

2014-15 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also, describe how activities support the Regents Reform Agenda.

Continued Programs

Reduced Class Size will support the Regents Reform Agenda by reducing class sizes below the standard class size of 30 in 3 schools. Over the past few years, the District has been forced to increase class sizes district wide as a budget deficit closing measure. C4E funds will be used to reduce the class size in high need and targeted schools.

The ELL funding will be used once again to fund the aides who provide native language support to our students. The aides work with individuals and small groups of students to clarify concepts and reinforce skills using the students' native languages; In addition, they interact with families and assist the school in communicating with the students, their parents, and the community. In addition, a counselor and social worker will be assigned to the multilingual department to work with schools in providing support to students and families. They will conduct the monthly drop-in night for multilingual families and plan and implement training for newly arrived families. They will make home visits and provide in-school support.

Instructional supply funds will be utilized to purchase native language and English support materials and supplies necessary for document translation and oral interpretation.

The contract services funds will be used to contract with a research and evaluation firm to continue an ongoing asset and needs assessment of multilingual parents in collaboration with the District Parent Coordinating Council. Ongoing participatory research will be conducted as a plan for involvement of multilingual families is developed and implemented. Additional contract funds will be used for any translating and interpreting needed to implement the planned parent initiatives.

The Guidance and Counseling Department of the BCSD has used funding through C4E to place a Certified Counselors in buildings to provide high quality, individual and group counseling, coordination and consultation of educational service to all students. In addition the funding lends additional support to parents, teachers, community and administrators in increasing standards established by the state. With the support of counselors funded through C4E, graduation rates will increase as well. Counselors work with all regardless of differences to acquire the self- knowledge, educational, occupational and career development competencies necessary succeed and meet the challenges of an ever changing society. C4E funds help hire more counselors and decrease the amount of students seen by one counselor.

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The School Social Worker will play a key role in the implementation of Positive Behavioral Interventions and Supports (PBIS) by participating in secondary and tertiary level interventions including but not limited to problem solving groups and secondary systems groups. They will implement interventions such as check-in, check-out, conduct small group and individual counseling and set up social and academic intervention groups. They will interface with other School Support Team (SST) members, teachers and school personnel to provide any supports a student may need to be successful both behaviorally and academically. The social worker will conduct home visits to determine the needs of a family and to determine what resources, both school and community, can be linked with the family to provide support. They will provide crisis intervention and will target critical issues facing a school by implementing small groups on such topics as bullying, cutting etc.

In addition, the School Social Worker will conduct mandated social histories for initial referrals to the Committee on Special Education (CSE) and will conduct home visits to understand family dynamics which may be affecting the child. They will participate in CSE meetings when necessary and will provide counseling as mandated on a student's Individual Educational Plan. In short, they will provide any necessary supports to improve the behavioral and emotional culture of the school and the behavioral and emotional well-being of individual students.

As part of the school based budgeting process, schools were provided supplemental funding of allowable C4E expenditures. Principals, in conjunction with their site based management teams were to make choices that supported their School Comprehensive Improvement Plan. Supplemental allocations were made for ELL students, students who scored Level 1 or 2 on ELA and/or Math, students in grades K-3 and 10-12 and for schools transitioning from School Improvement Grants for the first time. Schools chose staffing positions within the following categories:

Time on Task: Assistant Principals to serve as Deans of Students or School Administration Managers, Attendance Teachers, Academic Intervention Teachers, and Support Reading and Math Teachers

Teacher and Principal Quality: ESL and Instructional Coaches

Experimental Programs: Supplemental Arts Program (**New this year**)

STAR Academy will educate over age and under-credited students who come to the District during the school year. Many of the students will have had limited to no formal education. They will focus on student's individual academic recovery towards a successful pathway to graduation.

Targeting Narrative - Please address both student educational need and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program. ([See 2013-14 Accountability Status:](#)

<http://www.p12.nysed.gov/accountability/documents/AccountabilityStatusfor2013-14.xls>)

The BCSD is a high needs District as evidenced by our Extraordinary Needs percent of 85%, which includes poverty and ELL factors. As such, any program implemented will serve a large portion of the targeted students, as calculated by C4E. The C4E requires 75% of the C4E funds support 50% of the schools with the greatest needs. The BCSD has more than met this requirement.

The C4E ELL funds target schools with high ELL enrollments: 3, 6, 18, 19, 30, 33, 45, 76, 95, 204

Student Support Teams provide essential services to at-risk students. These professionals provide necessary support to promote academic, personal and social development of students by helping to ensure a smooth transition to and from the program. They help alleviate and prevent problems that interfere with learning by assisting staff to develop and implement necessary academic and behavioral modifications for the students' educational programs. Members of the student support team include, but are not limited to: Principal, Assistant Principal or Lead Teacher, School Social Worker, School Counselor, School Psychologist, and School Nurse.

C4E funding helps the district by affording equal opportunity to complete core curriculum that takes into account the special needs of the children to acquire self-knowledge and other competencies necessary to be better prepared for college and career. Buffalo school Counselors have been trained in Bully Prevention and Safe and Civil Schools as well as Positive Behavior Systems. They work collaboratively with trained social workers, school psychologists and other members of the faculty. Such teams are designed to help find coping mechanisms for at risk students particularly those displaying negative behaviors. Research has shown that increased individual and group counseling will result in positive outcomes.

With the STAR Academy, C4E funding will be directed to 100-200 students with some of the greatest educational needs in that that they are over aged and under credited and in many instances have had little to no formal education.

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Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for those schools within the district not in good standing.

The District will meet or exceed the following Title III Annual Measurable Achievement Objective (AMAO) targets:

Title III AMAO 1: Making Progress

NYS Definition: Advancement from one proficiency to the next each year until proficient-based on overall proficiency level as measured by NYSESLAT scale scores

Unit of Analysis: Student level based on two years of matching NYSESLAT test data

Title III AMAO 2: Attaining English Proficiency

Definition: Scoring at the proficient level (Level 4) on both LS and RW modality combinations of the NYSESLAT

Title III AMAO 3: Making AYP

Definition: Meeting grade-level academic achievement standards in ELA and math based on district AYP data imported From Title I LEA NCLB AYP for ELL subgroup.

Guidelines for evaluating student outcomes:

Assessing improvements in student performance is best grounded in determining the extent to which the measurable objectives of the student's PEP are met: The student's PEP contains objectives or strategies that pertain to post-placement considerations.

Best practices in evaluating student outcomes:

PEP objectives involve academic measures. This may include consideration of measured proficiency in achieving standard course of study objectives, achievement of benchmarks based on a New York State standards, and performance on standardized tests.

The expected performance targets are to decrease the gap between current student counselor ratios and the recommended student counselor ratio. By continuing to fund school counselors the C4E will allow a higher concentration for counselors to form positive behavior teams. This type of intervention helps meet individual student's need and increase high performance. C4E will allow counselors to participate in the PBIS teams in schools and develop a network of community agencies and resources to work with students, families, and teachers. Counselors will continue to attend professional development seminars designed to help them understand and improve techniques to deliver positive behavior intervention programs

The STAR Academy is expected to lead to the successful graduation for the participating students.

Experimental or District-wide Programs Narrative - If applicable.

New Program

Since music and art programs have been found to strengthen student learning in a variety of curricular areas, as part of the school based budgeting process, schools were allowed to participate in a Supplemental Arts program. Elementary schools were given the option to allocate an art or music teacher (vocal or instrumental) one day per cycle for a supplemental program in the arts.