none"> • Every student at East High School knows that someone – a staff member – really cares about him/her. • All students have educational, career and personal goals toward which they will be working and can see their courses as useful in reaching these goals. • All parents will personally know someone at school whom they can call – who really knows their child – and how well they are doing. • All school staff will have the opportunity to develop close connections and mentoring relationships with a small group of students throughout their 8th grade/high school years. 	<ul style="list-style-type: none"> • Office Discipline Referrals will decrease from September to June by 90% • Attendance rate will improve from September to June to 90% • DASA reports will be reduced from September from June by 90%. • 100% of our students that graduate will be accepted to college

vi. School Climate and Discipline

Restorative Practices – As the old school phases out and the new school phases in, all adults in the building will be trained in the Restorative Practice protocols.

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

Positive Behavior Intervention and Support (PBIS) – As the old school phases out and the new school phases in, both schools will implement the PBIS three-tiered data-driven framework.

vii. Parent and Community Engagement

East High School: EHS will maintain a Parent Coordinator and a dedicated staff person to serve as a liaison between the school and families. The Parent Coordinator and the dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting

to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report.

Parent Event Nights: Held at least one time each month, 2 hour event that includes celebrations of their child's successes in conjunction with needed services, to be determined by parent surveys and communication.

EHS will maintain an open-door policy and encourage our parents to meet their children at lunch or to come in and join their child for presentations

East Lighthouse Community High School: As the new school phases in, ELCHS will actively engaged parents; caregivers and community members as an essential ingredient in the ELCHS. ELCHS will build a systems and capacity that allow school staff and families to establish collaborative partnerships that support students' academic success and transform school by:

- fostering collaborative decision-making that includes participation from principals, parents, teachers, school staff, and community leaders around the school plan
- Creating a school as a hub of family and community activities and building family-school partnerships around student learning

ELCHS will maintain a Parent Coordinator and a dedicated staff person to serve as a liaison between the school and families.

I. Training, Support, and Professional Development

i. School Involvement in Development of Plan

East High School: The school professional development plan was developed by the EHS leadership team aligned to the CSEP, DTSDE finding and Phase-Out Plan. (*Attachment 2*)

East Lighthouse Community High : The school professional development plan was developed by the ELCHS leadership team and aligned to the implementation of the SIG 6. (*Attachment 3*)

ii. Implementation Period

Please See Attachments 2 and 3

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?

Both the phase out and phase in schools will analyze professional development outcome data, reflect on implementation fidelity, and determine 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 and whether teachers are likely to apply new knowledge and skills in their professional practice
- An analysis of benchmark assessments, common formative assessments, daily formative assessments, and student work
- 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.

ATTACHMENT 13

Year-1 Implementation Period – Goals and Key Strategies

East High School

<p>Goal #1: To increase the number of students scoring proficient on the Common Core ELA assessment by 5.5%. In 2015-2016 we will have 27.5% of the students scoring proficient on the Common Core ELA.</p>				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Instructional coaching	<p>Improved instructional knowledge and skills among teachers</p> <p>Application of instructional shifts and best practices in instruction as measured by instructional observations</p> <p>Increased student achievement</p> <p>Increased use of instructional technology practices and resources</p> <p>Incorporation of additional curricular materials that reflect rigorous college and career standards</p>	September 2015 – June 2016	Administration, instructional coaches, teachers and school leadership teams
		<p>Collaborative planning</p> <p>Time for collaboration build into the school day and calendar</p> <p>Team norms to guide collaboration</p> <p>8-10 essential common per semester by courses and content area</p> <p>Common assessments</p> <p>Grade-level/content-based improvement strategies</p>		

ATTACHMENT 13

	Professional development on CCLS	<p>Unit planning and lesson development in alignment with CCLS</p> <p>Implementation of common set of instructional practices that support increased discourse in literacy and mathematics</p> <p>Teachers identify and execute new ways of differentiating instruction within the modules</p>	September 2015 - 2016	District administrators, administrators, instructional coaches
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Goal #2: To increase the number of students scoring proficient on the Common Core Algebra assessment by 2.0%. In 2015-2016 we will have 8.2% of the students scoring proficient on the Common Core Algebra assessment.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Instructional coaching	<p>Improved instructional knowledge and skills among teachers</p> <p>Application of instructional shifts and best practices in instruction as measured by instructional observations</p> <p>Increased student achievement</p> <p>Increased use of instructional technology practices and resources</p> <p>Incorporation of additional curricular materials that reflect rigorous college and career standards</p>	September 2015 – June 2016	Administration, instructional coaches, teachers and school leadership teams

ATTACHMENT 13

Goal #3: To develop and ensure that unit and lesson plans used include data-driven instruction protocol that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Developing plans aligned to the CCLS	<p>Unit planning and lesson development in alignment with CCLS</p> <p>Implementation of common set of instructional practices that support increased discourse in literacy and mathematics</p> <p>Teachers identify and execute new ways of differentiating instruction within the modules</p>	September 2015 – June 2016	District administrators, administrators, instructional coaches and teachers
Teacher Capacity	DDI training and school wide protocol	<p>Increased number and use of formative assessments</p> <p>Increased number of lesson plans with differentiated instructional activities</p>	September 2015 – June 2016	Teachers, instructional coaches, administration

ATTACHMENT 13**East Lighthouse Community School**

Goal #1: During Year 1 EHLCS 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.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Hiring	N/A	Administrator and Teachers with turnaround experience will be hired and in place for September 2016.	September 2015 – June 2016	Human Resource Department

Goal #2: 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.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Professional development	N/A	Having a solid and planned professional development plan read to be implemented starting September 2016.	September 2015 – June 2016	Administrators and partners
Restorative Justice	N/A	Training for the administrators of the school.	September 2015 – June 2016	Administrators and partners

Goal #3: ELCHS will have schedules and programs in place to reach the targets identified on Attachment B.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Schedules and resources in place (EWI, RtI,etc.)	N/A	Ensuring that student schedules are in place for the incoming students to ensure academic success	September 2015 - une 2016	Administrators

J. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

Please see Attachment 12 for Updates to Stakeholders

K. Project Plan and Timeline

i. Year-1 Implementation Period—Goals and Key Strategies

See Attachment 13 Year-1 Implementation Period- Goals and Key Strategies Chart

ii. Early Wins

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

- Increase of students scoring at the proficiency level to 27.5% on the Common Core ELA assessment.
- Increase of students scoring at the proficiency level to 8.2% on the Common Core Algebra assessment.

East Lighthouse Community High School Early Wins:

- 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 schools districts’ “charting the course” monthly meetings, East 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.

These meetings will be driven by the leading indicators of success outlined earlier. EHS 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. EHS will review targets set forth in *Attachment B* on at least a quarterly basis.

East Lighthouse Community High School Leading Indicators: Adapted from other schools districts’ “charting the course” monthly meetings, ELCHS 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, the school leader will work with district staff to create an action plan to address issues or concerns. These meetings will be focused on core strategies for improving student outcomes as indicated in SIG application. These meetings will be driven by the leading indicators of success outlined earlier. EHS 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. EHS 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 - #307 East High School	
Report Prepared By:	Danielle Schwanekamp/Diane Andreana	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	14202
	<i>City</i>	<i>Zip Code</i>
Telephone # of	<input type="text"/>	
Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	bpsgrants@buffaloschools.org	
Project Funding Dates:	9/1/2015	6/30/2016
	Start	End
	REVIEWED / RECOMMENDED	

2015 JUL 21 AM 10:30

RECEIVED
SPECIAL PROJECTS DEPT.

INSTRUCTIONS
<ul style="list-style-type: none"> ● 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 of 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/.

Richard Thompson 7/21/15

SUPPLIES AND MATERIALS

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$1,115
Description of Item	Quantity	Unit Cost	Proposed Expenditure
EAST HIGH SCHOOL #307			
Instructional Materials	varies	varies	1,115

TRAVEL EXPENSES

			Subtotal - Code 46	\$22,110
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures	
EAST HIGH SCHOOL #307				
Employee PLO/Conference:				
2 admin; 5 staff	International Institute for Restorative Practices	\$1,655/attendee x 7 attendees	11,585	
(Administration and staff from phase-out school)	Basic Restorative Practices			
	Baltimore, MD			
	November 9 - 12, 2015			
2 admin; 3 staff	International Institute for Restorative Practices	\$2,105/attendee x 5 attendees	10,525	
(Administration and staff from phase-in school)	Basic Restorative Practices			
	Chicago, IL			
	November 16 - 19, 2015			

EMPLOYEE BENEFITS			
		Subtotal - Code 80	\$74,367
Benefit			Proposed Expenditure
Social Security		0.0765	17,070
Retirement	New York State Teachers	0.1326	29,588
	New York State Employees	0.178	0
	Other - Pension		
Health Insurance	Admin	16,218	
	Teachers (1.5 FTE @ 10 months)	15,105	18,882
	PCTEA	11,660	
	Aides/Assistants	9,964	
Worker's Compensation		0.0315	7,029
Unemployment Insurance		0.005	1,116
Other (Identify)			
Supplemental Benefits	Admin.	530	
	Teachers (1.5 FTE @ 10 months)	525	657
	PCTEA	575	
	Aides/Assistants	540	
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance	(1.5 FTE @ 10 months)	19.80	25

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	\$388,725
B.	Approved Restricted Indirect Cost Rate	3.10%
C.	Subtotal - Code 90	\$12,050

For your information, maximum direct cost base = \$487,950

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$223,133
Support Staff Salaries	16	\$0
Purchased Services	40	\$167,225
Supplies and Materials	45	\$1,115
Travel Expenses	46	\$22,110
Employee Benefits	80	\$74,367
Indirect Cost	90	\$12,050
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$500,000

REVIEWED / RECOMMENDED

Richard Thompson 7/21/15

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 3801-3812).

7/21/15 *[Signature]*
 Date Signature

Darren J. Brown, Interim Superintendent

Name and Title of Chief Administrative Officer

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

Finance: Logged _____ Approved _____ MIR _____

Grant Name:

SIG Cohort 6 - #307 East High School

Buffalo City School District

Code 45 - Supplies & Materials

Line Description	Quantity	Item (please be specific)	Price Each	TOTAL
<i>Instructional Supplies</i>				
	20	<i>Teach Like a Champion (Lemov)</i>	\$ 25.00	500
	2	Professional Restorative Practices Library	\$ 307.50	615
				-
				-
				-
			TOTAL	1,115

BUDGET NARRATIVE

SIG COHORT 6 RFP #TA-16

#307 EAST 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
East High School/East Lighthouse Community High School	Early Warning Indicator Support Teacher (1.0 FTE)	15	55,037	56,138	57,261	0	0	To provide instructional support in the use of the Early Warning Indicator system.	As the new school phases in, this position will be able to be purchased through the School Based Budgeting process.
East High School/East Lighthouse Community High School	Attendance Teacher (0.5 FTE)	15	32,500	0	0	0	0	To assist East High School increase student attendance as the school phases out.	As the new school phases in, this position will be able to be purchased through the School Based Budgeting process.
East High School/East Lighthouse Community High School	Substitutes - Teacher	15	40,320	40,320	40,320	10,080	5,040	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.
East High School/East Lighthouse Community High School	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.
East High School/East Lighthouse	Teacher Ancillary – Daily Rate - PD	15	63,300	63,300	93,300	54,500	27,250	Full days of related professional development on Saturdays or during the	As the grant concludes, teachers will be knowledgeable about program delivery and

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
Community High School								summer to support the work of the school improvement grant.	instructional strategies to support the sustainability beyond the period of the grant.
East High School/East Lighthouse Community High School	Admin Ancillary – Daily Rate – PD	15	2,800	2,800	2,800	2,800	2,800	To participate and manage full days of related professional development on Saturdays during the school year 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.
East High School/East Lighthouse Community High School	Curriculum Committee Member – Admin	15	9,677	9,677	9,677	9,677	4,838	To allow administrators to participate in after-hours curriculum development.	At the conclusion of the grant, teachers will have developed a curriculum library that will be available for long term use.
East High School/East Lighthouse Community High School	Curriculum Committee Member – Teacher	15	18,624	18,624	24,625	18,624	9,312	To allow teachers to participate in curriculum development.	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.
East High School/East Lighthouse Community High School	Contract Services: Southern Regional Educational Board	40	100,000	100,000	100,000	60,000	60,000	Southern Regional Educational Board will be the Turnaround Partner for phase-out and phase-in schools. Buffalo State college will provide continuing professional development and mentoring within the framework of	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
								their Turnaround model.	
East High School/East Lighthouse Community High School	Contract Services: Houghton Mifflin Harcourt	40	0	49,104	4,500	4,500	4,500	Year 2 includes implementation training and in-classroom support. Year 1 also includes new licenses for System 44. Years 3 – 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 East Community Lighthouse High School.
East High School/East Lighthouse Community High School	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.
East High School/East Lighthouse Community High School	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.
East High School/East Lighthouse Community High School	Instructional Materials	45	1,115	2,000	2,000	2,000	2,000	To purchase 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.
East High School/East Lighthouse Community High School	Employee Conference/PLO	46	22,110	11,000	11,000	5,000	5,000	Year 1 will include travel to the International Institute for Restorative Practice for professional on basic restorative practices. Subsequent employee conference travel will be	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
								determined by the Continuation Plan.	
East High School/East Lighthouse Community High School	Employee Benefits	80	74,367	63,903	74,367	32,181	74,367	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 East High School/East Lighthouse Community High School	Indirect Cost	90	12,050	15,034	12,050	7,538	11,793	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 - East 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	 7/21/15

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

PROJECT/CONTRACT # RFP TA-16

I, Darren J. 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

7/21/15

Date

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME: Buffalo City School District
East High School #307
TELEPHONE: 716-816-3625
EMAIL: BPSGrants@buffaloschools.org
ADDRESS: 419 City Hall
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):

MBE Waiver - A waiver of the MBE goal for this procurement is requested. WBE Waiver - A waiver of the WBE goal for this procurement is requested.

Total Partial % Total Partial 50.1%

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: _____

PREPARED BY (Signature): *[Signature]* DATE: 7/20/15

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

TITLE OF PREPARER: Interim Superintendent

TELEPHONE: 716-816-3625

EMAIL: BPSGrants@buffaloschools.org

FOR AUTHORIZED USE ONLY

REVIEWED BY: _____

DATE: _____

WAIVER GRANTED YES NO
 TOTAL WAIVER PARTIAL WAIVER
 ESD CERTIFICATION WAIVER NOTICE OF DEFICIENCY
 CONDITIONAL WAIVER
 COMMENTS: _____

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 - East 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 RFP No.: TA-16

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME REACH Educational Solutions ADDRESS 557 Grand Concourse Suite 3-167 CITY, ST, ZIP Bronx, NY 10451 PHONE/E-MAIL 646-389-8228/mgfields@reachedsolutions.com FEDERAL ID No. 47-2322388	NYS ESD Certified MBE _____ WBE <u>X</u>	DTSDE Survey and DTSDE Surveys	\$ <u>18,000</u>
NAME _____ ADDRESS _____ CITY, ST, ZIP _____ PHONE/E-MAIL _____ FEDERAL ID No. _____	NYS ESD Certified MBE _____ WBE _____		\$ _____

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

TELEPHONE/E-MAIL: 716-816-3625/BPSGrants@buffaloschools.org

 7/24/17

DATE

M/WBE 100

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

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

New York State Education Department:
State 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 - #307 East 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: [Signature] Darren J. Brown, Interim Superintendent
 Date: 7/1/15 Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

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
7/20/2015
 Date

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

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			1	1			
Professionals	26	129	597	68		4	2			2278	299		29	11				
Technicians			16	4						4	9		1					
Sales Workers																		
Administrative Support Workers	1	26	10	2			1			137	79			3				
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: 7/24/15
 NAME AND TITLE OF PREPARER: Darren J. Brown, Interim Superintendent TELEPHONE/EMAIL: 716-816-3625/bpsgrants@buffaloschools.org

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) - SIG Cohort 6 - RFP #TA-16

Applicant Name: Buffalo City School District - East High School #307

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	223,233	
3.	Support Staff Salaries	0	
4.	Fringe Benefits	74,367	
5.	Indirect Costs	12,050	
6.	Rent/Lease/Utilities*	0	
7.	Sum of lines 2, 3, 4, 5, and 6		319,650
8.	Line 1 minus Line 7		180,350
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		36,070

*If not included in #5

Section Not Applicable

Section Not Applicable

Attachment D - (1003g) Budget Summary Chart

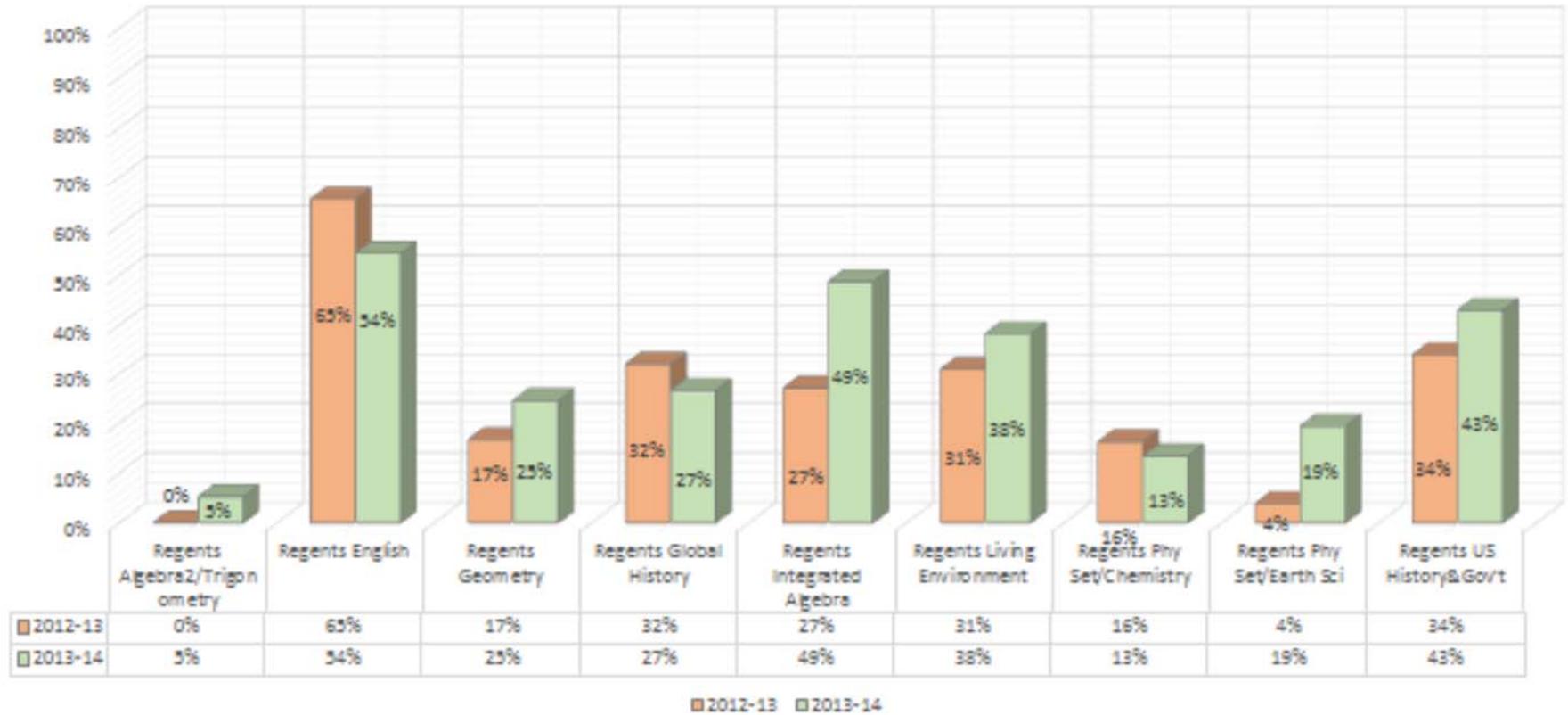
Agency Code			140600-01-0000					
Agency Name			Buffalo City School District – East High School #307					
Year 1 Implementation Period (September 1, 2015 - June 30, 2016)			Year 2 Implementation Period (July 1, 2016 - June 30, 2017)			Year 3 Implementation Period (July 1, 2017 - June 30, 2018)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	233,133	Professional Salaries	15	191,734	Professional Salaries	15	228,858
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40	167,225	Purchased Services	40	216,329	Purchased Services	40	171,725
Supplies and Materials	45	1,115	Supplies and Materials	45	2,000	Supplies and Materials	45	2,000
Travel Expenses	46	2,210	Travel Expenses	46	11,000	Travel Expenses	46	11,000
Employee Benefits	80	74,367	Employee Benefits	80	63,903	Employee Benefits	80	74,367
Indirect Cost (IC)	90	12,050	Indirect Cost (IC)	90	15,034	Indirect Cost (IC)	90	12,050
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	96,556	Professional Salaries	15	50,115	Professional Salaries	15	790,396
Support Staff Salaries	16		Support Staff Salaries	16		Support Staff Salaries	16	
Purchased Services	40	106,725	Purchased Services	40	106,725	Purchased Services	40	768,729
Supplies and Materials	45	2,000	Supplies and Materials	45	2,000	Supplies and Materials	45	9,115
Travel Expenses	46	5,000	Travel Expenses	46	5,000	Travel Expenses	46	54,110
Employee Benefits	80	32,181	Employee Benefits	80	32,181	Employee Benefits	80	319,185
Indirect Cost (IC)	90	7,538	Indirect Cost (IC)	90	7,538	Indirect Cost (IC)	90	58,465
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

ATTACHMENT 1: TWO-YEAR REGENTS TREND DATA

2 Year Trend Data 2012-13 to 2013-14

#307 East School



ATTACHMENT 2: Professional Development Plan that Supports East High School Phase-Out

Action Steps	Time Line	Who is Responsible	Measure	Intended Audience
<p>Job-embedded PD around DDI process, specific to action planning “Proactive Corrective Actions”</p> <p>Differentiation of Instruction</p> <p>Use data in the classroom to inform, guide and modify instruction.</p> <p>Data:</p> <ul style="list-style-type: none"> •Assessments •Analysis •Action •Culture <p>It include a step for collecting and preparing data about student learning from a variety of relevant sources, After preparing data for examination, teachers will interpret the data and develop hypotheses about factors contributing to students’ performance and the specific actions they can take to meet students’ needs. Teachers will test these hypotheses by implementing changes to their instructional practice.</p>	<p>Teacher Organizational Day and continuing during common planning time, early release and superintendent’s conference days</p> <p>Four ½ days with substitute to be provided. To be conducted by subject area</p>	<p>Office of Shared Accountability</p>	<p>Administrator will use the District Data Analysis Meeting Minutes</p> <p>Administrators participate in common planning time and the DDI process</p> <p>Administrator Walkthrough Protocol will be used for low inference evidence of professional practice in the use of data to inform, guide and modify instruction</p>	<p>East High School Staff</p>
<p>Implementation of East High Schools Classroom Rocks. CCLS).</p> <p>East High’s “3 Big Classroom Rocks” (reading closely for textual details, reading, utilizing primary sources, deep understanding).</p>	<p>Introduction during Teacher Organizational Day.</p> <p>Job embedded professional development during common planning time on learning to</p> <p>1. Read text closely: attending to details, language, and</p>	<p>Administration; Instructional Coaches; District Coaches</p>	<p>Administrator Walkthrough Protocol for low inference evidence found in classrooms of the implementation of the CCLS (reading closely for textual details, reading,</p>	<p>East High School Staff</p>

ATTACHMENT 2: Professional Development Plan that Supports East High School Phase-Out

Action Steps	Time Line	Who is Responsible	Measure	Intended Audience
	<p>perspective; posing and responding to text-dependent questions; and analyzing connections and relationships to deepen understanding.</p> <p>2. Utilizing primary sources: require students to digest and apply information using discipline-specific skills, such as analysis, comparing sources, persuasive writing, and research.</p> <p>3. Deep Understanding: students demonstrate deep conceptual understanding of core math concepts by applying them to new situations as well as writing and speaking about their understanding</p>		<p>utilizing primary sources, deep understanding). Administrators will ensure that each teacher is writing and speaking to their Mastery Objectives through daily walkthroughs. Lesson plans will state the Mastery Objective and will indicate how the teacher will know it was met.</p>	
<p>Expectation that each classroom has an objective written on the board delineating what skill the teacher wants the student to learn and how the teacher is going to assess the skill has been mastered.</p>	<p>Job embedded professional development during common planning time based on Mastery Objectives Thinking: “What exactly do I want students to know and be able to do when this lesson is over?” “How will I know they have learned it, that is, what will I take as evidence that the objective has been met?”</p>	<p>Administration; Instructional Coaches; Lead Transition Facilitator</p>	<p>Administration will check lesson plans once a month and provide feedback as necessary to ensure objectives are activity based</p> <p>Administration Walkthrough Protocol for low inference evidence</p>	<p>EHS Faculty</p>

ATTACHMENT 2: Professional Development Plan that Supports East High School Phase-Out

Action Steps	Time Line	Who is Responsible	Measure	Intended Audience
	<p>Are learning objectives clear to both teacher and students? Are the objectives appropriately aligned with district and curriculum standards and matched to the students' learning needs; are they challenging, attainable, and worth knowing? How will attainment of learning objectives be assessed?</p>		<p>found in the classroom on written objectives.</p>	
<p>Integrated Curriculum</p>	<p>Introduction during Teacher Organizational Day Job embedded professional development during common planning time District wide professional development will be offered by the CTE Department during Early Release Days and Superintendent Conference Days on the implementation of the Common Core in technical subjects to include lesson writing and integration of ELA and math</p>	<p>Administration; Instructional Coaches; District Coaches; CTE Director; Subject Directors</p>	<p>Administrator Walkthrough Protocol for low inference evidence of integrated curriculum found in the classrooms</p> <p>Administration will review lesson plans for curriculum alignment.</p> <p>Leadership will participate in job embedded professional development on how to integrate curriculum in a classroom during common planning time meetings.</p>	<p>East High CTE Teachers and EHS Core area teachers</p>

ATTACHMENT 3: Professional Development Plan to Support ELCHS Phase-In

Action	Time Line	Who is Responsible	Measure	Intended Audience
<p>School wide data-driven structure Teachers and leaders will get extensive professional development in the keys of Driven by Data:</p> <ul style="list-style-type: none"> •Assessments •Analysis •Action •Culture <p>Leaders will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students. All of this is embedded within a strong instructional leadership model that includes observation and feedback, and curriculum planning.</p>	<p>Teacher Organizational Day and continuing during common planning time, early release and superintendent’s conference days Job embedded professional development during common planning time.</p>	<p>Office of Shared Accountability</p>	<p>Administrator will use the District Data Analysis Meeting Minutes Administrators participate in common planning time and the DDI process Administrator Walkthrough Protocol will be used for low inference evidence of professional practice in the use of data to inform, guide and modify instruction</p>	<p>East Lighthouse Community High School Staff</p>
<p>Implementation of the CCLS Teachers and leaders will get extensive professional development that focuses on a learning progression that begins with:</p> <p>Writing and communicating clear learning mastery objectives (Skillful Teacher) and setting target goals for assessing students’ have obtained the objective</p>	<p>Introduction during Teacher Organizational Day. Job embedded professional development during common planning time.</p>	<p>Administration, Instructional Coaches, and District Coaches</p>	<p>Administrator Walkthrough Protocol for low inference evidence found in classrooms of the implementation of the CCLS</p> <p>Administrators will ensure that each teacher is writing and speaking to their Mastery Objectives through daily</p>	<p>East Lighthouse Community High School Staff</p>

ATTACHMENT 3: Professional Development Plan to Support ELCHS Phase-In				
Action	Time Line	Who is Responsible	Measure	Intended Audience
<p>Preparing and using formative assessments.</p> <p>Writing lesson plans that are aligned to the Tri-State Quality Review Rubric</p>			walkthroughs. Lesson plans will state the Mastery Objective and will indicate how the teacher will know it was met	
<p>Implementation of Response to Intervention.</p>	<p>Job embedded professional development during common planning time.</p>	<p>PBIS District Coordinator Administrators, Instructional Coaches, Counselor's, Student Support Team</p>	<p>Administrators participate in common planning time and the DDI process</p> <p>100% of the teachers will turn in progress monitoring and assessment data, attendance history and other documentation that will contribute to a comprehensive discussion on student performance and towards making an informed decision on how to further assist both teacher and student (during RtI team meeting and common planning time)</p> <p>The administrator will meet with the RtI team (weekly) to hear from the</p>	<p>East Lighthouse Community High School Staff</p> <p>Universal professional development includes the content that everyone needs to know, regardless of their role or site. This may include information about importance of RTI to increase buy-in.</p> <p>RtI Team</p> <p>Targeted professional development- Training on data analysis and data decision-making process in the RtI process.</p>

ATTACHMENT 3: Professional Development Plan to Support ELCHS Phase-In

Action	Time Line	Who is Responsible	Measure	Intended Audience
			<p>team any issues related to the identification , intervention process</p> <p>Administrator Walkthrough Protocol will be used for low inference evidence of professional practice in using RtI (information gained from RtI meetings and common planning time) tiered system in the classroom.</p>	
<p>Implementation of Restorative Practice The TOSA, administrator’s and Implementation team will participate in a 4 day restorative practice seminar for whole school implementation</p>	<p>The Restorative Practitioner (4 days)</p> <p>Description <i>Basic Restorative Practices</i> 4 Day Event</p> <p>Includes. <i>Day 1: Introduction to Restorative Practices</i> Learn practical strategies to build strong, healthy relationships. <i>Day 2: Using Circles Effectively</i></p>	<p>Basic Restorative Practices – Bethlehem PA April 11, 2016 to April 14, 2016</p>	<p>Administrator/Restorative Practice Implementation Team will use consistent progress checking of implementation effort, fidelity and outcomes.</p> <p>Administrator review office discipline referrals, suspension and attendance data (disrespect to teachers, cutting classes, classroom disruption, physical fights) to</p>	<p>Principal, SST Team, Say Yes Coordinator, Guidance Counselor, TOSA</p>

ATTACHMENT 3: Professional Development Plan to Support ELCHS Phase-In

Action	Time Line	Who is Responsible	Measure	Intended Audience
	<p>Discover how to optimally utilize circles in any setting.</p> <p><i>Day 3: Facilitating a Restorative Justice Conference</i></p> <p>Practice the techniques to facilitate restorative conferences.</p> <p><i>Day 4: Family Engagement & Empowerment</i></p> <p>Explore ways to engage and empower families.</p>		<p>monitor the effect the Restorative Practice is having on the school climate.</p>	
<p>Implement an Advisory Period, an academic support program used at ELCHS.</p>	<p>Introduction during Teacher Organizational Day</p> <p>Job embedded professional development during common planning time.</p>	<p>Administration, Student Support Team, Guidance Counselors</p>	<p>Administrators will conduct walkthrough protocols to guide professional development needed to make advisory structures part of the school day, during which an adult and a small group of students meet regularly for academic and social emotional supports</p>	<p>Entire ELCHS Community</p>

ATTACHMENT 3: Professional Development Plan to Support ELCHS Phase-In

Action	Time Line	Who is Responsible	Measure	Intended Audience
Academic Intervention via Read180/System 44 and Math 180	Two and a half full days of on- site training. Learn how to effectively use the program in classrooms, including experiencing and implementing the READ180/System 44 and Math 180 Instructional Model, navigating the software, managing learning with the Scholastic Achievement Manager (SAM), teaching effectively with the Teacher Dashboard, and organizing the classroom and managing the program during the first three weeks.	Scholastic Representative	Administrators will conduct walkthrough protocols to monitor fidelity to the program. Administrators will regularly (weekly) monitor the data from Scholastic Achievement Monitoring (SAM) information system., This system automatically and continuously collects student performance data, which feeds multiple reports to measure program effectiveness. Teachers and administrators will use SAM data to focus on ACTION (Proactive Corrective Actions) during common planning time.	AIS Math Teacher, AIS Reading Teacher, Instructional Coach Administrator
Cross Curricular Design	Southern Regional Education Board (SREB) balanced approach for	Southern Regional	Administrator Walkthrough Protocol for low inference evidence	CTE Teachers Core Area Teachers

ATTACHMENT 3: Professional Development Plan to Support ELCHS Phase-In

Action	Time Line	Who is Responsible	Measure	Intended Audience
Support for leaders and teachers to work effectively as an academy team. Improving academic instruction to support teachers in moving the Common Core State Standards into classrooms. Improving the quality of Career Technical Programs.	professional development for career academies that includes ongoing workshops and job-embedded support	Education Board (SREB)	found in classrooms of the integration of CCLS in CTE Classrooms	

ATTACHMENT 4

School Name:	
Identified for (i.e., performance index, graduation rate, subgroups):	

Part 1: Description of Assigned Priority School Leader

Below is a list of core administrator competencies and leadership traits that have been shown to positively impact a school leader's ability to lead a successful school.

If the district is planning on retaining the current school leader or has assigned a new leader to the school, the district must identify which of the competencies listed below are found within the leader. Additionally, the district is required to indicate how it assessed the leader's competencies through observation or gathered evidence.

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:

ATTACHMENT 4

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	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/>

ATTACHMENT 4

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
positively impact their educational outcomes. <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"/> 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"/>

ATTACHMENT 4

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
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 new to the field. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/>

ATTACHMENT 4

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"/>
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"/>

ATTACHMENT 4

Leadership Competency/Trait (Check all that apply)	Evidence (Check all that apply)
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 social-emotional supports for all students. <input type="checkbox"/>	Annual principal evaluation <input type="checkbox"/> Observation <input type="checkbox"/> Job Interview <input type="checkbox"/>

ATTACHMENT 4

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"/>

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.

ATTACHMENT 4

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.

<p>The District asserts the following in regards to the:</p> <p><input type="checkbox"/> Current Leader, _____</p> <p><input type="checkbox"/> New Leader, _____</p> <p><input type="checkbox"/> Leader to be Hired</p>	<p>Superintendent (or Chancellor) Initials</p>
<p>1. As evidenced by the information and materials provided by the district in this plan, the district believes that the assigned principal (<i>current or newly hired</i>) is qualified to lead the whole school reform effort.</p>	
<p>2. <i>If the principal has not yet been hired</i>, 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.</p>	
<p>3. The assigned principal (<i>current or newly hired</i>) has not been rated Developing or Ineffective (or Unsatisfactory, prior to 2010) in the last five years.</p>	
<p>4. <i>If the principal has not yet been hired</i>, 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.</p>	
<p>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.</p>	
<p>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.</p>	

ATTACHMENT 4



RECRUITMENT BULLETIN #14-242
JUNE 5, 2015PRINCIPAL**NOTICE OF POSITION****POSITION:**

The Interim Superintendent of Schools, Mr. Donald A. Ogilvie, seeks a highly motivated transformational leader for the position of principal. The principal provides school building leadership for all school programs and collaborates with district leaders to achieve district goals and initiatives.

PRINCIPAL

(VARIOUS LOCATIONS)

APPLICATION:

Candidates must complete an online application form located at www.buffaloschools.org. **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.

Candidates must have a minimum of eight years combined certificated teaching and supervisory experience, with a minimum of two years at the supervisory level. Candidates with prior Principal or administrative experience in an urban school district or in a district with a large diverse population are preferred.

POSITION:

Buffalo Public Schools seeks a highly effective administrator with a track record of success. We seek an instructional leader who also possesses an exemplary managerial and operational skill-set and who will do whatever it takes to transform the school to a high performing educational facility.

The new leader will change the public's ideas about how people learn in the 21st century and will redefine expectations about what young people in America's urban centers are capable of achieving. The new principal will have a significant level of autonomy and flexibility to drive instructional, budgetary and strategic practices.

The new principal will receive high levels of support in demand for high levels of accountability. This will be provided through the Office of School Leadership. The district will empower school leaders. In exchange, the district holds instructional staff accountable for student learning, their own professional development, and their contributions to the school learning community.

RESPONSIBILITIES: Candidates are responsible for, but not limited to the following:

Instructional Leadership

- create and communicate a School Comprehensive Education Plan (SCEP) aligned with the District's vision and goals;
- conduct classroom observations and evaluations of teachers that lead to positive changes in teacher practices and increased student outcomes;
- assess the strengths and areas in need of improvement of faculty and staff based on a sound knowledge base;
- communicate school-wide changes and anticipated actions with the support of data;
- work to develop and maintain clear lines of communication and collaboration between staff, administrators, students and parents for the purpose of increasing student outcomes;

Teaching and Learning

- establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning;
- ensure that all school leaders and instructional staff monitor progress regularly, and systematically make adjustments to strengthen teaching and student learning;

Curriculum

- collaboratively conduct a comprehensive curriculum review to ensure that the curriculum aligns with state and local standards and meets the needs of all students in the school, including students with disabilities and English Language Learners;
- rigorously monitor the alignment of the written, taught, and assessed curriculum using scope and sequence documents and pacing calendars;

Collection, Analysis, and Utilization of Data

- ensure improved student achievement by analyzing data, using data to inform decisions and drive for results
- set high performance goals for all students in the school
- monitor standards for achievement, aligning school resources, and prioritizing activities to achieve maximum results.

Infrastructure for Student Success

- champion system mission, core values, and strategic objectives
- ensure a collaborative culture by expecting teams to set standards for their work, and take action to meet the standards
- develop effective processes to plan for continuous improvement, solve problems, and to achieve desired results
- foster a positive school climate where student discipline concerns are addressed in a manner that promotes student responsibility and mutual respect; and

Professional Development

- arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.
- develop others by providing coaching and support, expressing positive expectations, and selecting data-driven professional development opportunities

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: Principal's salary schedule.

FUNDING: Pending Funding

FINAL DATE

FOR FILING: **JUNE 26, 2015**

**MR. DONALD A. OGILVIE,
INTERIM SUPERINTENDENT OF 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);

- 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

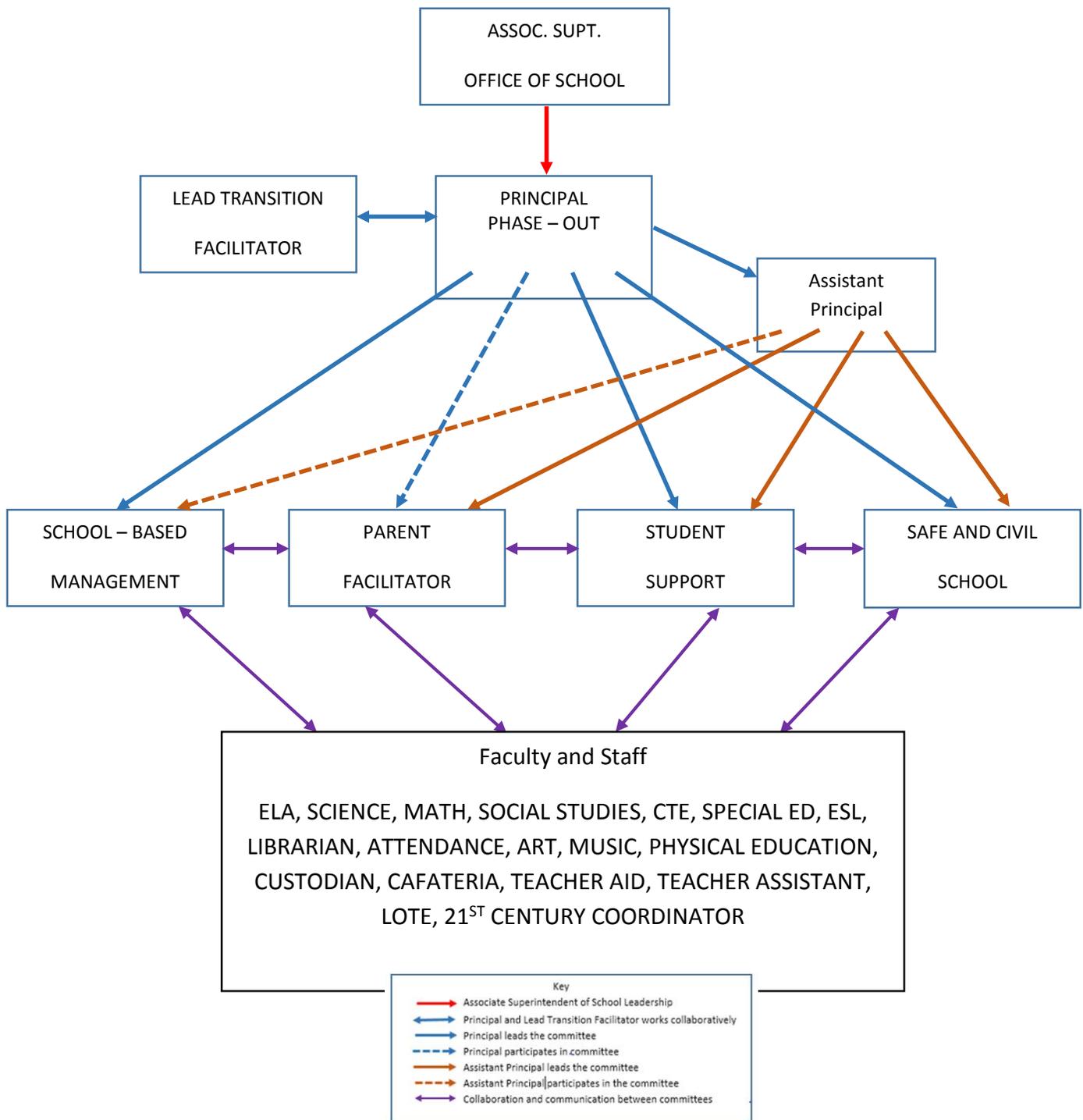
**MR. DONALD A. OGILVIE
INTERIM SUPERINTENDENT OF SCHOOLS**

ATTACHMENT 6

G. Organizational Plan

i. Management and Team Structures

As the school phases-out, the following is EHS Management and Team Structures:



ATTACHMENT 6

High School Leadership Teams

Site-Based Management Team

Administration	<p>The SBMT will meet monthly to discuss prior and current state of all aspects of the academic, social-emotional, and community programming. The SBMT will operate as a solutions driven think-tank with the purpose of analyzing data trends and the authority to make changes to any aspect of the program as deemed necessary to improve the performance of our students and school.</p>
Buffalo Teacher Federation Representative	
ELA Teacher	
Math Teacher	
Science Teacher	
Social Studies Teacher	
Student Support Team Representative	
21 st Century Lead Partner	
Parent Facilitator	
Parent	
Student	
CTE Teacher	

Leadership Team

Principal	<p>Leadership Team will meet on a weekly basis to analyze and discuss data trends based on real time, student generated work, as well as the monthly interim assessments. In addition to analyzing student work and data, interventions and implemented strategies will be monitored and revisited.</p>
Assistant Principal	
Instructional/Data Coach	
Student Support Chair	
Guidance Counselor	
ELA Lead Teacher	
Math Lead Teacher	
CTE Lead Teacher	
Special Education Lead Teacher	

Safe and Civil School Team

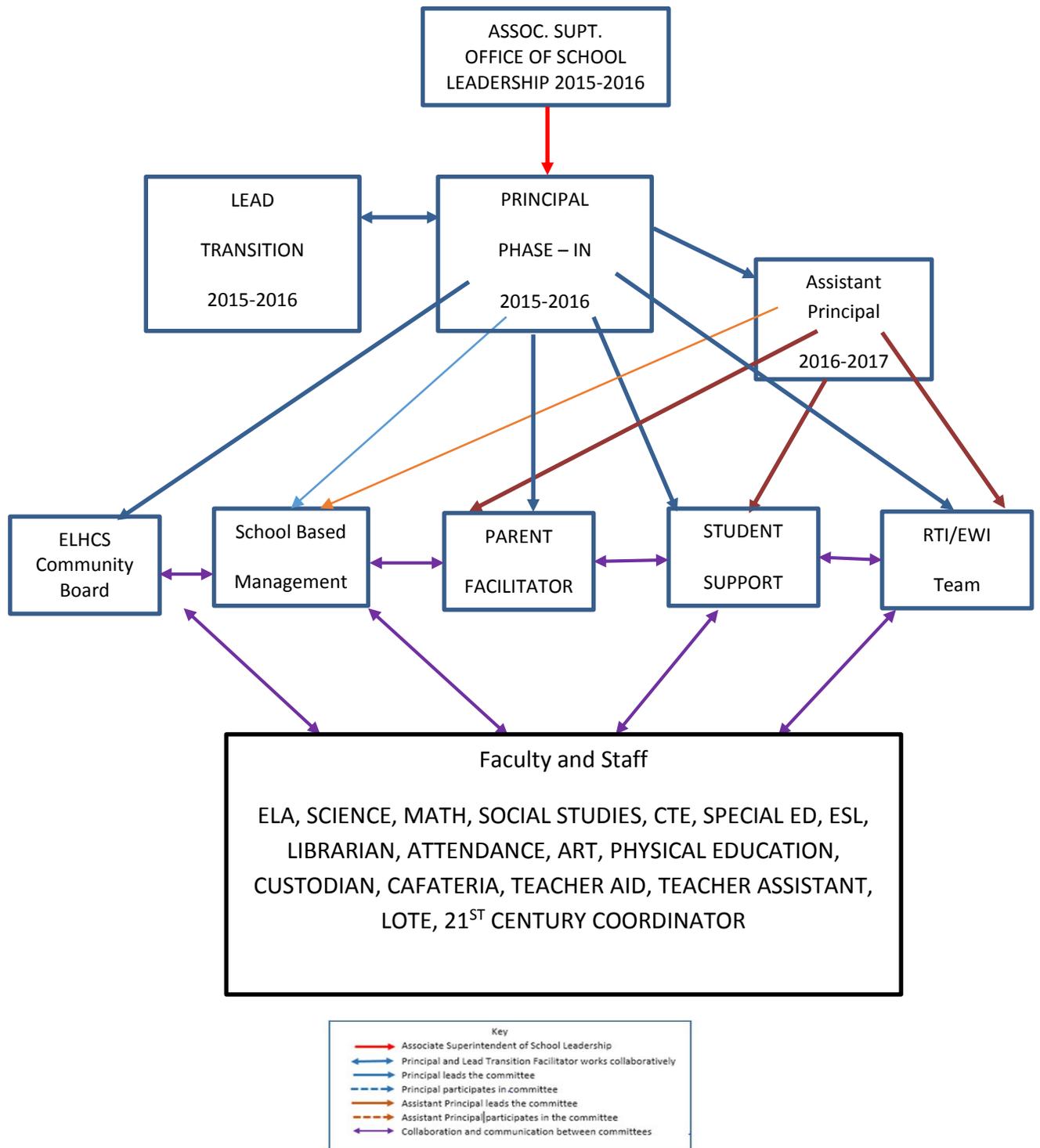
Principal	<p>The Safe and Civil team will meet weekly and put universal approaches that are preventative in nature are put into place These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavior matrix, and reinforcement systems to reward desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive</p>
Assistant Principal	
Assistant Principal	
Student Support Chair	
School Social Worker	
Guidance Counselor	
Say Yes Coordinator	
TOSA (EWI)	

ATTACHMENT 6

	<p>Behavioral Intervention and Support). In addition, the team will look at attendance, office discipline referrals and suspension data of the phase-out school to identify which students need more monitoring. The team will use the three-tier approach to service placement parallel to the Pyramid Model. The team (organized by the TOSA) to provide targeted interventions to support students who are not responding to Universal strategies. Targeted interventions to support students who are not responding to Universal strategies.</p>
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ATTACHMENT 6

As the school phases-in the following is ELCHS Management and Team Structures



ATTACHMENT 6

East Lighthouse Community High School Leadership Teams

East Lighthouse Community High School Board

Ferry-Fillmore Business Partner	ELCHS has establish a Community Board that gives parents and members a true voice and makes the work meaningful. With a Community Board in place, the East High Community School will be a proactive and responsive agent of support to the local school community.
Medical Corridor Partner	
Parent Facilitator	
Student	
Principal	
21 st Century (Child Adolescence Treatment Services)	
Say Yes Family Support Specialist	
East High Alumni	
University at Buffalo Liberty Partnership	

Site-Based Management Team

Administration	The SBMT will meet monthly to discuss prior and current state of all aspects of the academic, social-emotional, and community programming. The SBMT will operate as a solutions driven think-tank with the purpose of analyzing data trends and the authority to make changes to any aspect of the program as deemed necessary to improve the performance of our students and school.
Buffalo Teacher Federation Representative	
ELA Teacher	
Math Teacher	
Science Teacher	
Social Studies Teacher	
Student Support Team Representative	
21 st Century Lead Partner	
Parent Facilitator	
Parent	
Student	
CTE Teacher	
Community Board Representative	

Leadership Team

Principal	Leadership Team will meet on a weekly basis to analyze and discuss data trends based on real time, student generated work, as well as the monthly interim assessments. In addition to analyzing student work and data, interventions and implemented strategies will be monitored and revisited.
Assistant Principal	
Instructional/Data Coach	
Student Support Chair	
Guidance Counselor	
ELA Lead Teacher	
Math Lead Teacher	
CTE Lead Teacher	
Special Education Lead Teacher	

ATTACHMENT 6

RtI/EWI Team

Principal	The RtI team will look at report card, State assessment, District quarterly common formative assessment, teacher made baseline assessments(through Illuminate), and progress monitoring data of the phase-in 8 th grade students to identify which students need to be monitored more closely. The RtI team will use the three-tier approach to service placement parallel to the Pyramid Model. The RtI team (organized by the instructional coach) will share the information with teacher teams during common planning time so they can brainstorm solutions to problems uncovered during weekly data analysis sessions.
Assistant Principal	
Instructional Coach/Data Coach	
Student Support Chair	
School Social Worker	
Social Studies Lead Teacher	
CTE Lead Teacher	
Special Education Teacher	
Guidance Counselor	

ATTACHMENT 7

G. Organizational Plan

ii. Day-to-Day Operations

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
Home Room 8:30-8:36	Home Room	Home Room	Home Room	Home Room
English 8:36- 9:16 1 st period 9:19-9:59 2 nd period	English 9/Read 180/System 44 (Double Period)	English 10	English 11	English 12
Social Studies 10:02-10:42 3 rd Period	Global 9	Global 10	U.S. History	PIG/Economics
Science 10:45-11:25 4 th period	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Physics or Bio- Technology
A-lunch/ Advisory Group 1 11:28- 11:48				
B lunch/ Advisory Group 2 11:50- 12:10				
Mathematics 12:13-12:53 5 th period	Algebra	Geometry	Advanced Algebra	Pre-Calculus or Integrated Course
Health Junior Year			*Health (.5 unit)	
Physical Education/ Opposite Lab/Health 12:56-1:36 7 th Period	PE (.5 unit)/ (Opposite Lab	PE (.5 unit)/ (Opposite Lab)	PE (.5 unit) Opposite/Health (.5 unit)	
L.O.T.E. 1:39-2:19 7 th Period	Spanish 1	Spanish 2	Spanish 3	

ATTACHMENT 7

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
Spa Specialty 2:22-3:02 8 th period	CFM A (State Mandated .5) CFM B (Medical Ethics .5)	Anatomy for Manicurist Manicures/ Pedicures Nail Technology (Double Period)	Hand/Arm/Foot Massage Techniques Nail Wraps, Sculpture, Art Tips (Double Period)	Make Up Techniques Facial Treatment/ Skin Care Business Marketing
High School Credits	7.5	7.5	8	7.5
21st Century	Math 180 Gradpoint (Credit Accrual/Credit Recovery) Elective			

ATTACHMENT 8

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.**

ATTACHMENT 8

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

ATTACHMENT 8

- **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)

ATTACHMENT 8

- **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.**

ATTACHMENT 9: Sample Student Schedules

Sample Student Schedule: Business Marketing Media Pathways

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
Home Room 8:30-8:36	Home Room	Home Room	Home Room	Home Room
English 8:36- 9:16 1 st period 9:19-9:59 2 nd period	English 9/Read 180/System 44 (Double Period)	English 10	English 11	English 12 or Integrated Course
Social Studies 10:02-10:42 3 rd Period	Global 9	Global 10	U.S. History	PIG/Economics
Science 10:45-11:25 4 th period	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Physics or Bio- Technology
A-lunch/ Advisory Group 1 11:28- 11:48				
B lunch/ Advisory Group 2 11:50- 12:10				
Mathematics 12:13-12:53 5 th period	Algebra	Geometry	Advanced Algebra	Pre-Calculus or Integrated Course
Health Junior Year			*Health (.5 unit)	
Physical Education/ Opposite Lab/Health 12:56-1:36 7 th Period	PE (.5 unit)/ (Opposite Lab)	PE (.5 unit)/ (Opposite Lab)	PE (.5 unit) Opposite/Health (.5 unit)	
L.O.T.E. 1:39-2:19 7 th Period	Spanish 1	Spanish 2	Spanish 3	
Business Marketing Media 2:22-3:02 8 th period	CFM A (State Mandated .5) CFM B (Medical Ethics .5)	BC01G Business Computer Applications CM01M Media Studies (Double Period)	MK01G Marketing C101G Web Design (Double Period)	BU01G Business Communication BE01G Entrepreneurship Double Period)

ATTACHMENT 9: Sample Student Schedules

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
High School Credits	7.5	7.5	8	7.5
21st Century	Math 180 Gradpoint (Credit Accrual/Credit Recovery) Elective			

Sample Student Schedule: Spa Specialty Pathways

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
Home Room 8:30-8:36	Home Room	Home Room	Home Room	Home Room
English 8:36- 9:16 1 st period 9:19-9:59 2 nd period	English 9/Read 180/System 44 (Double Period)	English 10	English 11	English 12
Social Studies 10:02-10:42 3 rd Period	Global 9	Global 10	U.S. History	PIG/Economics
Science 10:45-11:25 4 th period	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Physics or Bio- Technology
A-lunch/ Advisory Group 1 11:28- 11:48				
B lunch/ Advisory Group 2 11:50- 12:10				
Mathematics 12:13-12:53 5 th period	Algebra	Geometry	Advanced Algebra	Pre-Calculus or Integrated Course
Health Junior Year			*Health (.5 unit)	
Physical Education/ Opposite Lab/Health	PE (.5 unit)/ (Opposite Lab)	PE (.5 unit)/ (Opposite Lab)	PE (.5 unit) Opposite/Health (.5 unit)	

ATTACHMENT 9: Sample Student Schedules

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
12:56-1:36 7 th Period				
L.O.T.E. 1:39-2:19 7 th Period	Spanish 1	Spanish 2	Spanish 3	
Spa Specialty 2:22-3:02 8 th period	CFM A (State Mandated .5) CFM B (Medical Ethics .5)	Anatomy for Manicurist Manicures/Pedicures Nail Technology (Double Period)	Hand/Arm/Foot Massage Techniques Nail Wraps, Sculpture, Art Tips (Double Period)	Make Up Techniques Facial Treatment/ Skin Care Business Marketing
High School Credits	7.5	7.5	8	7.5
21st Century	Math 180 Gradpoint (Credit Accrual/Credit Recovery) Elective			

ATTACHMENT 10

iii. Use of Time

East High School: As the school begins phase-out, the students will follow the schedule below:

Units of Credit	Grade 10	Grade 11	Grade 12
English 7:55-8:40 1 st Period	English 10	English 11	English 12
Social Studies 8:43-9:23 2 nd Period	Global 10	U.S. History	PIG/Economics
Science 9:26-10:06 3 rd Period	Chemistry	Anatomy and Physiology	Integrated Science Course
Mathematics 10:09-10:49 4 th Period	Geometry	Algebra 2	Pre-Calculus
10:52-11:32 A lunch Elective			
11:35-11:55 B lunch Academic Intervention and enrichment period			
L.O.T.E./Elective 11:58-12:17 5 th period	Spanish 2	Spanish 3	Studio in Art Music
Physical Education/Lab/ Health 12:20-1:00 6 th period	PE (.5 unit) Lab	PE (.5 unit) Health	PE (.5 unit)
Career & Technical Education 1:03-2:26 7 th and 8 th Period	HO02M Health Occupations Technology Beginners	HO03M Health Occupations Technology Intermediate	HO04M Health Occupations Technology Advanced

ATTACHMENT 10

East Lighthouse Community High School: As the school begins to phase in, the students will follow the schedule below:

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
Home Room 8:30-8:36	Home Room	Home Room	Home Room	Home Room
English 8:36- 9:16 1 st period 9:19-9:59 2 nd period	English 9/Read 180/System 44 (Double Period)	English 10	English 11	English 12
Social Studies 10:02-10:42 3 rd Period	Global 9	Global 10	U.S. History	PIG/Economics
Science 10:45-11:25 4 th period	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Physics or Bio- Technology
A-lunch/ Advisory Group 1 11:28- 11:48				
B lunch/ Advisory Group 2 11:50- 12:10				
Mathematics 12:13-12:53 5 th period	Algebra	Geometry	Advanced Algebra	Pre-Calculus or Integrated Course
Health Junior Year			*Health (.5 unit)	
Physical Education/ Opposite Lab/Health 12:56-1:36 7 th Period	PE (.5 unit)/ (Opposite Lab	PE (.5 unit)/ (Opposite Lab)	PE (.5 unit) Opposite/Health (.5 unit)	
L.O.T.E. 1:39-2:19 7 th Period	Spanish 1	Spanish 2	Spanish 3	
Spa Specialty 2:22-3:02 8 th period	CFM A (State Mandated .5) CFM B (Medical Ethics .5)	Anatomy for Manicurist Manicures/Pedicures Nail Technology	Hand/Arm/Foot Massage Techniques	Make Up Techniques Facial Treatment/ Skin Care

ATTACHMENT 10

Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
		(Double Period)	Nail Wraps, Sculpture, Art Tips (Double Period)	Business Marketing
High School Credits	7.5	7.5	8	7.5
21st Century	Math 180 Gradpoint (Credit Accrual/Credit Recovery) Elective			

ATTACHMENT 12

E. Communication and Stakeholder Involvement/Engagement

i. Regular and Systematic Updates to Stakeholders

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. ▪ Provide concrete examples of what is changing or what is new appeal to parent audiences. 	<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
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

ATTACHMENT 13

Year-1 Implementation Period – Goals and Key Strategies

East High School

<p>Goal #1: To increase the number of students scoring proficient on the Common Core ELA assessment by 5.5%. In 2015-2016 we will have 27.5% of the students scoring proficient on the Common Core ELA.</p>				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Instructional coaching	<p>Improved instructional knowledge and skills among teachers</p> <p>Application of instructional shifts and best practices in instruction as measured by instructional observations</p> <p>Increased student achievement</p> <p>Increased use of instructional technology practices and resources</p> <p>Incorporation of additional curricular materials that reflect rigorous college and career standards</p>	September 2015 – June 2016	Administration, instructional coaches, teachers and school leadership teams
		<p>Time for collaboration build into the school day and calendar</p> <p>Team norms to guide collaboration</p> <p>8-10 essential common per semester by courses and content area</p> <p>Common assessments</p> <p>Grade-level/content-based improvement strategies</p>		

ATTACHMENT 13

	Professional development on CCLS	<p>Unit planning and lesson development in alignment with CCLS</p> <p>Implementation of common set of instructional practices that support increased discourse in literacy and mathematics</p> <p>Teachers identify and execute new ways of differentiating instruction within the modules</p>	September 2015 - 2016	District administrators, administrators, instructional coaches
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Goal #2: To increase the number of students scoring proficient on the Common Core Algebra assessment by 2.0%. In 2015-2016 we will have 8.2% of the students scoring proficient on the Common Core Algebra assessment.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Instructional coaching	<p>Improved instructional knowledge and skills among teachers</p> <p>Application of instructional shifts and best practices in instruction as measured by instructional observations</p> <p>Increased student achievement</p> <p>Increased use of instructional technology practices and resources</p> <p>Incorporation of additional curricular materials that reflect rigorous college and career standards</p>	September 2015 – June 2016	Administration, instructional coaches, teachers and school leadership teams

ATTACHMENT 13

Goal #3: To develop and ensure that unit and lesson plans used include data-driven instruction protocol that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Curriculum and Instruction	Developing plans aligned to the CCLS	<p>Unit planning and lesson development in alignment with CCLS</p> <p>Implementation of common set of instructional practices that support increased discourse in literacy and mathematics</p> <p>Teachers identify and execute new ways of differentiating instruction within the modules</p>	September 2015 – June 2016	District administrators, administrators, instructional coaches and teachers
Teacher Capacity	DDI training and school wide protocol	<p>Increased number and use of formative assessments</p> <p>Increased number of lesson plans with differentiated instructional activities</p>	September 2015 – June 2016	Teachers, instructional coaches, administration

ATTACHMENT 13**East Lighthouse Community School**

Goal #1: During Year 1 EHLCS 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.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Hiring	N/A	Administrator and Teachers with turnaround experience will be hired and in place for September 2016.	September 2015 – June 2016	Human Resource Department

Goal #2: 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.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Professional development	N/A	Having a solid and planned professional development plan read to be implemented starting September 2016.	September 2015 – June 2016	Administrators and partners
Restorative Justice	N/A	Training for the administrators of the school.	September 2015 – June 2016	Administrators and partners

Goal #3: ELCHS will have schedules and programs in place to reach the targets identified on Attachment B.				
Focus Area	Strategies	Indicators of Success	Time Lines	Responsibility
Schedules and resources in place (EWI, RtI,etc.)	N/A	Ensuring that student schedules are in place for the incoming students to ensure academic success	September 2015 - une 2016	Administrators

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

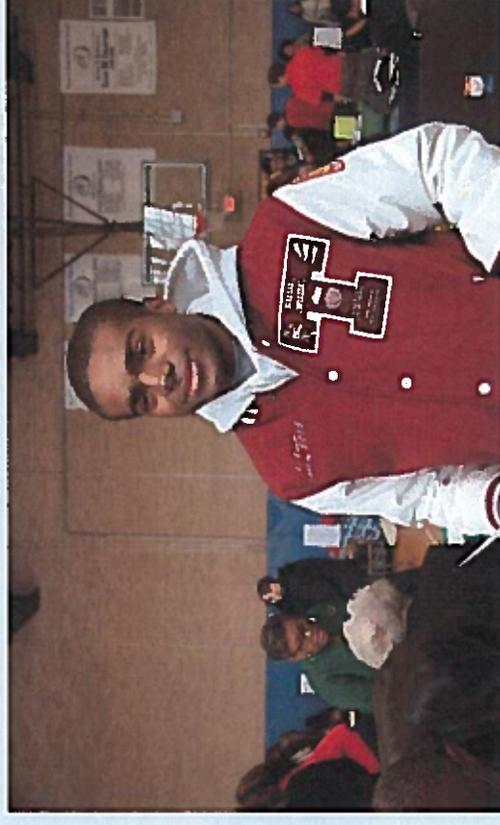
Summary of the Board of Education Resolution Actions February 13, 2015

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:

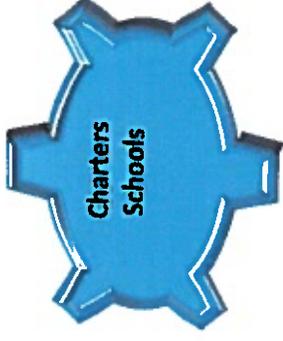
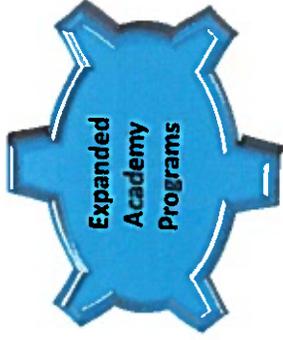
- South Park High School
- Burgard High School
- School #6
- School #37 (Gifted and Talented Elementary School)
- School #94

Two Year Receivership:

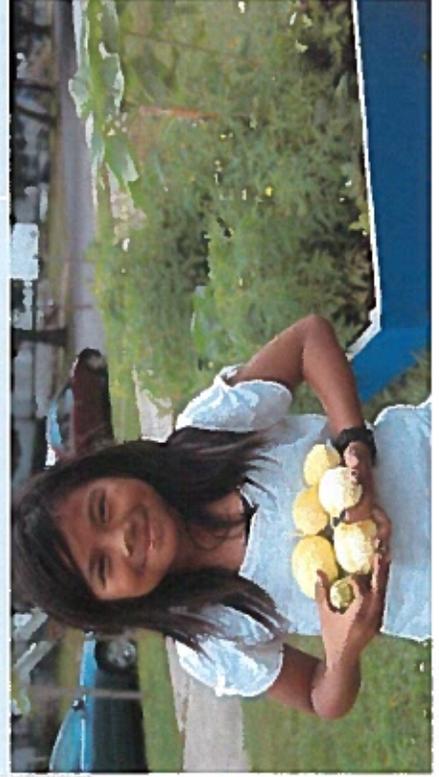
- All other Priority Schools

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

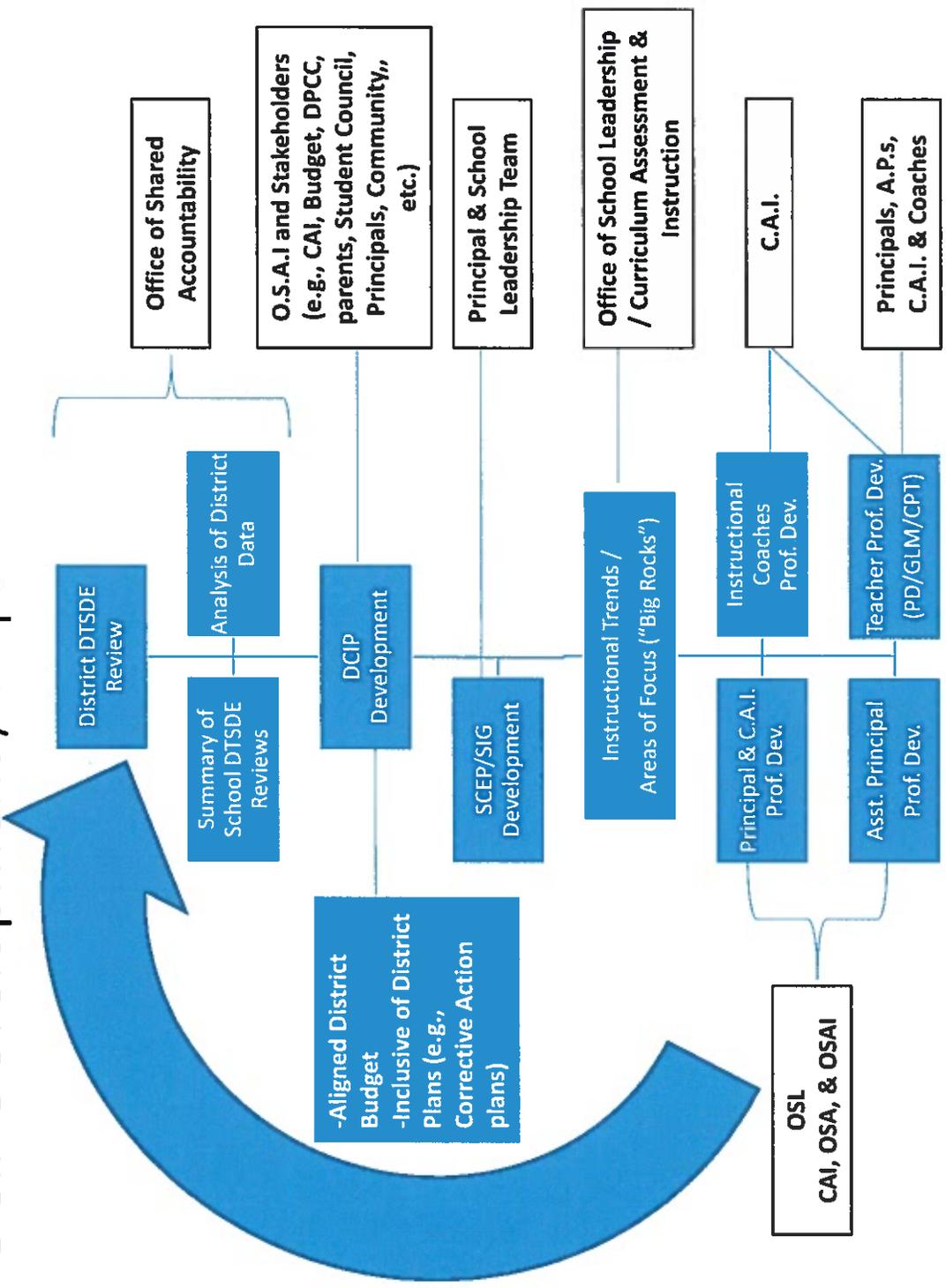


Key Due Dates and Next Steps

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

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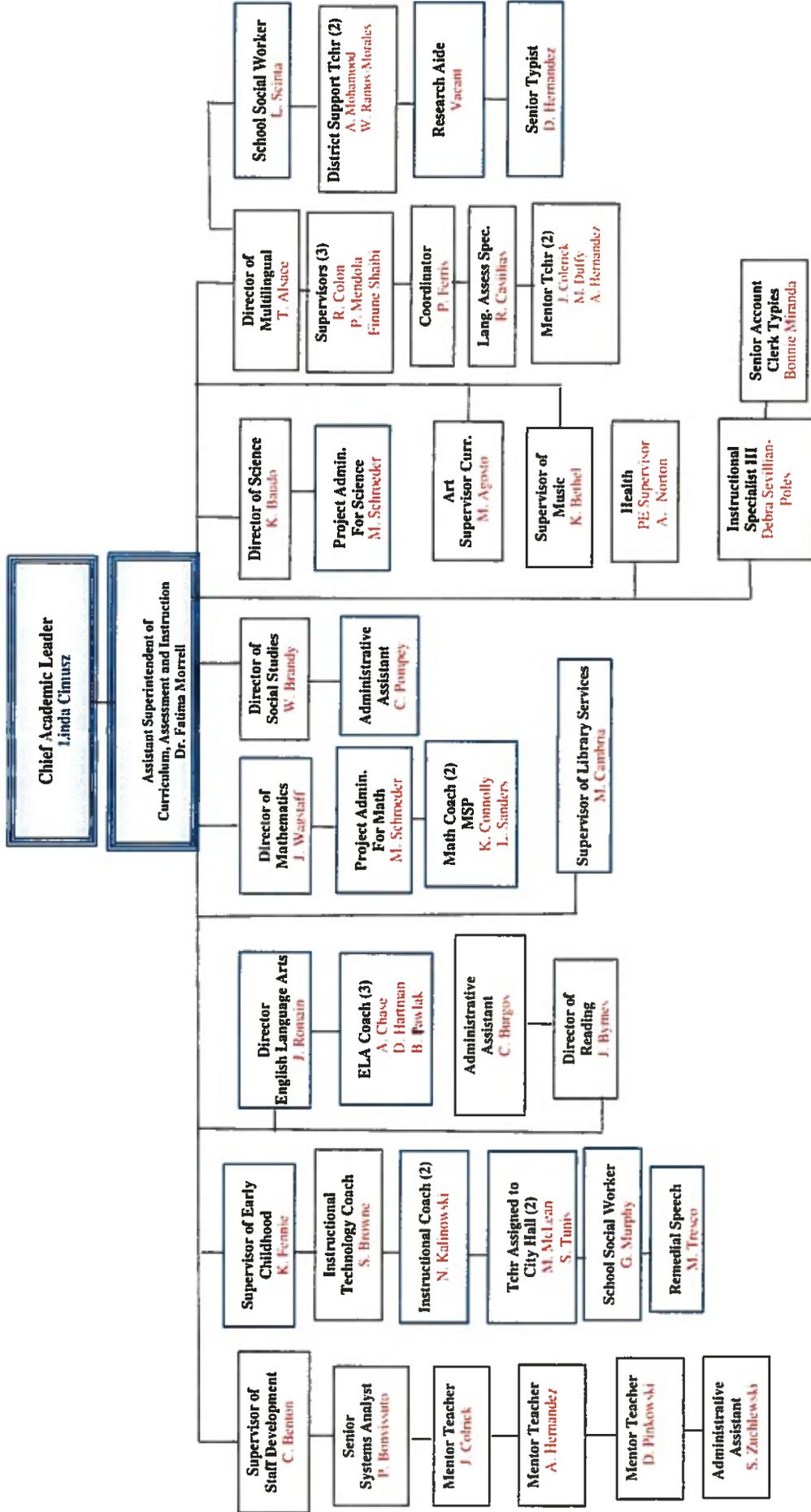
Supporting Labor Management Document

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.

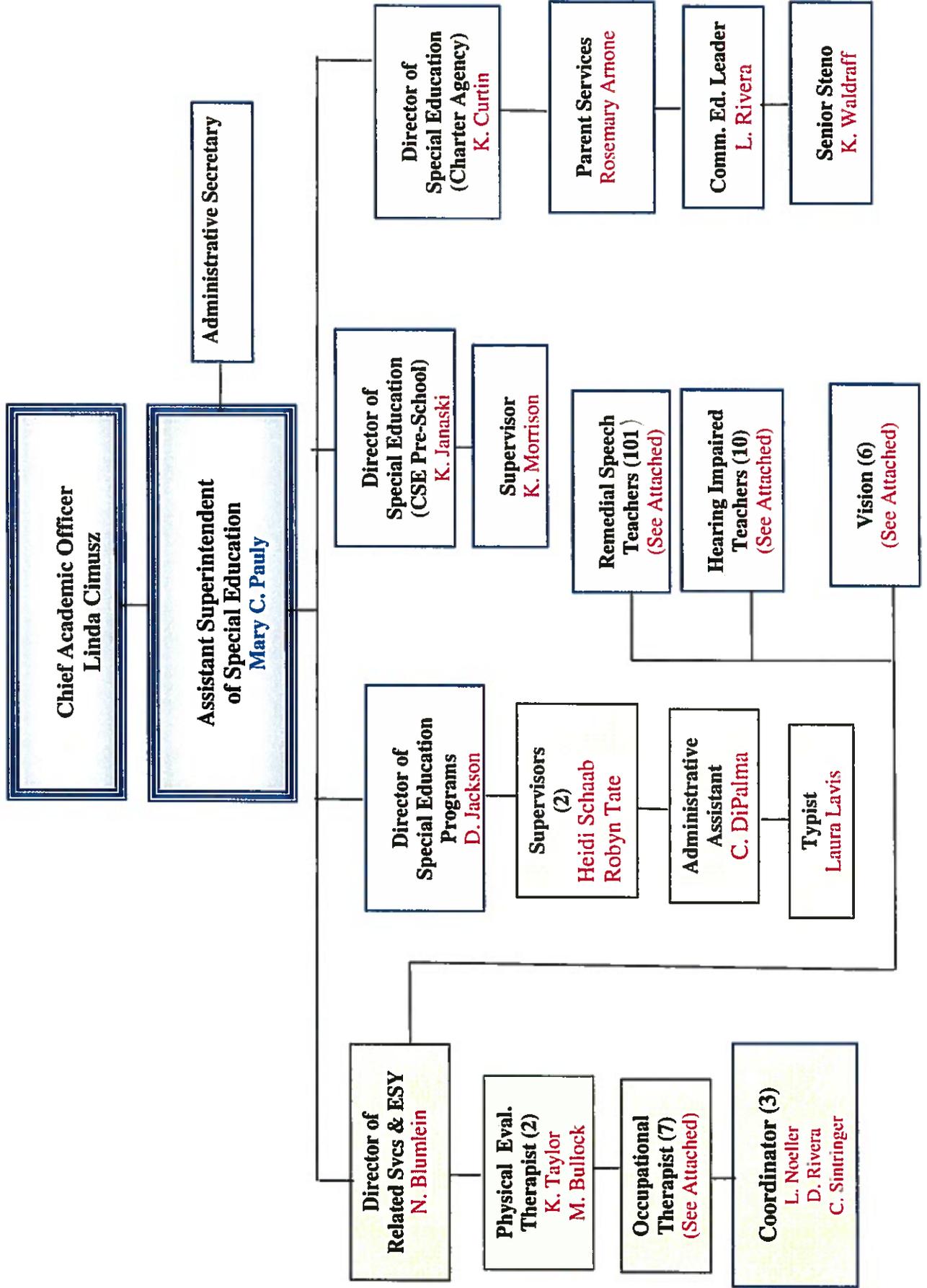
The District assures BTF that all terms and conditions of the Collective Bargaining Agreement and provisions of the Taylor Law will be adhered to and that any changes must be agreed to by the BTF in writing.

Attachment F – Organization Charts

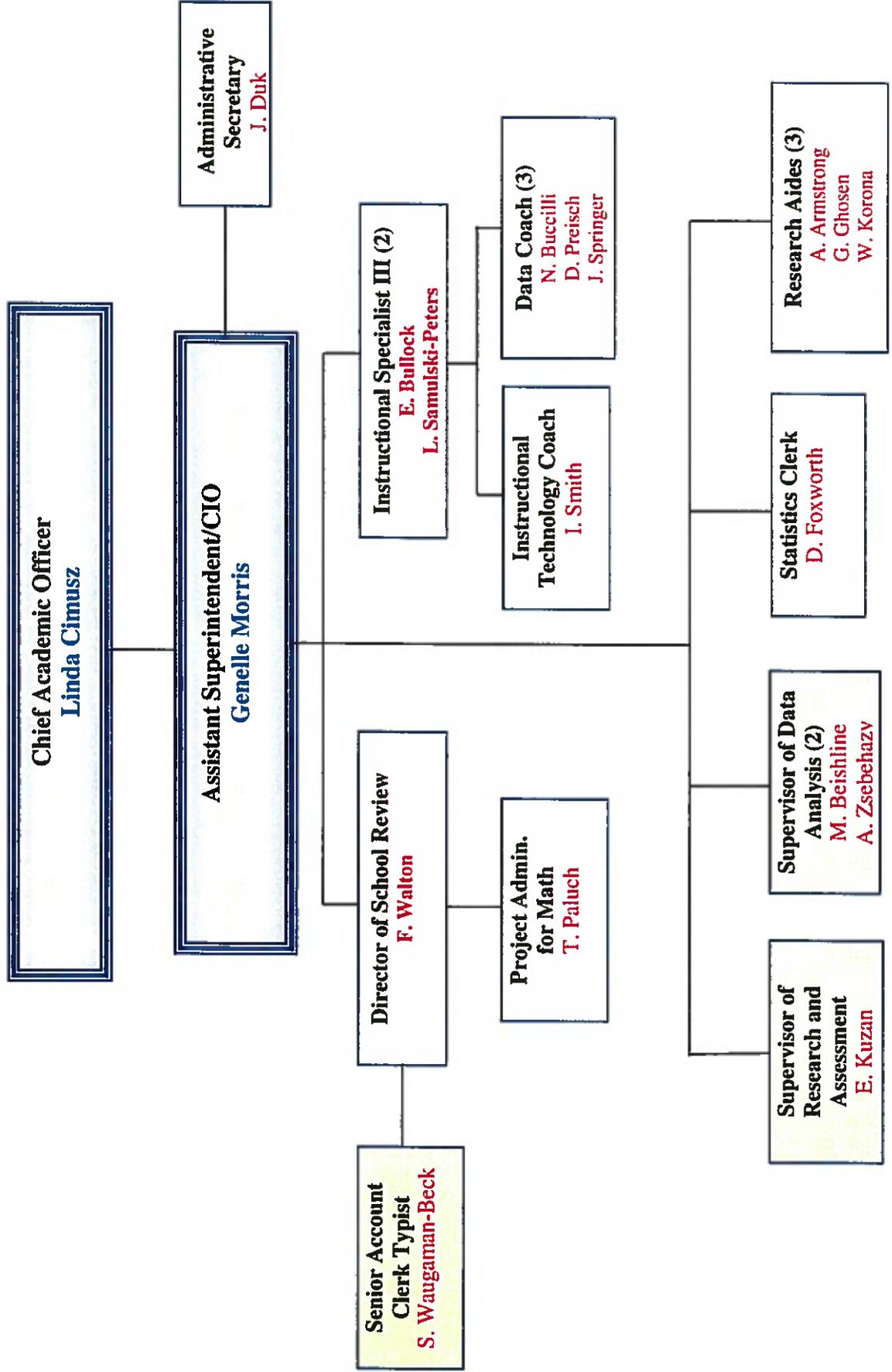
**CURRICULUM ASSESSMENT AND INSTRUCTION
2014-2015**



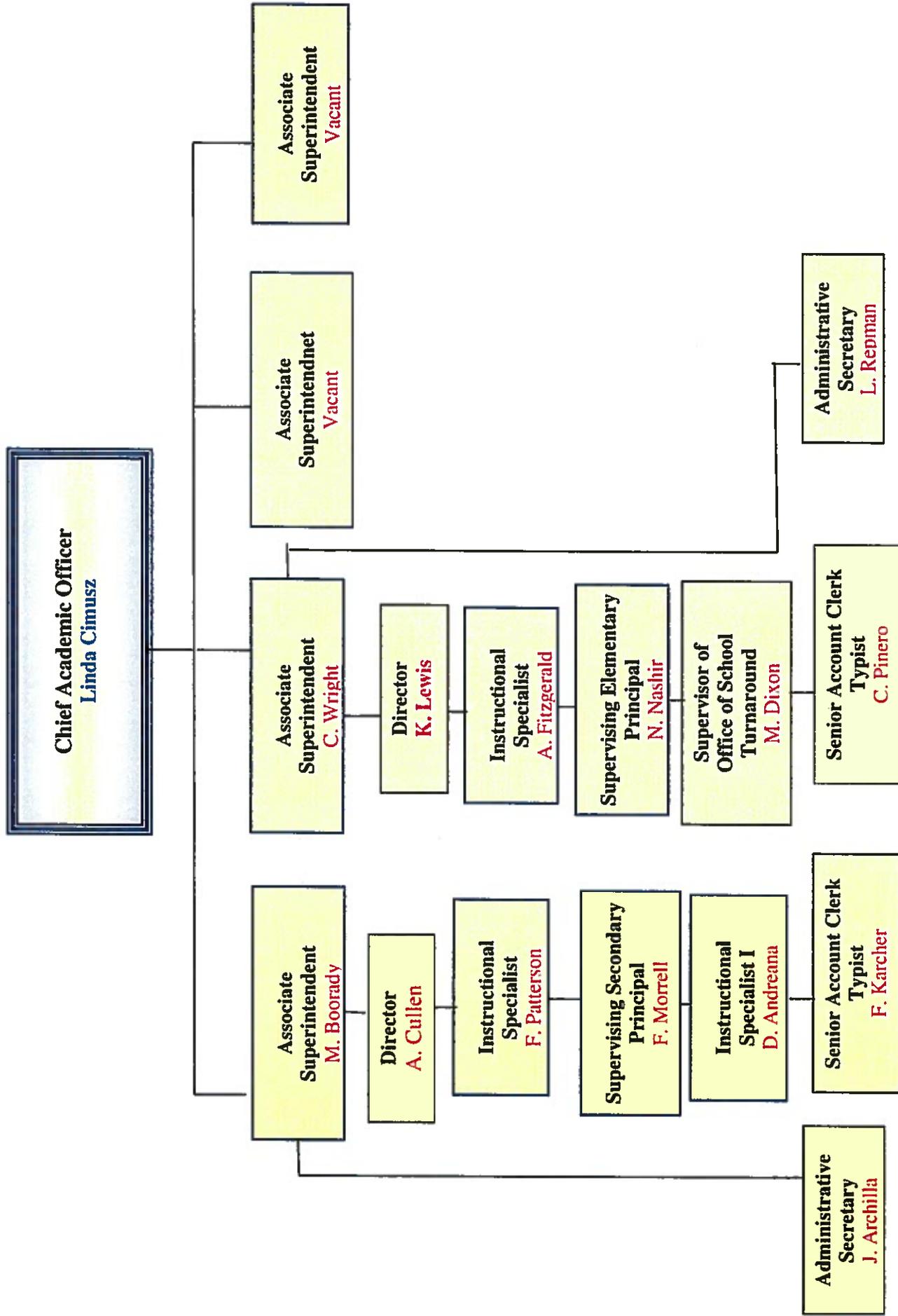
SPECIAL EDUCATION 2014-2015



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.