

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Introduction - Executive Summary

Executive Summary**2018-19 Consolidated Application for ESSA-Funded Programs****Background Information:**

NYSED has developed the online *2018-19 Consolidated Application for ESSA-Funded Programs* to support the timely administration of ESSA-funded programs to local educational agencies (LEAs) across the state. Consistent with federal requirements, the new online application for the 2018-19 school year has replaced the traditional NYSED Consolidated Application process. The application will be made available to LEAs through the NYSED Business Portal before the end of the 2017-2018 school year.

The application is streamlined to focus on the required assurances from Section 8306 of the ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with a *Written Affirmation of LEA Consultation with Private School Officials Form* will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Title I School and Community Services Office and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2018-19 Consolidated Application for ESSA-Funded Programs* can be directed to the Title I School and Community Services Office at 518-473-0295 or via email at conappta@nysed.gov.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Introduction - Submission Instructions

Submission Instructions**Submission Instructions**

SUBMISSION INSTRUCTIONS

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to: *Grants Management, RE: 2018-19 Consolidated Application for ESSA-Funded Programs, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.*

LEAs are NOT REQUIRED to send hard copies of general application materials to the Department.

Deadline for the completed application - "2018-19 Consolidated Application for ESSA-Funded Programs" - is August 31, 2018. The Business Portal will close at midnight of this date. Signed Budget documents must be post-marked by no later than August 31, 2018.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Introduction - Point of Contact Information

Point of Contact Information

1. Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Jaime Cohen	716-816-3966	jcohen@buffaloschools.org
McKinney-Vento Homeless Liaison	Hoa Mai	716-816-3672	hmai@buffaloschools.org
Neglected/Delinquent Transition Liaison	Molly Halady	716-816-3966	mhalady@buffaloschools.org
Foster Care Student Point of Contact	Greg Isaacs	716-845-7464	gissacs@buffaloschools.org
Migrant Student Data Point of Contact	Patricia Harrington	716-871-3771	pharrington@buffaloschools.org

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Assurances & Consultation - Section 8306 Assurances

Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

1. **The LEA assures that each program will be administered in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**
 YES, the LEA provides the above assurance.
2. **The LEA assures that the control of funds provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**
 YES, the LEA provides the above assurance.
3. **The public agency, eligible private agency, institution, or organization, or Indian Tribe will administer the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**
 YES, the LEA provides the above assurance.
4. **The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**
 YES, the LEA provides the above assurance.
5. **The applicant will adopt and use proper methods of administering each such program, including the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the applicant will cooperate in carrying out any evaluations of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**
 YES, the LEA provides the above assurance.
7. **The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**
 YES, the LEA provides the above assurance.
8. **The LEA assures that the applicant will submit such reports to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**
 YES, the LEA provides the above assurance.
9. **The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)**
 YES, the LEA provides the above assurance.
10. **The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)**
 YES, the LEA provides the above assurance.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Assurances & Consultation - State and Federal Assurances

State and Federal Assurances (Part 1 of 7)

1. The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act.(ESEA)

- ESEA Assurances
- School Prayer Certification

Please refer to "Application Assurances" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 7)

2. ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Yes, the LEA provides the above assurance.

3. ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Yes, the LEA provides the above assurance.

4. ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Yes, the LEA provides the above assurance.

5. ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

Yes, the LEA provides the above assurance.

6. ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 7)

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Assurances & Consultation - State and Federal Assurances

7. ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
 - (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
 - (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
 - (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 - (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

YES, the LEA provides the above assurances.

8. ESSA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—
- (i) help provide an accelerated, high-quality curriculum;
 - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

YES, the LEA provides the above assurance.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Assurances & Consultation - State and Federal Assurances

9. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—
- (i) a local educational agency-wide salary schedule;
 - (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 7)

11. ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:
- (E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and
 - (F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

YES, the LEA provides the above assurances.

12. The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).

YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 7)

13. ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—
- (A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
 - (B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 - (C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 - (D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

YES, the LEA provides the above assurances.

McKinney-Vento Assurances (Part 6 of 7)

14. The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).

YES, the LEA provides the above assurance.

Migrant Education Program Assurances (Part 7 of 7)

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Assurances & Consultation - State and Federal Assurances

15. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).

YES, the LEA provides the above assurances.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018Assurances & Consultation - Consultation & Collaboration

Consultation & Collaboration

Please refer to the *Documents* panel along the left of the application for additional information and access to forms and worksheets. Specific to this section, please refer to the "2018-19 Consultation and Collaboration Documentation" form for additional information.

- 1. The Every Student Succeeds Act (ESSA) contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate constituency groups using the 2018-19 Consultation/Collaboration Form(s), and upload completed forms with original signatures. PLEASE NOTE: Multiple forms may be uploaded as needed to accommodate all stakeholders involved in the consultation and collaboration process.**

Consultation and Collaboration 2018-2019.pdf

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Intent to Apply

Intent to Apply**1. Does the LEA intend to apply for Title I, Part A funding for the 2018-19 school year?**

Yes, the LEA intends to apply for Title I, Part A funding for the 2018-19 school year.

2. Does the LEA intend to apply for Title I, Part D funding for the 2018-19 school year?

Yes, the LEA intends to apply for Title I, Part D funding for the 2018-19 school year.

3. Does the LEA intend to apply for Title II, Part A funding for the 2018-19 school year?

Yes, the LEA intends to apply for Title II, Part A funding for the 2018-19 school year.

4. Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2018-19 school year?

Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2018-19 school year.

5. Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2018-19 school year?

Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2018-19 school year.

6. Does the LEA intend to apply for Title IV, Part A funding for the 2018-19 school year?

PLEASE NOTE - This is a new federal program funding allocation available to all LEAs for the 2018-19 school year. An LEA may apply for Title IV, Part A funds as (1) a Single Applicant; (2) the Lead Applicant of a consortium; or (3) a Member of a consortium.

Yes, the LEA intends to apply as a SINGLE APPLICANT.

7. Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2018-19 school year?

No, the LEA did not receive an allocation for Title V, RLIS funding for the 2018-19 school year.

Transferability**8. Does the LEA intend to use Transferability for the 2018-19 school year?**

No, the LEA does not intend to use Transferability in 2018-19.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

Title I Part A - Program Information (Part 1 of 6)

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

1. **In the space provided below, please describe your Title I, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

The Buffalo City School District (BCSD) is a large, urban school system in New York State, servicing 33,499 students in 60 facilities. In the school year of 2017-18, 76.5% of all students were designated economically disadvantaged. As the most linguistically diverse district in New York State, the Buffalo Public Schools is made up of 16.52% English language learners (ELLs), representing over 84 different languages and 77 different countries. In addition to this linguistically and racially diverse composition, students with exceptional or special disabilities also contribute to our diverse cross-section of students. Students with disabilities comprise approximately 21%, of the total district population.

During the 2016-17 and 2017-18 school years, Title I funds were used to support multiple major initiatives, which provided the District with valuable data to make informed decisions as we move into 2018-19.

Survey for Federally-Funded Programs

In February through April 2018, a digital survey was created for the exclusive purpose of gaining stakeholder feedback for Federally-funded programs. The 1,704 respondents identified themselves in as follows:

- 678 were City of Buffalo residents
- 62 said they were Board of Education members, or worked for the Board of Education
- 58 were Buffalo Public Schools building administrators
- 42 were Buffalo Public Schools central office administrators
- 73 were members of a community based organization / partner of Buffalo Public Schools
- 12 were members of a Native American tribe
- 68 were paraprofessionals at a Buffalo Public School
- 438 were parents/guardians of one or more Buffalo Public Schools students
- 64 were parents/guardians of one or more Buffalo non-public school students
- 24 were non-public school administrators
- 16 were representatives of higher education
- 42 were Buffalo Public Schools students
- 118 were District support staff
- 968 were Buffalo Public Schools teachers

The survey asked participants to indicate which Federally-funded initiatives they would support implementation/continuation of for the 2018-19 school year. A link to the full survey results can be found here: <https://www.surveymonkey.com/results/SM-GCZDYV5G8/>

Reduced Class Size

The reduced class size initiative introduced based on a needs assessment. Class size reduction was offered to all kindergarten students in 2015-2016 through the school-based budgeting process. Each subsequent year, principals were encouraged to expand the reduced class size initiative to the next grade. During the school year 2018-2019, school leaders will be expanding reduced class size to Grade 3. While both methods of reducing the student-to-teacher classroom ratio were implemented (more classrooms were created and supplemental teachers were hired to work with the classroom teacher), supplemental classrooms were the most common.

This initiative was, by far, the most supported of all our District initiatives for 2018-19 according to the Spring 2018 Survey for Federally-Funded Programs. Overall, 1,069 (73.52%) of respondents indicated support for this initiative's continuation and expansion.

Although there is little research on the effect of reducing elementary grade classrooms to a class size of 20 students or less, physical space and fiscal resources were key barriers in reducing the existing class sizes even further. The Buffalo City School District conducted a longitudinal study in 2018 on reduced class size. The scores on DIBELS Next, attendance and suspension were compared in kindergarten cohort 2015-2016 students (the first cohort under the reduced class size initiative) and 2014-2015 cohort students in kindergarten, Grade 1 and Grade 2 (who did not benefit from reduced class size). The results of the study suggested that students in reduced class size classrooms outperformed their peers in non-reduced class size classrooms in kindergarten, particularly if they were black or ELL. Looking at data by gender also suggested a statistically significant difference. The attendance of students in classrooms with reduced class size was significantly higher in kindergarten and Grade 2 than in their peers in classrooms where class size was not reduced. The number of unique students suspended in classrooms with reduced class size seemed to be significantly lower in

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title I Part A - Program/Fiscal Information

Grade 1 and Grade 2 as well. The same was true about the number of short-term and long-term suspensions. In classrooms with reduced class size, the number of total suspensions was significantly lower in Grade 2.

Literacy Support for Struggling Readers

The reading intervention courses are offered to K-8 students in 2018-19 will include Tier 1-3 Response to Intervention (RTI) for grades K-6 students and Academic Intervention Services (AIS) to Grade 7 and Grade 8 students. Students in grades K-6 are assigned to reading interventions based on multiple measures, including their DIBELS Next beginning of the year (BOY) assessment, which is used for benchmarking. Later, students are assessed in the middle of the year (MOY) and at the end of the year (EOY). In 2017-2018, intervention programs were offered in all elementary schools to in the District.

According the Spring 2018 Survey for Federally-Funded Programs, 927 (63.76%) support the continuation/expansion of reading intervention programs. In addition, 518 (35.60%) of respondents supported on-site, job-embedded literacy coaching and support for teachers. 658 (45.22%) supported training and on-site support for teachers to improve student literacy.

Literacy Coaches provide building-level, side-by-side professional development support in scientific research-based effective instruction in Title I schools. 36.5 FTEs are allocated to elementary schools and 10.87 were chosen by building administrators from their school based budget allocations for 2018-19.

In order to evaluate the effectiveness of the Literacy Coaching initiative, classroom teachers participated in a 2017 survey on coaching support. It revealed that a high percentage of responding teachers were supported by both an instructional coach and literacy coach, but the highest percentage of teachers worked with only one coach but wanted even more support. This is a strong indicator that teachers who want assistance from an instructional and/or literacy coach can access the support. The highest percentage of teachers received assistance with data analysis and lesson planning, among other things. Based on overall data from the survey, classroom teachers strongly value the support from the Literacy Coaching initiative.

The existing supports for struggling readers have been showing gains. ELA achievement was measured by the percentage of students (District-wide) scoring as proficient on the NYS ELA assessments. These percentages are on the rise: 2014 – 12%; 2015 – 12%; 2016 – 16% and 2017 – 18%. Given this trend data, the Buffalo City School District intends to use Title I funds to continue to support these initiatives.

Literacy support, however, is needed beyond the elementary grades. Middle and high school students also struggle with literacy, and intervention programs and supports are also needed. The District will be implementing a new literacy intervention program from Lexia Learning, along with professional development for teachers. A key component will be staff development and on-site coaching support by an English Language Arts helping teacher (teacher on special assignment).

Early Childhood Enrichment Program (New for 2018-19)

With the implementation of the Every Student Succeeds Act (ESSA), school districts were challenged with the task of increasing academic rigor in the early grades. Buffalo Public Schools, however, has historically focused on early reading and math intervention programs to help our most struggling students. Resources, such as Title I funds, were focused on helping the most academically needy students. There was very little funding or supports in place to challenge academically proficient students to take on more challenging coursework in the early grades.

In 2017-18, only two schools in the District, Frederick Law Olmstead #156 and City Honors #195, offered specific programs to challenge academically advanced students. Both schools only offered the programming to grade 5 students, and only Olmstead #156 was a Title I school. This demonstrates the challenge of limited access to advanced coursework for academically-ready students, particularly those in high need schools.

Simply offering elementary level students with more rigorous programming, however, does not necessarily mean that a high number of students are academically prepared to take on such a challenge. To prepare students for challenges in the later elementary years, enrichment and higher order thinking skills need to be introduced in the primary grades. For this reason, the implementation of a new, Early Childhood Enrichment Program in Pre-Kindergarten and Kindergarten is critical to increasing the number of students who will be ready to participate in specialized, advanced programs in the years to come, including Advanced Placement programming in their high school years.

It is no coincidence that the only two schools that currently offer specialized advanced coursework are also higher performing and have a lower ratio of students in poverty. The high-poverty, academically needy schools simply cannot offer this type of programming without additional resources.

This is an issue of equity. By providing students with enrichment opportunities and rigor early on, it will give students in academically needy schools the opportunity to excel in the same way as their counterparts in higher performing schools.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title I Part A - Program/Fiscal Information

When we give students more rigorous work, they go from meeting the grade-level standards 10% and 32% of the time in ELA and math to 42% and 63% of the time (according to internal District assignment data).

In order to support this work, the District will be focusing on helping students develop “grit” (perseverance). Research shows that those who have “grit” are successful in their studies and later life. To develop students with “grit,” students need a growth mindset that includes an understanding that we can all improve our skills with belief and effort. Professional development opportunities, including book studies and workshops, along with professional coaching are needed as the District implements a new program and mindset.

Although the Spring 2018 Survey for Federally-Funded Programs did not include the Early Childhood Enrichment Program as a response option, the write-in comments from stakeholder respondents and advocacy from parent leadership groups strongly supported that this should be included for 2018-19.

Expanded Learning Time

The District’s Expanded Learning Time (ELT) initiative is after-school programming that includes academic support and enrichment opportunities for primary and secondary school students in Title I schools. After-school programs run two hours per day, five days per week in elementary buildings and one or two hours per day, four days per week in high schools. The purpose of after school programming is to help students become healthy, college and career ready, contributing members of their community.

The Buffalo Public Schools follows a three-part after-school framework consisting of academic enrichment, positive youth development, and health and wellness. The academic enrichment activities supplement, enhance or reinforce what is learned during the regular school day. Activities may include but are not limited to: homework support, learning activities aligned with Common Core Learning Standards, read-alouds and independent reading opportunities, literacy and/or mathematics intervention/enrichment, computer programs, science, technology, engineering, mathematics STEM-focused opportunities, credit recovery opportunities (for high school programs), Regents review, embedded strategies from the District writing initiative, and using the myON digital reading program.

The positive youth development component encourages students to develop into well-rounded adults who are contributing members of their communities. Activities vary by school and may include: programs that target social-emotional needs of students, art, music, theatre, dance, college and career exploration, life skills, resiliency, esteem building activities, leadership and civic engagement, conflict resolution, anti-bullying, cultural exploration, character development and leadership programs.

The health and wellness component activities may include: physical recreation activities, sports and fitness instruction, nutrition and healthy eating habits. The sports and recreation activities vary by school based on the interests of the student body and the requests of the School Based Management Teams at each site.

In collaboration with other supplemental grant funding sources, specific supports for English Language Learners will also be a key component of the 2018-19 ELT program. This includes after school Regents preparation classes for ELL students, Saturday high school academies, Saturday Latino middle school academy, Saturday Heritage Program, and Summer Jump Start/Se Levanta Programs.

The Spring 2018 Survey for Federally-Funded Programs also indicated strong support from stakeholders. 847 (58.25%) of respondents support the continuation/expansion of this initiative. 760 (52.41%) supported specialized after-school programming for English Language Learners.

In the 2017-18 school year, the District population was 33,499, of which 9,998 students participated in afterschool program (29.8%). Although a direct correlation between the ELT program and academic outcomes cannot be attributed to ELT alone, there is strong research to support that students who attend school more often perform better academically. Therefore, the higher attendance rates and lower suspension rates of students who participated in the ELT program indicate a higher likelihood of stronger academic performance in the classroom compared to non-participating students.

Overall school attendance rates were 1.5% higher (90.1% attendance) among students who participated the ELT program compared to 88.6% for non-participating peers. The most notable differences were in grade 1 (2.4% higher) and grade 10 (3.8% higher). ELT-participant males had a 1.5% higher rate of attendance than non-participant peers, and females had a 1.3% higher attendance rate. Economically disadvantaged students who attended the ELT program had an attendance rate of 1.9% higher than their non-participant peers, and English Language Learners had a 2.5% higher attendance rate. Special education students had a 1.8% higher attendance rate. This shows that the most significant gains in student attendance were in our highest need student subgroups.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title I Part A - Program/Fiscal Information

Student suspension data was also impacted. According to 2017-18 District data, the number of ELT program participants (individual students) were suspended 2% less than their non-ELT participating peers for short-term suspensions and 1% less for long-term suspensions.

Parent & Family Engagement

Parents involvement is a critical element of student academic success. According to NEA Today, “Students with involved parents or caregivers earn higher grades and test scores, have better social skills, and show improved behavior.” However, increasing parental involvement in traditional ways is a major challenge in Buffalo Public Schools. Given the size of our student (and family) population, the high level of poverty, and the number of languages spoken, the District has to take on a more innovative approach to involve parents and families. According to the 2018 parent involvement survey data, transportation, child care, and translators are a barrier that often makes it difficult for parents to be involved in their child’s school.

In order to overcome many of these obstacles, the District shifted the existing Parent Facilitator program to a Parent Engagement Liaison pilot program in Spring 2018. The District will be continuing the paid Parent Engagement Liaison program, through a contract with Public Consulting Group (University Instructors), so that each Title I school will have a paid Parent Engagement Liaison to work to support parents directly through one-on-one communication and outreach. Likewise, the District will utilize school-based and District-based parent and family activities. The annual Parent & Family Engagement Summit will also be held to provide learning sessions and other activities for parents and families.

Families of English Language Learners will also receive specialized supports. When a new ELL family registers in our District, the family will receive a welcome kit in their native language and personal student dictionaries to assist students as they begin school. The District will have a “Drop in Center” for Newcomer students and families. English Language Learner Academy training sessions will be offered to parents, and District and school-based cultural celebrations will be scheduled to ELL families share their culture with schools and the Buffalo community. Translation and interpretation services will be available to schools and District events. Professional development for teachers and staff will also be offered on cultural awareness and best practices.

The data from the Spring 2018 Federally-Funded Programs Survey showed stakeholder support for continuing/expanding these current initiatives. 991 (68.72%) supported training opportunities for parents to support their children academically. 462 (32.04%) supported having parent facilitators (now called parent liaisons) in each Title I school. 674 (46.48%) supported the “Drop-in” centers for newly arrived language minority parents, among many other programs focused on English-speaking and English-learning parents and families.

Teacher professional development to support parent involvement was also an identified need in the Spring 2018 Survey. 482 (33.13%) of stakeholders indicated a need for teacher and administrator training on effectively communicating with parents. The District also conducted a 2017-18 Professional Development Needs Assessment, in which 54% of school leaders indicated that their teachers needed professional development in increasing the home-school connection to empower families to help increase student achievement.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

2. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

Reduced Class Size

For the 2018-19 school year, the 418 Buffalo Public Schools K-3 classrooms will be directly impacted by reduced class size. In addition, 29 bilingual K-3 classrooms will also part of the reduced class size initiative.

Given the existing data on grades K-2, Buffalo Public Schools intends to expand the initiative to Grade 3 for the 2018-19 school year. The student cohort that began kindergarten with a reduced class size in 2015-16 will enter Grade 3 having only experienced smaller class sizes, which is expected to begin showing positive academic results on New York State Grade 3 math and English Language Arts exams.

Literacy Support for Struggling Readers

The anticipated outcome of continuing the current literacy initiatives is an overall 3% increase in the number of students scoring as proficient on ELA scores, grades 3-8.

Early Childhood Enrichment Program

The District will implement the new Early Childhood Enrichment Program in Fall 2018, beginning with professional development and resources for teachers. As a result of this new program, the District anticipates that teachers will begin the initial stages of infusing activities with increased rigor and enrichment opportunities into the existing curriculum in the early grades. A plan and timeline will be created to monitor the progress of implementing these programs at all Title I elementary schools.

Expanded Learning Time

For 2018-19, the District expects to see a minimum of 30% of students participating in the Expanding Learning Time program. The anticipated outcome of continuing the current Expanded Learning Time after school programming is that the trend data for better attendance and less suspensions will continue.

Parent & Family Engagement

According to the Buffalo Public Schools Parent Engagement Participation System, there were 39,439 instances of parent participation for the 2017-18 school year. The District goal for 2018-19 is to increase parent involvement and engagement levels by at least 50%.

Title I, Part A - Fiscal Information - Per Pupil Calculation (Part 2 of 6)

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

3. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title I, Part A funds. **(Chart 1A)**

	Amount (# or \$)
Total Title I, Part A Allocation + Funds Transferred for Title I Purposes (\$)	27,851,320
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	31,054
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	2,224
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	1,374
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (#)	28,978
Number of students from low-income families who reside in Title I attendance areas and who attend PRIVATE schools (in-district) (#)	834

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

	Amount (# or \$)
Number of students from low-income families who reside in Title I attendance areas and who attend PRIVATE schools (out-of-district) (#)	1,054

4. Based on the information provided above, please find below the Title I, Part A Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share. **(Chart 1B)**

	Title I, Part A - <u>Per Pupil Amount</u> (\$)	Title I, Part A - <u>LEA Share</u> (\$)	Title I, Part A - <u>Private School Share</u> (\$)
Title I Calculations	902.33	26,147,720.82	1,703,599.18

Title I Part A - Fiscal Information - LEA Reserves (Part 3 of 6)

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

5. The following should be used to assist the LEA in calculating appropriate Homeless Reserve figures for the chart below. **(Chart 2A)**

PLEASE NOTE: ALL LEAs are required to reserve funds for homeless youth.

	Title I Per Pupil Amount (\$)	Homeless Students (#)	Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$)	Minimum Recommended Reserve (Student Count x \$100) (\$)
Calculating Homeless Reserves	902.33	2,063	1,861,506.94	206,300.00

6. When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiple the established per pupil amount by the student count. The following calculator should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for the chart below. **(Chart 2B)**

	Title I Per Pupil Amount (\$)	Neglected Youth Count (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	902.33	38	34,288.54

7. Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share, before funds are distributed to schools. **(Chart 2C)**

	Amount (\$)
Administration	2,220,026
Homeless Reserve (See Chart 2A - REQUIRED FOR ALL LEAs)	197,152
Neglected Youth Reserve (See Chart 2B)	12,996
Professional Development	432,499
Capital Expense	0
Pre-K Services	4,574,107
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	432,330
Improvement Reserve (Optional for FOCUS LEAs, and includes optional Public School Choice)	8,368,135

8. Based on the information provided above, please find the total amount of Title I, Part A funds to be distributed to eligible public school attendance areas. **(Chart 2D)**

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

	Title I, Part A - <u>LEA Share</u> (\$)	Total Title I, Part A - <u>Total Funds Reserved</u> (\$)	Title I, Part A - <u>Funds to be Distributed</u> (LEA Share minus Funds Reserved) (\$)
Title I Funds to be Distributed	26,147,720.82	16,237,245.00	9,910,475.82

Title I, Part A - Fiscal Information - Distribution of Funds to Eligible Public School Attendance Areas (Part 4 of 6)

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

9. In the chart below, please identify ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status, and provide the requested information for each. If no funds are allocated to a school, please indicate this with a response of "0". Click on "Add Row" for additional schools. (Chart 3A)

School Name	BEDS	Grade Span	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)
D'YOUVILLE-PORTER CAMPUS	140600010003	PK-8	School-Wide Program (SWP)	642	642	100.00	219,564
BUFFALO ELEM SCH OF TECHNOLOGY	140600010006	PK-8	School-Wide Program (SWP)	563	563	100.00	192,546
EARLY CHILDHOOD CENTER PS 17	140600010017	PK-4	School-Wide Program (SWP)	355	355	100.00	121,410
DR A PANTOJA COMM SCH EXCLLNCE -#18	140600010018	PK-8	School-Wide Program (SWP)	463	463	100.00	158,346
NATIVE AMERICAN MAGNET	140600010019	PK-8	School-Wide Program (SWP)	457	457	100.00	156,294
HILLERY PARK ACADEMY PS 27	140600010027	PK-8	School-Wide Program (SWP)	592	592	100.00	202,464
FRANK A SEDITA SCHOOL #30	140600010130	PK-8	School-Wide Program (SWP)	702	702	100.00	240,084
HARRIET ROSS TUBMAN ACADEMY	140600010031	PK-8	School-Wide Program (SWP)	473	473	100.00	161,766
BENNETT PARK MONTESSORI SCHOOL	140600010122	PK-8	School-Wide Program (SWP)	630	630	100.00	215,460
BILINGUAL CENTER	140600010033	PK-8	School-Wide Program (SWP)	465	465	100.00	159,030

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

School Name	BEDS	Grade Span	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)
MARVA J DANIEL FUTURES PREP SCHOOL	140600010037	PK-8	School-Wide Program (SWP)	399	399	100.00	136,458
LOVEJOY DISCOVERY SCHOOL #43	140600010043	PK-8	School-Wide Program (SWP)	619	619	100.00	211,698
INTERNATIONAL SCHOOL	140600010045	PK-8	School-Wide Program (SWP)	1,069	1,069	100.00	365,598
DR. MARTIN LUTHER KING #48	140600010314	PK-2	School-Wide Program (SWP)	205	172	83.90	58,824
COMMUNITY SCHOOL #53	140600010053	PK-8	School-Wide Program (SWP)	400	400	100.00	136,800
DR GEORGE BLACKMAN ECC	140600010054	PK-4	School-Wide Program (SWP)	405	405	100.00	138,510
PS 59 DR CHARLES DREW SCI MAGNET	140600010059	PK-8	School-Wide Program (SWP)	710	710	100.00	242,820
ARTHUR O. EVE SCHOOL OF DISTINCTION PS 61	140600010061	PK-4	School-Wide Program (SWP)	268	268	100.00	91,656
PS 64 FREDERICK LAW OLMSTED	140600010064	PK-4	School-Wide Program (SWP)	562	283	50.36	96,786
PS 65 ROOSEVELT ACADEMY ECC	140600010065	PK-4	School-Wide Program (SWP)	332	332	100.00	113,544
PS 66 NORTH PARK ACADEMY	140600010066	6-8	School-Wide Program (SWP)	234	234	100.00	80,028
DISCOVERY SCHOOL	140600010001	PK-8	School-Wide Program (SWP)	555	349	62.88	119,358
PS 69 HOUGHTON ACADEMY	140600010069	PK-8	School-Wide Program (SWP)	481	481	100.00	164,502
LORRAINE ELEMENTARY SCHOOL	140600010072	PK-8	School-Wide Program (SWP)	736	736	100.00	251,712
PS 74 HAMLIN PARK ELEMENTARY SCHOOL	140600010074	PK-8	School-Wide Program	415	415	100.00	141,930

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

School Name	BEDS	Grade Span	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)
			(SWP)				
HERMAN BADILLO COMMUNITY SCHOOL	140600010076	PK-8	School-Wide Program (SWP)	665	665	100.00	227,430
GRABIARZ-CAMPUS SCHOOL #79	140600010129	PK-8	School-Wide Program (SWP)	562	562	100.00	192,204
HIGHGATE HEIGHTS	140600010080	PK-8	School-Wide Program (SWP)	376	376	100.00	128,592
PS 81	140600010081	PK-8	School-Wide Program (SWP)	718	602	83.84	205,884
EARLY CHILDHOOD CENTER PS 82	140600010082	PK-4	School-Wide Program (SWP)	316	316	100.00	108,072
ECHC FOR CHILDREN PS 84	140600010084	K-12	School-Wide Program (SWP)	199	199	100.00	68,058
DR LYDIA T WRIGHT SCH OF EXCELLENCE	140600010094	PK-8	School-Wide Program (SWP)	610	610	100.00	208,620
BUILD COMMUNITY SCHOOL	140600010312	PK-8	School-Wide Program (SWP)	394	394	100.00	134,748
SOUTHSIDE ELEMENTARY SCHOOL	140600010093	PK-8	School-Wide Program (SWP)	1,008	1,008	100.00	344,736
WEST HERTEL ELEMENTARY SCHOOL	140600010118	PK-8	School-Wide Program (SWP)	737	737	100.00	252,054
WATERFRONT SCHOOL	140600010119	PK-8	School-Wide Program (SWP)	794	794	100.00	271,548
HARVEY AUSTIN SCHOOL #97	140600010197	PK-8	School-Wide Program (SWP)	567	567	100.00	193,914
STANLEY MAKOWSKI EARLY CHLDHD CTR	140600010126	PK-4	School-Wide Program (SWP)	676	676	100.00	231,192
ALTERNATIVE HIGH SCHOOL AT 44	140600010133	7-12	School-Wide Program (SWP)	117	88	75.21	30,096

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

School Name	BEDS	Grade Span	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)
FREDERICK OLMSTED #156	140600010056	5-12	School-Wide Program (SWP)	826	576	69.73	196,992
CITY HONORS SCH-F MASTEN PK	140600010102	5-12	Non-Title I	1,079	0	0.00	0
BUFFALO ACADEMY-VIS & PERF ARTS	140600010097	5-12	School-Wide Program (SWP)	742	694	93.53	237,348
MATH SCIENCE TECH PREP SCHOOL	140600010132	5-12	School-Wide Program (SWP)	698	698	100.00	238,716
INTER PREP SCH #198	140600010308	5-12	School-Wide Program (SWP)	864	864	100.00	295,488
RIVERSIDE INSTITUTE OF TECHNOLOGY	140600010108	12	School-Wide Program (SWP)	224	224	100.00	76,608
SOUTH PARK HIGH SCHOOL	140600010110	9-12	School-Wide Program (SWP)	829	829	100.00	283,518
LAFAYETTE INTERNATIONAL HIGH SCHOOL	140600010141	9-11	School-Wide Program (SWP)	192	192	100.00	65,664
RIVERSIDE ACADEMY HIGH SCHOOL	140600010310	9-10	School-Wide Program (SWP)	98	98	100.00	33,516
LEONARDO DA VINCI HIGH SCHOOL	140600010128	9-12	School-Wide Program (SWP)	376	352	93.62	120,384
OCCUPATIONAL TRAINING CTR	140600010042	UNGRADE D	School-Wide Program (SWP)	79	79	100.00	27,018
BURGARD HIGH SCHOOL	140600010101	9-12	School-Wide Program (SWP)	480	480	100.00	164,160
EMERSON SCHOOL OF HOSPITALITY	140600010104	9-12	School-Wide Program (SWP)	484	484	100.00	165,528
HUTCHINSON CENTRAL TECH HIGH SCHOOL	140600010105	9-12	School-Wide Program (SWP)	1,148	1,136	98.95	388,512
MCKINLEY HIGH SCHOOL	140600010098	9-12	School-Wide Program (SWP)	1,063	1,063	100.00	363,546

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

School Name	BEDS	Grade Span	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	Bldg. Title I Allocation (\$)
EAST COMMUNITY HIGH SCHOOL	140600010 140	9-11	School-Wide Program (SWP)	167	167	100.00	57,114
MIDDLE EARLY COLLEGE HIGH SCHOOL	140600010 135	9-12	School-Wide Program (SWP)	317	317	100.00	108,414
NEWCOMER ACADEMY	140600010 309	9-12	School-Wide Program (SWP)	229	229	100.00	78,318
BUFFALO SCHOOL OF CULINARY ARTS & HOSPITALITY MANAGEMENT	140600010 313	9-12	School-Wide Program (SWP)	306	306	100.00	104,652
PATHWAYS ACADEMY	140600010 316	9-12	School-Wide Program (SWP)	208	208	100.00	71,136
LEWIS J BENNETT HS OF INNOVATIVE TEC	140600010 311	9-12	School-Wide Program (SWP)	174	174	100.00	59,508
NORTH PARK COMMUNITY SCHOOL #50	140600010 315	PK-K	Non-Title I	0	0	0.00	0

10. As the LEA completes the chart above, the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. (**Chart 3B**)

	LEA Title I, Part A - <u>Funds to Distribute</u> (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
School-Level Title I, Part A Funds	9,910,475.82	-0.18

Title I Part A - Fiscal Information - Distribution of Funds Processes (Part 5 of 6)

11. Please identify the ranking system used by the district.

- LEA-Wide (K-12)
- Grade Span Grouping
- K-12 Administrative Option (Applies only to LEAs with one building per grade span)

12. Are there any school building attendance areas with greater than 75% poverty rate?

- Yes, there are school building attendance areas with greater than 75% poverty.
- No, there are not school building attendance areas with greater than 75% poverty.

13. Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?

- Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
- No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part A - Program/Fiscal Information

14. Will any school attendance area be served with a poverty percent less than 35%?

- Yes, a school attendance area with a poverty percent less than 35% will be served.
- No, a school attendance area with a poverty percent less than 35% will not be served.

15. Will the LEA "skip" over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?

- Yes, the district will skip one or more eligible schools.
- No, the district will not skip any eligible schools.

16. Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?

- Yes, the LEA does intend to use the Feeder Pattern option.
- No, the LEA does not intend to use the Feeder Pattern option.

17. Will the LEA be using the "Grandfather" option in any of its schools?

- Yes, the LEA does intend to use the Grandfather option.
- No, the LEA does not intend to use the Grandfather option.

Title I, Part A - Neglected Facilities (Part 6 of 6)

PLEASE NOTE - For some LEAs, a portion of Title I, Part A funds were generated to support NEGLECTED facilities located within the district's boundaries. Please refer to posted Child Counts for Institutions for the Neglected (see <http://www.p12.nysed.gov/accountability/allocations/home.html>) to determine if your district has a neglected facility. If the LEA has no NEGLECTED facilities within its boundaries, please skip this question and click on "Save" or "Save & Continue".

Please refer to the *Documents* panel along the left of the application for the "Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures" form.

18. Identify by name each Neglected facility located in the district. Click on "Add Row" as needed to include additional facilities.

Name of Facility	Type of Facility	Child Count (Oct. 2017) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
Conner's Children's Center/Morey House	Group Home	38	12,996	Connors Childrens Center SIGNED.pdf
		38	12,996	

19. Does the LEA have a formal written agreement with each Neglected facility located within the LEA's geographic attendance area?

- Yes, the LEA has a formal written agreement with each Neglected facility.
- No, the LEA does not have a formal written agreement with each Neglected facility.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part D - Program/Fiscal Information

Title I Part D - Program Information

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title I Part D - Program/Fiscal Information

1. **In the space provided below, please describe your Title I, Part D program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

From July 1, 2017 through June 30, 2018 there were 1115 instances of incarceration by 753 individuals aged 21 or under at the Erie County Holding Center. They ranged from 16 to 21 years in age. Approximately 85% were male and 15% were female. Approximately 61% were Black or African American, 35% were White. Native American, Asian and Multiracial students make up about 1% of the population respectively. About 8% of students identify as Hispanic. More than half of students are Economically Disadvantaged. Of the students served by the High School program 47% of students are classified as Students with Disabilities, and less than 1% are English Language Learners. The average length of incarceration was 24 days.

During the same time period (7/1/17 – 6/30/18) there were 343 instances of incarceration by 228 individuals aged 17 or under at the Erie County Youth Detention. They ranged from 12 to 17 years in age. Approximately 71% were male and 29% were female. Approximately 57% were Black or African American, 30% were White. Native American and Asian students make up about 1% of the population respectively, and about 4% are Multiracial. About 10% of students identify as Hispanic. More than half of students are Economically Disadvantaged. 34% of students are classified as Students with Disabilities, and less than 1% are English Language Learners. The average length of incarceration was 13 days.

Some of the identified obstacles for students who have been incarcerated are achieving continuity in their education, as well as in transfer of information relevant to their educational record (ie. Transcripts, course needs, credit attainment, attendance and behavior and enrollment information upon incarceration, and again post-release). There is also an identified challenge in working with the District to assure that students are only dropped from enrollment when appropriate, are seamlessly re-enrolled upon release when necessary, and that all parties have the necessary information, including credits earned, grades earned during the duration of detainment, so the student can avoid lost progress on their path to completion of high school. There is also a need for students to be connected with support services and opportunities for employment and training that reduce the likelihood of continued involvement with the criminal justice system.

The Buffalo Schools Title I Part D program is well-equipped to deal with the student population it serves and to overcome the barriers that they experience. The staff includes two full time Transition Counselors who are certified School Counselors. The Counselors provide transitional services for youth before and after release, analyze student transcripts, IEPs, and assess social and emotional needs. Students are linked with the appropriate school and community services to successfully transition back to school, institutions of higher learning, job training, and/or the workforce. Involving parents and additional supports is key in preventing students from re-entering the juvenile justice system.

The program has a full time Research Aide that works alongside the Transition Counselors to track and monitor academic records of incarcerated students, entry and release dates, re-entry into Buffalo Schools, and post-release outcomes of students (ex. returning to high school, graduation, TASC enrollment/success/dropouts). The Research Aide supports the Transition Counselors in identifying students in need of support, and make sure students do not get lost in the system. The Research Aide provides meaningful data to the District and the Title I dept. Having integrated, student-level, and longitudinal data collection systems is essential for sharing information, reducing the burden of data collection, producing high-quality data, and improving student achievement and assessing the efficacy of the programs we have in place.

The Title I transition program and acts as a liaison between various community agencies and District departments. The Transition program works with FST, JDST, Probation, City Court, Family Court, County Court, CPS, Child Services, DSS, OCFS, all voluntary agencies in the state of New York, non-secure detention, , Erie County Sheriff's Department; Erie County Correctional facility, NYS Department of Corrections, local law enforcement, BPS; Student Support Services; Registration, Suspension, Attendance, Guidance, etc.

Buffalo Public School teachers (Math, Reading & Special Education) provide a supplemental, evening tutoring program for students during the night program at the Erie County Holding Center. In addition, these teachers also provide a summer Title I program to continue to support struggling students once the school year has ended. This helps to provide academic intervention over and above the core educational program to provide students with enhanced opportunities to improve their skills while incarcerated.

The Title I Part D Program has also recognized the need for an expanded level of service greater than what can be provided by the staff described above. As a result we have contracted with several service providers to help meet the needs of our students. Best Self Behavioral Health provides after school tutoring sessions, a Summer School program, and Social Emotional programming, including art, music and yoga, at the Erie County Youth Detention Center. Peaceprints of WNY provides supplemental transitional support services for the neediest youth that have been at the Erie County Holding Center - specifically students that have been incarcerated on a long-term basis. These supports include consulting with the students and families before and after release to set up goals and objectives, plans to meet those objectives, and extensive follow up for up to 3 months following release. This program is specifically geared toward overcoming those obstacles that students identify as things preventing them from being

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title I Part D - Program/Fiscal Information

successful in the community, including obtaining employment, securing independent housing, obtaining learners permit or driver's license, applying for social services, securing personal documents, opening checking and savings accounts, securing childcare and enrolling in post-secondary education or vocational training.

2. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

There are several important goals we have set for our program this year. We aim to increase the number of students who graduate from high school or obtain HSE from among those eligible by 10%. We hope to see 75% of students re-enroll in school or HSE upon release from among those who have been withdrawn from their schools of origin. We also aim to reduce the amount of recidivism by seeing a decrease in repeat offenders from year to year by 25%. We also will work to increase college and career readiness by helping students get involved with employment training, vocational training, boosting life skills and helping them enroll in post-secondary educational programs. We aim to increase the number of students enrolling in job training or gaining employment by 25%, and to increase the number of students accepted into post-secondary educational institutions by 50%. We plan to increase the number of students working with the Peaceprints program by more than double. Among these students we are aiming for 25% to attain all identified objectives or overcome all identified barriers to success. We also aim for all students in the Peaceprints program to attain at least 50% of the identified objectives, and for 100% of these students to be re-enrolled in school or equivalency.

Title I, Part D - Fiscal Information

LEAs are requested to complete EACH item fully. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

3. Please provide the LEA's Title I, Part D Allocation for the 2018-19 school year.

271,762

4. Identify by name EACH Delinquent facility located in the district, the type of facility, the October 2017 child count figure, the allocation amount for the facility, and upload a completed "Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form."

Click on "Add Row" as needed to include additional facilities.

Name of Facility	Type of Facility	Child Count (Oct. 2017) (#)	Facility Allocation (\$)	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
ERIE COUNTY HOLDING & DETENTION CENTER	County Jail	52	132,071	Erie County Holding Center SIGNED.pdf
ERIE COUNTY YOUTH DETENTION CENTER	Secure Detention	55	139,691	East Ferry Youth Detention SIGNED.pdf

5. As the LEA completes the chart above, the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

	Title I, Part D Allocation (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
LEA Title I Part D Allocation	271,762.00	0.00

6. Does the LEA have a formal written agreement with each Delinquent facility located within the LEA's geographic attendance area?

- Yes, the LEA has a formal written agreement with each Delinquent Facility.
 No, the LEA does not have a formal written agreement with each Delinquent Facility.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Program/Fiscal Information

Title II, Part A Program Information

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Program/Fiscal Information

1. **In the space provided below, please describe your Title II, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

Title IIA – Needs Assessment & Obstacles

District Overview

The Buffalo City School District (BCSD) is a large, urban school system in New York State, servicing 33,499 students in 60 facilities. In the school year of 2017-2018, 76.5% of all students were economically disadvantaged. As the most linguistically diverse district in New York State, the Buffalo Public Schools is made up of 16.52% English language learners (ELLs), representing over 84 different languages and 77 different countries. In addition to this linguistically and racially diverse composition, students with exceptional or special disabilities also contribute to our diverse cross-section of students. Students with disabilities comprise approximately 21%, of the total district population.

Survey for Federally-Funded Programs

In February through April 2018, a digital survey was created for the exclusive purpose of gaining stakeholder feedback for Federally-funded programs. 2018-19 professional development initiatives were a major component of the survey. The 1,704 respondents identified themselves in as follows:

- 678 were City of Buffalo residents
- 62 said they were Board of Education members, or worked for the Board of Education
- 58 were Buffalo Public Schools building administrators
- 42 were Buffalo Public Schools central office administrators
- 73 were members of a community-based organization / partner of Buffalo Public Schools
- 12 were members of a Native American tribe
- 68 were paraprofessionals at a Buffalo Public School
- 438 were parents/guardians of one or more Buffalo Public Schools students
- 64 were parents/guardians of one or more Buffalo non-public school students
- 24 were non-public school administrators
- 16 were representatives of higher education
- 42 were Buffalo Public Schools students
- 118 were District support staff
- 968 were Buffalo Public Schools teachers

The survey asked participants to indicate which Federally-funded initiatives they would support implementation/continuation of for the 2018-19 school year. A link to the full survey results can be found here: <https://www.surveymonkey.com/results/SM-GCZDYV5G8/>

Reduced Class Size

The reduced class size initiative introduced based on a needs assessment. Class size reduction was offered to all kindergarten students in 2015-2016 through the school-based budgeting process. Each subsequent year, principals were encouraged to expand the reduced class size initiative to the next grade. During the school year 2018-2019, school leaders will be expanding reduced class size to Grade 3. While both methods of reducing the student-to-teacher classroom ratio were implemented (more classrooms were created and supplemental teachers were hired to work with the classroom teacher), supplemental classrooms were the most common.

This initiative was, by far, the most supported of all our District initiatives for 2018-19 according to the Spring 2018 Survey for Federally-Funded Programs. Overall, 1,069 (73.52%) of respondents indicated support for this initiative's continuation and expansion.

Although there is little research on the effect of reducing elementary grade classrooms to a class size of 20 students or less, physical space and fiscal resources were key barriers in reducing the existing class sizes even further. The Buffalo City School District conducted a longitudinal study in 2018 on reduced class size. The scores on DIBELS Next, attendance and suspension were compared in kindergarten cohort 2015-2016 students (the first cohort under the reduced class size initiative) and 2014-2015 cohort students in kindergarten, Grade 1 and Grade 2 (who did not benefit from reduced class size). The results of the study suggested that students in reduced class size classrooms outperformed their peers in non-reduced class size

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title II Part A - Program/Fiscal Information

classrooms in kindergarten, particularly if they were black or ELL. Looking at data by gender also suggested a statistically significant difference. The attendance of students in classrooms with reduced class size was significantly higher in kindergarten and Grade 2 than in their peers in classrooms where class size was not reduced. The number of unique students suspended in classrooms with reduced class size seemed to be significantly lower in Grade 1 and Grade 2 as well. The same was true about the number of short-term and long-term suspensions. In classrooms with reduced class size, the number of total suspensions was significantly lower in Grade 2.

2017-18 Professional Development Needs Assessment

In addition, Buffalo Public Schools also conducted a 2017-18 Professional Development Needs Assessment. This was sent to building leaders, who were asked to identify specific areas of training they needed for teachers based on Annual Professional Performance Reviews of teachers (APPR data). Teachers and teacher assistants also participated in the survey, indicating the specific professional development topics they wanted for 2018-19. This information was used to guide professional development planning for the 2018-19 school year.

Classroom Management

The total number of students with short-term suspensions in the District in 2017-18 was 4,521 with 9,045 individual incidents resulting in a short-term suspension. The rates for incidents that resulted in short-term suspensions for black students was 65%, even though they represent only 46% of the District's student body. During that same time period, 1,263 students had long-term suspensions, with 1,511 incidents that resulted in long-term suspensions. Again, the long-term suspension rates for incidents by black students was 66%, even though they represent only 46% of the overall student population. There is clear disproportionality that needs to be addressed. The data indicates a need for school leaders and educators to become better informed about the underlying issues triggering negative student behaviors, possible cultural misunderstandings of the behaviors/expectations, underlying issues/biases that may lead educators to suspend specific student groups at a higher rate, improved classroom management strategies and alternatives to suspensions.

The 2018 Professional Development Needs Assessment data shows that 69% of school leader participants identified trauma-informed care as most needed area of teacher professional development. In addition, 54% identified restorative practices and 46% said culturally and linguistically responsive teaching were also high need areas for teacher training. 31% indicated a need for teacher training in building and maintaining relationships in the classroom. These directly connect not only to academic success, but also to help teachers improve classroom management and reduce suspensions.

22.97% of teachers responding to the 2018 Professional Development Needs Assessment identified trauma-informed care as a critical need, 32.43% stated they needed more training on culturally and linguistically responsive teaching, and 30.08% indicated they wanted additional professional development in classroom management. 36.49% stated they wanted to learn more about positive behavior interventions and 52.70% indicated they wanted additional training on restorative practices. In addition, 50% stated that additional training in relationship building and conflict resolution (36.49%) would also help them better support a positive classroom environment. In order to address the disproportionality of special education student suspensions, 50% of teachers indicated they wanted more professional development opportunities on the topics of behavior management and de-escalation strategies.

Teacher assistants were also surveyed. 55.26% of the teaching assistants that responded to the Needs Assessment identified the need for professional development in classroom management. 28.95% said they would benefit from additional training on communicating and building relationships with parents and students. 21.05% indicated a need for training on student engagement strategies.

The Spring 2018 Survey for Federally-Funded Programs indicated that 805 (55.33%) of stakeholders support increased coaching support for teachers in the area of classroom behavior management, 544 (37.39%) support training for teachers and administrators on techniques for alternatives to suspensions, and 755 (51.89%) support training for teachers in proactive classroom management techniques. 500 (34.36%) support training for teachers in culturally and linguistically responsive teaching and 324 (22.27%) support teacher and administrator training on implicit bias.

Based on this data, Buffalo Public Schools is making the above topics key components of the 2018-19 professional development plan. By addressing many of the underlying reasons for disruptive student behaviors and suspensions, particularly the concern regarding disproportionality of specific subgroups, the goal is to foster a more positive learning environment for all students. Based on the survey data, school leaders, teachers and teacher assistants showed an understanding that their professional practices also play an important role in helping reduce classroom disruptions, reduce suspensions and help student-adult relationships. The District will use a variety of funding sources, including Title IIA, to provide these training opportunities.

Supporting English Language Learners

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title II Part A - Program/Fiscal Information

The new Every Student Succeeds Act legislation requires teachers to participate in a minimum of 15% of their professional development time learning about strategies and best practices for supporting English Language Learners. Based on the rich language diversity of the Buffalo City School District, supporting English Language Learners is just as much of an ESSA requirement as it is a critical need to move the District forward.

The 2018 Professional Development Needs Assessment data indicated that 50% of teachers want additional professional development on instructional strategies on how to teach English Language Learners. 32.43% indicated they wanted more training on scaffolding and 28.8% indicated a need for workshops on the theories and best practices on the topic of second language acquisition.

In addition, 900 (62.07%) of stakeholders responding to the Spring 2018 Survey for Federally-Funded Programs supported training for teachers, administrators, teacher aides and assistants in supporting the needs of English Language Learners.

Based on the new ESSA requirements and stakeholder feedback, professional development on supporting ELL students is a component of our District's Professional Development plan. These workshops will be provided using a variety of funding sources, including Title IIA, to meet this critical area of need in our District.

Data-Informed Instruction

Based on the high percentage of students with a wide variety of needs (economically disadvantaged, special education, English Language Learners, and many with all three, etc.), it is especially critical for teachers to be able to identify the specific skill areas and precise academic needs of each student.

The Spring 2018 Federal Programs survey also indicated that 404 (27.77%) of stakeholders support teacher training in using student data to inform instruction. Likewise, the 2017-18 Professional Development Needs Assessment data showed that 31.08% of teachers indicated they wanted additional training in data collection and tools, 22.97% want more training in data-driven instruction, 25.68% said they wanted more professional development on progress monitoring, and 39.19% indicated a need for training in direct instruction and differentiated instruction and interventions. For this reason, the District will be offering courses on how to conduct data-based, grade level team meetings, provide Data Coaches to assist teachers in making meaning of the data and guiding them to the next steps for data informed instructional decisions.

Literacy Support for Struggling Readers

The reading intervention courses offered to K-8 students in 2018-19 will include Tier 1-3 Response to Intervention (RTI) for grades K-6 students and Academic Intervention Services (AIS) to Grade 7 and Grade 8 students. Students in grades K-6 take part in one of three tiered reading interventions based on multiple measures, including their DIBELS Next beginning of the year (BOY) assessment, which is used for benchmarking. Later, students are assessed in the middle of the year (MOY) and at the end of the year (EOY). In 2017-2018, reading intervention programs were offered in all elementary schools to in the District.

The District's 2018 Professional Development Needs Assessment indicated that 62% of responding school administrators indicated a need for teacher professional development in differentiated instruction, 39% indicated a need for training in the literacy instruction training on our core program (Journeys), 54% said additional training in Skillful Teacher was needed, and 31% supported more training in Step Up to Writing.

Teachers responding to the District's 2018 Professional Development Needs Assessment indicated they wanted more training in literacy instruction. 31.08% want more training on Direct Instruction, 28.38% are requesting more training on Journeys and 27.03% on the ELA modules. In addition, 29.73% requested more training on Step Up to Writing.

According to the Spring 2018 Survey for Federally-Funded Programs, 927 (63.76%) support the continuation/expansion of these reading intervention programs. In addition, 518 (35.60%) of respondents supported on-site, job-embedded literacy coaching and support for teachers. 658 (45.22%) supported training and support for teachers to improve student literacy.

Although the instructional coaching initiative was introduced during the 2013-14 school year, the program became more focused on literacy as it transformed into the Literacy Coaching initiative for the 2016-17 school year. Literacy Coaches provide building-level, side-by-side professional development support in scientific research-based effective instruction in Title I schools. 10 Title IIA-funded literacy coaches are allocated to elementary schools and additional coaches were chosen by building administrators from their school-based budget allocations for 2018-19.

In order to evaluate the effectiveness of the Literacy Coaching initiative, classroom teachers participated in a 2017 survey on coaching support. It

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title II Part A - Program/Fiscal Information

revealed that highest percentage of teachers worked with only one coach, though a high percentage of responding teachers were supported by both an instructional coach and literacy coach. . Based on the responses, many classroom teachers indicated that the number of coaches that colleagues worked with ranged from 2 to 5. This is a strong indicator that teachers who want assistance from an instructional and/or literacy coach can access the support. The highest percentage of teachers received assistance with data analysis and lesson planning, among other things. Based on overall data from the survey, classroom teachers strongly value the support from the Literacy Coaching initiative.

With a successful literacy coaching initiative in place, the District is looking to increase their impact for 2018-19. The District will be providing literacy coaches and reading support teachers with a Trainer of Trainer model of the Language Essentials for Teachers of Reading and Spelling (LETRS) literacy training series.

So far, the existing supports for struggling readers have been showing gains. ELA achievement was measured by the percentage of students (District-wide) scoring as proficient on the NYS ELA assessments. These percentages are on the rise: 2014 – 12%; 2015 – 12%; 2016 – 16% and 2017 – 18%. Given this trend data, the Buffalo City School District intends to use Title I funds to continue and expand these initiatives.

Literacy support, however, is needed beyond the elementary grades. Middle and high school students also struggle with literacy, and intervention programs and supports are also needed. The District will be implementing a new literacy intervention program and training, but a key component will be staff development and on-site coaching support by an English Language Arts helping teacher (teacher on special assignment).

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Program/Fiscal Information

2. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

Objectives

Reduced Class Size

For the 2018-19 school year, the 418 Buffalo Public Schools K-3 classrooms will be directly impacted by reduced class size. In addition, 29 bilingual K-3 classrooms will also part of the reduced class size initiative.

Given the existing data on grades K-2, Buffalo Public Schools intends to expand the initiative to Grade 3 for the 2018-19 school year. The student cohort that began kindergarten with a reduced class size in 2015-16 will enter Grade 3 having only experienced smaller class sizes, which is expected to begin showing positive academic results on New York State Grade 3 math and English Language Arts exams.

Classroom Management

The District will offer professional development opportunities for teachers in the areas of classroom management, trauma-informed care and restorative practices. A contract with Research for Better Teaching will provide staff with training in culturally and linguistically responsive teaching. As a result, the District anticipates a 3% decrease in suspension rates for students of color and special education students for the 2018-19 school year.

Supporting English Language Learners

The District will offer a variety of professional development opportunities on the topic of supporting English Language Learners using a variety of funding sources (including Title IIA), with the expectation that teachers who are under this new requirement will attend a minimum of 15% of their workshops learning how to support English Language Learners.

Data-Informed Instruction

A District-level data coach will provide guidance and support to school-level coaches, so that job-embedded support for data-informed instruction is taking place at grade level meetings Districtwide. The result of increased focus, training, and support on data-informed instruction is expected to help the District increase overall ELA scores by 3% and math scores by 4%.

Literacy Support for Struggling Readers

By the end of the 2018-19 school year, all District literacy coaches will receive training in Language Essentials for Teachers of Reading and Spelling (through Voyager Learning), and many of those will be on-track to begin the trainer of trainers program. The anticipated outcome of continuing and expanding the current literacy initiatives is an overall 3% increase in the number of students scoring as proficient on ELA scores, grades 3-8.

Title II, Part A - Fiscal Information - Distribution of Funds

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

3. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds:

	Amount (\$ or #)
Total Title II, Part A Allocation +/- Funds Subject to Transferability (\$)	3,262,936
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	172,516
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	31,054
Total Number of K-12 Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	5,520

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Program/Fiscal Information

4. Based on the information provided above, please find in the chart below the Title II, Part A Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share.

	Title II, Part A <u>Per Pupil Amount</u> (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School Share</u> (\$)
Title II Calculations	84.50	2,623,992.53	466,427.47

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

Title IIA - Use of Funds - Personalized Professional Development (Part 1 of 3)

1. Is the LEA using Title IIA funds for Instructional Coaching?

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.[1]. Common roles for coaches include:

- **Instructional:** Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;
- **Curriculum:** Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment; and
- **Data:** Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

[1] Matthew A. Kraft, David Blazar, Dylan Hogan. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, November 2016.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

1a. Title II, Part A funding amount for the 2018-19 school year - Instructional Coaching.

421,179

2. Is the LEA using Title IIA funds for Professional Learning Communities?

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains[1]. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature[2].

[1] Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza. Effective Teacher Professional Development. Learning Policy Institute. 2017, p. 17. Available at https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

[2] Rhonda Barton and Jennifer Stepanek. The Impact of Professional Learning Communities. Principal's Research Review, a publication of the National Association of Secondary School Principals. Volume 7, Issue 4, July 2012.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2a. Title II, Part A funding amount for the 2018-19 school year - Professional Learning Communities.

161,485

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

3. Is the LEA using Title IIA funds for Principal Leadership?

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning[1]. Effective pre-service and in-service principal training programs[2] should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

[1] Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al., Learning from Leadership: Investigating the Links to Improved Student Learning, Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, 2010, 9. Available at www.wallacefoundation.org

[2] Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, Margaret Orr. Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs – Final Report, Stanford, 2007. Available at <http://www.wallacefoundation.org/knowledge-center/pages/preparing-school-leaders.aspx>

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

3a. Title II, Part A funding amount for the 2018-19 school year - Principal Leadership.

111,363

4. Is the LEA using Title IIA funds for Teacher Leadership?

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms[1]. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

[1] Benjamin Backes and Michael Hansen. Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative, National Center for Analysis of longitudinal Data in Education Research, January 2018. Available at <https://caldercenter.org/publications/reaching-further-and-learning-more-evaluating-public-impacts-opportunity-culture>

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

4a. Title II, Part A funding amount for the 2018-19 school year - Teacher Leadership.

163,831

5. Is the LEA using Title IIA funds for Induction and Mentoring?

CONDITIONS OF USE: High-quality mentoring and induction programs[1] provide new teachers with professional development, research-based resources, and formative assessment tools for beginning teachers, mentors, and school leaders, as well as technical assistance and capacity building for program leaders. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers’ skills in lesson planning and analyzing student work.

[1] Rebecca Schmidt, Viki Young, Lauren Cassidy, Haiwen Wang, & Katrina Laguarda. Impact of the New Teacher Center’s New Teacher Induction Model on Teachers and Students, SRI Education, 2017. Available at https://www.sri.com/sites/default/files/publications/ntci3val_execsumm_2017.pdf

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

5a. Title II, Part A funding amount for the 2018-19 school year - Induction and Mentoring

306,507

6. Is the LEA using Title IIA funds for National Board Certification?

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance[1],[2]. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning[3]. [1] Cowan, J., & Goldhaber, D. National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell, 2015. [2] The Proven Impact of Board Certified Teachers on Student Achievement. National Board for Professional Standards Impact Brief. Available at http://nbpts.org/wp-content/uploads/impact_brief_final.pdf [3] Information about National Board Certification available on their website at http://www.nbpts.org/practice-policy/policy/

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

7. Is the LEA using Title IIA funds for Other personalized professional development activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

8. Is the LEA using Title IIA funds for Recruiting & Retaining Effective Teachers?

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in screening candidates and enabling early hiring; B), offering differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas; C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

9. Is the LEA using Title IIA funds for Recruiting Individuals from Other Fields?

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

10. Is the LEA using Title IIA funds for Evaluation/Support Systems?

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

10a. Title II, Part A funding amount for the 2018-19 school year - Evaluation/Support Systems.

146,756

11. Is the LEA using Title IIA funds for Effective Teaching of ELL/MLL Students?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

11a. Title II, Part A funding amount for the 2018-19 school year - Effective Teaching of ELL/MLL Students.

46,378

12. Is the LEA using Title IIA funds for Effective Teaching of Children with Disabilities?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

12a. Title II, Part A funding amount for the 2018-19 school year - Effective Teaching of Children with Disabilities.

117,135

13. Is the LEA using Title IIA funds for Increased Knowledge/Ability to Teach Early Childhood?

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

13a. Title II, Part A funding amount for the 2018-19 school year - Increased Knowledge/Ability to Teach Early Childhood.

120,928

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

14. Is the LEA using Title IIA funds for High Quality Instruction of Science, Technology, Engineering and Math?

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

- 14a. Title II, Part A funding amount for the 2018-19 school year - High Quality Instruction of Science, Technology, Engineering and Math.

197,530

15. Is the LEA using Title IIA funds for Implementation of Formative Assessments?

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

- 15a. Title II, Part A funding amount for the 2018-19 school year - Implementation of Formative Assessments.

41,264

16. Is the LEA using Title IIA funds for Supporting Students Affected by Trauma and/or Mental Illness?

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

- 16a. Title II, Part A funding amount for the 2018-19 school year - Supporting Students Affected by Trauma and/or Mental Illness.

67,378

17. Is the LEA using Title IIA funds for Identification and Support of Gifted Students?

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

18. Is the LEA using Title IIA funds for Instructional Services Provided by Libraries?

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

19. Is the LEA using Title IIA funds for Training to Recognize/Prevent Sexual Abuse?

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

20. Is the LEA using Title IIA funds for Feedback Mechanisms to Improve Working Conditions?

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

21. Is the LEA using Title IIA funds for Career Readiness Education?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content and provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title IIA - Use of Funds - Class Size Reduction (Part 3 of 3)

22. Is the LEA using Title IIA funds for Early Grade Class Size Reduction?

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

- Extend for multiple years during the early grades[1], with a focus on low-income and minority students[2];
- Reduce class sizes to 15-18 students or fewer [3] (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan[4].

[1] Krasnoff, B. (2014). What the Research Says About Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers: A Compendium of the Evidence on Title II, Program-Funded Strategies. Education Northwest, Northwest Comprehensive Center. <https://eric.ed.gov/?id=ED558138>

[2] Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. NCPEA Policy Brief, 1(2), 1-9. <https://eric.ed.gov/?id=ED540485>

[3] Darling-Hammond, L., Lam, L., Mercer, C., and Podolsky, A. (2016) Evidence-Based Interventions: A Guide for States. Learning Policy Institute. <https://learningpolicyinstitute.org/product/evidence-based-interventions>

[4] Center for Public Education's page about class size reduction: <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

23. Is the LEA using Title IIA funds for Class Size Reduction for Special Populations?

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student’s IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

24. Is the LEA using Title IIA funds for Other class size reduction activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

24a. Title II, Part A funding amount for the 2018-19 school year - Other class size reduction activities.

722,258

24b. Please provide a short description of the "Other" class-size reduction model the LEA intends to implement.

The reduced class size initiative introduced based on a needs assessment. Class size reduction was offered to all kindergarten students in 2015-2016 through the school-based budgeting process. Each subsequent year, principals were encouraged to expand the reduced class size initiative to the next grade. During the school year 2018-2019, school leaders will be expanding reduced class size to Grade 3. While both methods of reducing the student-to-teacher classroom ratio were implemented (more classrooms were created and supplemental teachers were hired to work with the classroom teacher), supplemental classrooms were the most common. This initiative was, by far, the most supported of all our District initiatives for 2018-19 according to the Spring 2018 Survey for Federally-Funded Programs. Overall, 1,069 (73.52%) of respondents indicated support for this initiative's continuation and expansion. Although there is little research on the effect of reducing elementary grade classrooms to a class size of 20 students or less, physical space and fiscal resources were key barriers in reducing the existing class sizes even further. The Buffalo City School District conducted a longitudinal study in 2018 on reduced class size. The scores on DIBELS Next, attendance and suspension were compared in kindergarten cohort 2015-2016 students (the first cohort under the reduced class size initiative) and 2014-2015 cohort students in kindergarten, Grade 1 and Grade 2 (who did not benefit from reduced class size). The results of the study suggested that students in reduced class size classrooms outperformed their peers in non-reduced class size classrooms in kindergarten, particularly if they were black or ELL. Looking at data by gender also suggested a statistically significant difference. The attendance of students in classrooms with reduced class size was significantly higher in kindergarten and Grade 2 than in their peers in classrooms where class size was not reduced. The number of unique students suspended in classrooms with reduced class size seemed to be significantly lower in Grade 1 and Grade 2 as well. The same was true about the number of short-term and long-term suspensions. In classrooms with reduced class size, the number of total suspensions was significantly lower in Grade 2.

24c.

Please indicate the level of evidence available to support the "Other" class-size reduction model the LEA intends to implement.

- Strong Evidence
- Moderate Evidence
- Promising Evidence
- Demonstrates a Rationale

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title II Part A - Use of Funds

24d. Please upload a completed "LEA Evidence Tool" and a logic model that supports the chosen class-size reduction model. A copy of the tool and a sample logic model are available in the Documents panel.

Updated Logic Model.docx

Title IIA - Use of Funds - Funds to Zero

25. As the LEA completes the questions on this page, the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned.

	Title II, Part A <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title II, Part A Use of Funds	2,623,992.53	0.53

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

Title III ELL - Program Information

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018**ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information**

1. **In the space provided below, please describe your Title III, Part A - ELL program in terms of specific English Language Learner (ELL) needs and/or obstacles confronting the LEA that impact ELL student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.**

Title III ELL**District ELL needs/obstacles****1. Large minority of Students with Interrupted or no Formal Education**

A large number of ELL students have limited home language literacy and exposure to a regular school curriculum upon registration in the Buffalo Public Schools. These students are at least three years below grade level in math and literacy skills in their home language. Coming from a background of inconsistent schooling, adjusting to a new language and school environment is of particular concern with these students as additional social and academic supports are needed for them to demonstrate adequate academic performance.

- 12% of all ELLs in the district have been identified as being SIFE upon initial registration.
- 72% of all students with Inconsistent/Interrupted Formal Education are Newcomers (serviced for three years or less).

2. Percent of Newcomers and Low performance on State Assessments

A third of all ELL students, K-12, are on the lower English proficiency levels. This is of particular concern as many of these students in high school are over age and under credited making graduation a considerable challenge for these students. In addition, a vast majority (4,511) of the ELL students have been serviced for 3 years or less. As newcomers, intensive foundational language and literacy intervention is needed for these students to perform on grade level and pursue a successful track to graduation.

- 794 ELL students who took the NYSITELL between June 2017 and April 2018 scored on the Entering or Emerging level.
- 30.3% of all ELLs communicate on the 'word' or 'phrase' level of English proficiency (Entering or Emerging) on the NYSESLAT.
- Only 1.7% of ELL students performed proficient (levels 3 & 4) on the ELA Assessment.
- Only 3.8% of ELL students performed proficient (levels 3 & 4) on the State Math Assessment
- 71.6% of all identified ELLs are Newcomers (in program less than 4 years).

3. Low ELL Graduation Rate

Many ELL students do not finish high school with a degree or are not adequately college and career ready upon age 21. The drop-out rate is a chronic issue facing the district and the students as they attempt to accrue the required units of credit and pass the Regents Common Core Exams. These issues spill over into post high school situations as students find enrolling and staying in college or technical schools a challenge with limited academic and language proficiency.

- The graduation rate of ELLs in BPS is 24.2% as compared to 80% for the State standard for all students, and 61.7% for all students in the Buffalo Public Schools.

4. ELL students with Special Education needs

A large minority of ELL students have been identified as having a disability. Most disabilities make acquiring a new language extremely difficult, especially if students also are identified as SIFE. Often students register in the district without being formally diagnosed or come without documentation of their disability. Identifying and serving students with special education needs is challenging with diagnostic tools that do not take into account the language and cultural backgrounds of ELL students. Often, putting an IEP in place can take over a year or be complicated due to language and cultural barriers with the family and the students. There are not enough bilingual Spanish Special Education classrooms to meet the needs of the identified students.

- 1,142 or 18.1% of all ELL students have a documented IEP

5. Meeting the Cultural and Linguistic needs of ELLs

The ELL population in Buffalo is very diverse culturally and linguistically. The number of reported different languages changes yearly, as do the numbers for each language group. Meeting the first language needs of our students and their families is challenging in the face of such diversity and change. A large proportion of our ELL students come in as refugees, which is a variable driven by political and economic vicissitudes. Providing native language services and home communication is logistically and fiscally challenging. Many students would benefit from home language literacy instruction, but securing qualified and certified bilingual teachers, aides and assistants has been challenging for the district. In addition, many students have limited or no home language literacy. Many students speak a home language that is primarily oral based with a limited body of literature or other written material.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018**ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information**

- ELLs in Buffalo speak 84 different languages. 87.4% speak one of 10 languages-Spanish, Arabic, Karen, Somali, Burmese, Swahili, Nepali, Bengali, Mai-Mai, Kinyarwanda
- 75.3% (4,738) of ELLs are in a Freestanding English as a New Language Program.
- 24.8% (1,561) of ELLs are in Bilingual Education Programs, either TBE or Two-Way.

6. Increase of the ELL numbers and staffing shortages

This past school year the Buffalo Public Schools reported 6,295 ELL students. The ELL growth rate has challenged the district in being able to provide adequate school based ENL and bilingual programming. Hiring and maintaining highly qualified and certified ESOL and bilingual teachers to meet the linguistic needs of these students has been a constant challenge.

- The number of identified ELL students has doubled within the last 9 years.
- The district had 230 certified ESOL and 52 bilingual teachers.
- There are 49 teachers that work directly with bilingual special education students.
- In school year 2016-2017 2 bilingual teacher were hired and 49 ENL teachers were hired.
- In school year 2017-2018 5 bilingual teacher were hired and 34 ENL teachers were hired.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

2. In the space below, please describe the specific goals and/or outcomes the LEA has identified for ELLs based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting ELL student achievement.

Program Goals/Outcomes with implementation strategies and activities

1. Large minority of Students with Interrupted or no Formal Education

- 70% of students identified as SIFE will score on the Transitioning level of the NYSESLAT after three years of service.
- Graduation rates for high school SIFE students will increase 20% for students entering in 9th grade in 2018 (cohort 2018). Title III Interventions/strategies to address these challenges and meet these goals include:
 - Saturday HS Academy with home language supports
 - Regents Prep ELT with home language supports
 - Saturday Heritage Language Program
 - Enrichment community based field trips
 - Parent Academy Training
 - Drop-in Centers for ELL parents
 - School based Cultural Celebrations
 - Cultural Awareness PD
 - Best Practices for ELLs with IEPs
 - Jump Start/Se Levanta intensive full day summer school
 - Personal native language glossary or academic ESL dictionary for all 9th grade ELLs

2. Percent of Newcomers and Low performance on State Assessments

- The annual NYSESLAT will show a decrease of 10% of students falling within the Entering or Emerging levels as an indication of overall improvement of students who have been in program for at least one year.
- 10% of all ELL students, 3-8, will show a score of proficient (levels 3 and 4) on the State ELA assessment.
- 12% of all ELL students, 3-8, will show a score of proficient (levels 3 and 4) on the State Math assessment. Title III Interventions/strategies to address these challenges and meet these goals include:
 - ELL Regulations PD
 - NYSESLAT training for New Teachers
 - ARC/IRLA Training for Stand Alone curriculum
 - Best Practices for ELLs with IEPs PD
 - Drop-in Centers
 - Parent Academy Training
 - Latino Middle School Academy
 - Bilingual Best Practices PD
 - Jump Start/Se Levanta intensive full day summer school
 - Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages

3. Low ELL Graduation Rate

- The ELL graduation rate will show a 10% increase for all ELLs entering the 2018 cohort. Title III Interventions/strategies to address these challenges and meet these goals include:
 - Saturday HS Academy with home language supports
 - Regents Prep ELT with home language supports
 - Saturday Heritage Language Program
 - Latino Middle School Academy
 - Enrichment community based field trips
 - Parent Academy Training
 - Drop-in Centers for ELL parents
 - School based Cultural Celebrations
 - Cultural Awareness PD
 - Best Practices for ELLs with IEPs
 - Jump Start/Se Levanta intensive full day summer school
 - Seal of Biliteracy support

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018**ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information**

- Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages
- Personal native language glossary or academic ESL dictionary for all 9th grade ELLs
- Multilingual Education Advisory Committee
- Implementation of curriculum development committees

4. ELL students with Special Education needs

- Ensure 100% of ELLs with a disability are receiving full service (as tracked in IC) in regard to both program (ENL and Bilingual), and number of units in accordance with C.R. Part 154 service charts for ELLs.
- Increase staffing and training of teacher aides and assistants servicing ELLs with IEPs. Support staff PD participation will increase 20% as tracked by PGS. Title III Interventions/strategies to address these challenges and meet these goals include:
 - Best Practices for ELLs with Disabilities PD for teacher, aides and assistants
 - ELL Regulations PD
 - School and classroom visits-Title III funded support positions, directors, and bilingual coach.
- Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages
- Language Service contracts for translation/interpretation

5. Meeting the Cultural and Linguistic needs of ELLs

Extended learning time programs will target specific ELL needs and sub-populations to address identified needs. These programs will all be staffed with home language support. A teacher student ratio of 1:12 will indicate program outreach effectiveness.

- ELL students participating in the special ELL extended learning time programs will show 20% improvement in NYSESLAT performance.
- Dropout rates for high school ELL students participating in specialized ELT programs will be less than 10%.
- Direct support of ENL students accessing counselling or mentoring services will increase by 50% during Extended learning time as documented in on-line service logs.
- School and District Requests for interpretation and translation services will increase 20% as shown on audited invoices for language services and internal district language support records.
- Participation in PD involving cultural and linguistic understanding of ELL immigrant communities will show an increase of 25%.
- Celebrations showcasing the languages and cultures of our immigrant families will include at least 10 language groups for 2018-2019.
- Participation in Parent Drop in Centers and Parent training will increase 15% from 2017-2018. Title III Interventions/strategies to address these challenges and meet these goals include:
 - Saturday HS Academy with home language supports
 - Regents Prep ELT with home language supports
 - Saturday Heritage Language Program
 - Latino Middle School Academy
 - Enrichment community based field trips
 - Parent Academy Training
 - Drop-in Centers for ELL parents
 - School based Cultural Celebrations
 - Cultural Awareness PD
 - Best Practices for ELLs with IEPs
 - Jump Start/Se Levanta intensive full day summer school
 - Seal of Biliteracy support
- Comprehensive purchase of leveled classroom trade books in English, Spanish and other languages
- Personal native language glossary or academic ESL dictionary for all 9th grade ELLs
- Multilingual Education Advisory Committee
- Language Service contracts for translation/interpretation including Journey' End Refugee Services, International Institute and Language Line.
- LAS Links Spanish Assessment training

6. Increase of the ELL numbers and staffing shortages

- Additional district wide staff will be hired by the Division of Multilingual Education to support the schools in serving their ELL population. Title III Consultation and Collaboration will show increased communication with local institutes of high education to help secure needed staff.
- Professional Development will be implemented specifically for new ESOL and bilingual teachers. Participation rates of 100% for all new teacher hires is anticipated at these trainings. Title III Interventions/strategies to address these challenges and meet these goals include:
 - Additional support staff will be hired for 2018-2019 to compliment the Multilingual staff presently funded under Title III. Multilingual Division staff will include bilingual and ENL literacy coaches, two ENL/ Bilingual Supervisors and two Directors, an Assistant Superintendent for Multilingual Education, a Title III coordinator, a research aide, a social worker and a school data coach.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

- New teachers will be recruited from Puerto Rico and nearby colleges and universities to fill vacant ENL and bilingual positions. Title III support staff will mentor new hires.
- NYSESLAT for New Teachers
- LAS Links Spanish Assessment training
- Best Practices for ELLs PD
- Best Practices for ELLs with IEPs PD
- ELL Regulations PD
- Cultural Awareness PD
- ARC Training with the IRLA and Spanish ENIL
- Bilingual Best Practices PD
- Bilingual Book Talk PD
- Professional Conferences for ELL administrators and teachers

Title III ELL - Calculation of Proportionate Share

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

3. Please complete the following chart, *using the LEA's own individual allocation*, to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A - ELL funds:

	Amount (\$ or #)
Total Title III, Part A ELL Allocation + Funds Transferred for Title III ELL Purposes(\$)	904,932
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	6,245
Total Number of K-12 ELL Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	96

4. Based on the information provided above, please find in the chart below the Title III, Part A - ELL Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share.

	Title III, Part - ELL <u>Per Pupil Amount</u> (\$)	Title III, Part - ELL <u>LEA Share</u> (\$)	Title III, Part A - ELL <u>Private Share</u> (\$)
Title III ELL Calculations	142.71	891,231.72	13,700.28

Title III ELL - Intent to Apply

5. **How does the LEA intend to access its Title III, Part A - ELL funds?**

- The LEA receives an allocation greater than or equal to \$10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
- The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- The LEA intends to apply as the LEAD APPLICANT of a consortium.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title III, Part A - Immigrant Education - Program/Fiscal Information

Title III Immigrant Education - Program Information

- In the space provided below, please describe your Title III, Part A Immigrant Education program in terms of specific Immigrant student needs and/or obstacles confronting the LEA that impact Immigrant student achievement. The needs and/or obstacles should have been identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

Non-Applicable

- In the space below, please describe the specific goals and/or outcomes the LEA has identified for immigrant students based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting Immigrant student achievement.

Non-Applicable

Title III ELL - Calculation of Proportionate Share

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A Immigrant Education funds:

	Amounts (# or \$)
Total Title III, Part A Immigrant Allocation + Funds Transferred for Title III Immigrant Purposes (\$)	0
Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#)	0
Total Number of K-12 Immigrant Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	0

- Based on the information provided above, please find in the chart below the Title III, Part A Immigrant Education *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share*.

	Title III Immigrant <i>Per Pupil Amount</i> (\$)	Title III Immigrant <i>LEA Share</i> (\$)	T3 Immigrant <i>Private School Share</i> (\$)
Title III Immigrant Calculations	0.00	0.00	0.00

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Title IV, Part A - Program Information

Newly authorized under subpart 1 of Title IV, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) program is intended to help meet the goal of providing all students with a high-quality education by increasing the capacity of local educational agencies (LEAs), schools, and local communities to: 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

A comprehensive needs assessment should be used to determine the appropriate use of funds as they relate to the three content areas. LEAs may apply for Title IV, Part A funds as a single applicant, as a member of a consortium, or as the lead member of a consortium. In addition, LEAs and consortiums with allocations greater than \$30,000 must use a minimum of 20% of their total allocation to support both *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas, AND use a portion to support *Effective Use of Technology*. Additionally, LEAs and consortiums may use no more than a maximum of 15% of funds allotted to *Effective Use of Technology* for equipment and infrastructure.

An LEA may reserve up to 2% of its Title IV Part A allocation for direct administrative costs associated with carrying out allowable activities.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title IV, Part A - SINGLE APPLICANT

1. **In the space provided below, please describe your Title IV, Part A program in terms of specific student needs and/or obstacles confronting the LEA that impact student achievement. In addition, please describe the recent comprehensive needs assessment used by the district to determine these challenges as they relate specifically to each of the Title IV, Part A content areas for which the LEA intends to allocate funds - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology.**

District Overview

The Buffalo City School District (BCSD) is a large, urban school system in New York State, servicing 33,499 students in 60 facilities. In the school year of 2017-2018, 76.5% of all students were economically disadvantaged. As the most linguistically diverse district in New York State, the Buffalo Public Schools is made up of 16.52% English language learners (ELLs), representing over 84 different languages and 77 different countries. In addition to this linguistically and racially diverse composition, students with exceptional or special disabilities also contribute to our diverse cross-section of students. Students with disabilities comprise approximately 21% of the total district population.

Survey for Federally-Funded Programs

In February through April 2018, a digital survey was created for the exclusive purpose of gaining stakeholder feedback for Federally-funded programs. The 1,704 respondents identified themselves in as follows:

- 678 were City of Buffalo residents
- 62 said they were Board of Education members, or worked for the Board of Education
- 58 Buffalo Public Schools building administrators
- 42 were Buffalo Public Schools central office administrators
- 73 were members of a community-based organization / partner of Buffalo Public Schools
- 12 were members of a Native American tribe
- 68 were paraprofessionals at a Buffalo Public School
- 438 were parents/guardians of one or more Buffalo Public Schools students
- 64 were parents/guardians of one or more Buffalo non-public school students
- 24 were non-public school administrators
- 16 were representatives of higher education
- 42 were Buffalo Public Schools students
- 118 were District support staff
- 968 were Buffalo Public Schools teachers

The survey asked participants to indicate which Federally-funded initiatives they would support implementation/continuation of for the 2018-19 school year. A link to the full survey results can be found here: <https://www.surveymonkey.com/results/SM-GCZDYV5G8/>

Well-Rounded Education:*Instrumental Music Education –*

Data from the Spring 2018 Survey for Federally-Funded Programs indicated that 738 (50.76%) of stakeholders support increasing student access to participate in the performing arts. 700 (48.14%) supported purchasing materials to support music, including a wider variety of musical instruments and teacher training.

The Buffalo Public Schools Music Department provides music instruction to grades K – 12 throughout the district's 56 schools. Students participate in elementary and high school classroom (general) music; instrumental music including orchestra, band and world percussion; and choral music. Currently, only 33 schools provide students with band and/or orchestra courses.

According to the National Association for Music Education, "*Music Makes the Grade*," (National Association for Music Education, February 24, 2015), schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance. According to the US Department of Education NELL88 Database on more than 25,000 secondary school students, they found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12." The 2011 Arts Education Partnership found that music education improves average SAT scores as well. Music education's role in improving the lives of students expands beyond academics as well. According to a January 1998 Texas Commission on Drug and Alcohol Abuse Report (Houston Chronicle), secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco and drug abuse).

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Based on the needs of our District and the benefits of instrumental music education for high need students, there is a critical need to resolve the inequity of instrumental music in our highest need middle school programs. The District was fortunate to receive funding to increase/replace instruments for the 2018-19 school year through the Title IV competitive grant. The next step is to increase student access by allowing for more courses/opportunities to participate in music education. For this reason, the District is looking to increase the number of music teachers, particularly in our highest need schools. The 3.18 additional instrumental music teacher positions will be used as partial FTE positions, allowing for all focus and priority schools to offer a minimum of 2 periods of instrumental music.

Advanced Placement Courses –

The Spring 2018 Survey for Federally-Funded Programs showed that 457 (31.43%) of stakeholders support increasing the number of Advanced Placement (AP) courses offered to students. 389 (26.75%) supported reducing/eliminating the costs of the AP exams for participating students.

Advanced placement courses are currently available to students in grades 10-12. Advanced classes are not offered at all high schools because the availability of trained teachers is limited; however, where they are available, some students may be enrolled in more than one AP course. Currently, 17 Advanced Placement course subjects are offered, but not at all high schools. Only 2,541 students currently participate. Barriers to expansion include funding for additional teachers to make these advanced courses available to students.

In Buffalo Public Schools, our highest need schools have trend data that shows a decrease in Advanced Placement course offerings between 2012-13 and 2016-17 school years. For example, School #197 (Math Science Technology) is a focus school. In 2012-13, 6 Advanced Placement courses were offered to students. Since 2015-16, however, the school no longer had the resources to offer any AP courses. In 2014-2015, both School #205 (Riverside High School) and School #301 (Burgard High School) offered their first Advanced Placement course. Only 1 course was offered, and it was only offered that one year. Currently, Burgard High School is a focus school and Riverside struggled so much it became a “phase out” school. By contrast, our highest performing schools – School #192 (Buffalo Academy of Visual & Performing Arts), School #195 (City Honors), School #304 Hutchinson Technical High School – have consistently offered a minimum of 4-7 consistently over this same time period. Schools #156 and #195 have even offered 8 some years.

Research consistently shows that when compared to their matched peers, students who score a 3 or higher on an AP Exam typically earn higher GPAs in college, perform as well as or better in subsequent college courses in the exam discipline than non-AP students who took the corresponding introductory college course, take more — not less — college course work in the discipline, are more likely to graduate college on time in four years, and have higher graduation rates.

Access to challenging course work is essential for college and career readiness. The College Board’s Advanced Placement Program® (AP®) has a 60-year history of delivering excellence in education to millions of students across the country. AP courses give students the opportunity to pursue college-level course work while still in high school. Most colleges and universities offer credit, advanced placement, and/or consideration in the admission process for qualifying AP Exam scores. Approximately 3,300 U.S. and international colleges and universities received AP Exam scores last year. Students who succeed on AP Exams are more likely to graduate college on time (Morgan & Klaric, 2007; Mattern, Shaw, & Ewing, 2011), and they have the potential to save time and money through placement and credit-granting policies. New research shows that students who have taken an AP Exam, even if they scored a 1 or 2, are more likely to graduate college on time than their academically matched peers who did not take an AP Exam (Tai, R. H., Liu, C. Q., Almarode, J. T., & Fan, X. 2010)

Currently, priority schools are under-represented in the number of AP enrollments and course offerings compared to criterion-based high schools. The stark contrast between the Advanced Placement course offerings at our most struggling schools vs. our highest performing schools is a major equity issue. Those who need the most are getting the least. To help resolve these inequities, the expansion of the current Advanced Placement (AP) course offerings is designed to increase AP participation in historically low-income, “priority” schools district-wide as well as ensure equitable access to AP courses. The District goal is to offer at least three Advanced Placement courses in all sixteen high schools over next three years and to remove barriers prohibiting participation.

This coming fall, the District will be using Title IV (competitive) funds to provide on-site College Board training and mentorship for designated AP teachers, create outreach materials for community stakeholders to increase participation. Course expansion will build academic opportunity, improve academic achievement, and expose students to challenging, college-level curricula. AP exam fees will also be covered by the Title IV (competitive) grant.

The missing link to the success of this Advanced Placement expansion program is the additional teachers to provide course instruction. The requested additional 3.0 FTE staff positions will be spread across multiple schools to allow for a minimum of 3 Advanced Placement course offerings in each Title I high school in the District. This will increase course offerings in Advanced Placement Psychology (new offering), US History (expansion).

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Environmental (new offering), Spanish (expansion), Computer Science (new offering), English Literature (expansion), and English Language (expansion).

Strategic investment in professional development of Advanced Placement teachers is a necessity. College Board training and mentorship affords teachers with strategies, supports and resources to foster success. A College Board Summer Institute will provide teachers with at least 30 hours of pedagogical and content rich training designed to strengthen how they teach AP courses. Teachers will review course outlines, student samples, scoring guidelines and commentary from the most recent AP Exam free-response questions. Participating in College Board provided training will allow teachers to develop instructional approaches that align with the goals of Advanced Placement. Training also improves teacher content area knowledge, helps teachers identify the tasks and materials for which students might need more preparation, and draft a syllabus that meets the curricular requirements for these courses.

Additional instructional support for teachers will include participation in College Board AP year-long mentoring. Mentoring enhances teaching skills by focusing on AP requirements that will improve student performance on writing tasks, critical thinking activities, and free response essays. They will engage in meaningful collaboration with other educators who teach the same AP subject, receive personalized feedback that will immediately be applied to the classroom, and supplement skills teachers learned at the AP Summer Institute.

A partial teacher on special assignment is also requested to coordinate the expansion of the Advanced Placement Program, various professional development supports, and long-term, on-site mentoring and coaching after the College Board programming is complete. The responsibilities encompass coordinating training for teachers, counselors and administrators, collecting and disseminating information and data, and facilitating events to recognize AP students and teachers. The coordinator will assist in the collection and treatment of data needed for the purposes of reporting and assist in building capacity as it relates to growth of the Advanced Placement program. The coordinator will communicate AP policies and procedures and College Board deadlines, review them each year for changes and monitor their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures.

Due to the increase in technological resources needed for the virtual learning components of the new Advanced Placement course offerings, an instructional technology coach is needed to travel between our high schools to provide on-site assistance, tech support and training for virtual Advanced Placement classrooms.

Early Childhood Enrichment Program (New for 2018-19)

With the implementation of the Every Student Succeeds Act (ESSA), school districts were challenged with the task of increasing academic rigor in the early grades. Buffalo Public Schools, however, has historically focused on early reading and math intervention programs to help our most struggling students. Resources, such as Title I funds, were focused on helping the most academically needy students. There was very little funding or supports in place to challenge academically proficient students to take on more challenging coursework in the early grades.

In 2017-18, only two schools in the District, Frederick Law Olmstead #156 and City Honors #195, offered specific programs to challenge academically advanced students. Both schools only offered the programming to grade 5 students, and only Olmstead #156 was a Title I school. This demonstrates the challenge of limited access to advanced coursework for academically-ready students, particularly those in high need schools.

Simply offering elementary level students with more rigorous programming, however, does not necessarily mean that a high number of students are academically prepared to take on such a challenge. To prepare students for challenges in the later elementary years, enrichment and higher order thinking skills need to be introduced in the primary grades. For this reason, the implementation of a new, Early Childhood Enrichment Program in Pre-Kindergarten and Kindergarten is critical to increasing the number of students who will be ready to participate in specialized, advanced programs in the years to come, including Advanced Placement programming in their high school years.

It is no coincidence that the only two schools that currently offer specialized advanced coursework are also higher performing and have a lower ratio of students in poverty. The high-poverty, academically needy schools simply cannot offer this type of programming without additional resources. This is an issue of equity. By providing students with enrichment opportunities and rigor early on, it will give students in academically needy schools the opportunity to excel in the same way as their counterparts in higher performing schools.

When we give students more rigorous work, they go from meeting the grade-level standards 10% and 32% of the time in ELA and math to 42% and 63% of the time (according to internal District assignment data).

In order to support this work, the District will be focusing on helping students develop "grit" (perseverance). Research shows that those who have "grit" are successful in their studies and later life. To develop students with "grit," students need a growth mindset that includes an understanding that

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title IV, Part A - SINGLE APPLICANT

we can all improve our skills with belief and effort. Professional development opportunities, including book studies and workshops, along with professional coaching are needed as the District implements a new program and mindset.

The new Early Childhood Enrichment Program is a great shift from the current practice of only offering advanced programming for identified grade 5 students to now offering to advanced coursework to all Pre-Kindergarten and Kindergarten students Districtwide. The additional rigorous activities are designed to supplement the existing curriculum, allowing all students access to higher order thinking opportunities in the early years. This sizable shift will require coordination, training, and coaching for teachers in order for the implementation to be successful. To meet this need, the District will hire a District Support Teacher with the specific task of guiding the training and implementation of the Early Childhood Enrichment Program, and providing the on-site guidance needed for this new program to provide equitably challenging programming Districtwide.

Although the Spring 2018 Survey for Federally-Funded Programs did not include the Early Childhood Enrichment Program as a response option, the write-in comments from stakeholder respondents and advocacy from parent leadership groups strongly supported that this should be included for 2018-19.

Safe & Healthy Students*Trauma, Crisis & Mental Health*

The Spring 2018 Survey for Federally-Funded Programs indicated that stakeholders strongly support increasing social and emotional supports for students. 841 (57.80%) support training teachers and staff on trauma informed care. The 2017-18 Professional Development Needs Assessment data shows that 69% of school leader participants identified trauma informed care as most needed area of teacher professional development. The 2017 Youth Risk Behavior Survey completed by BPS high students showed that 31.6% have seen someone get shot, stabbed or beaten in their homes. We know that students who experience high levels of trauma may exhibit responses to stress that include the inability to regulate emotions and/or focus on learning.

Additionally, the 2017 Youth Risk Behavior Survey revealed that a large percentage of students (nearly 30%) have experienced depression, and an increasing percentage have seriously considered, planned, or made a serious suicide attempt.

To address students' identified needs in the areas of mental health and students in crisis, the District is looking to implement enhanced prevention supports. These include developing a system for identifying student need prior to the student crisis, creating resources and supports that can be deployed to address student need, and connecting students to long term supports (both external and internal). In addition, the District is looking to implement enhanced intervention supports. These include deploying supports to address students' current needs, connecting students to long term supports (internal and external), providing support to student victims, and supporting student transition back into the school environment.

Bullying and Cyberbullying

The 2017 Youth Risk Behavior Survey also indicated that students have experienced bullying on school property (14%), with 26.2 % bullied electronically (in middle school) is troubling. The Spring 2018 Survey showed 902 (61.99%) of stakeholders support bullying prevention programs, and 973 (66.87%) support an increased focus on whole child approaches to education, including physical, mental and emotional healthy, as well as overall student well-being.

To address bullying, the District will be implementing a three-pronged approach. This includes enhanced resources for teachers, students, and parents. Teachers will be given online training modules, anti-bullying lesson plans, and a protocol for teachers to alert student support teams and/or school administrators. Students will be given a helpline (including a web application for mobile devices), a dedicated support staff of school counselors and SST members, and student leadership training and student activism opportunities. Parents will have access to frequently asked questions, bullying and cyberbullying workshops at the parent centers, parent-friendly print media, and a helpline (mobile web app) similar to the one for students.

Attendance & Suspensions

The Spring 2018 Survey indicated that 973 (66.87%) of stakeholders support providing teachers, administrators, students, and families with techniques to manage student behaviors and assist students with self-regulation. 694 (47.7%) also support restorative justice training for teachers.

The Spring 2018 also indicated that 805 (55.33%) of stakeholders support increased coaching support for teachers in the area of classroom behavior

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018ESSA Programs - Title IV, Part A - SINGLE APPLICANT

management, 544 (37.39%) support training for teachers and administrators on techniques for alternatives to suspensions, and 755 (51.89%) support training for teachers in proactive classroom management techniques. 500 (34.36%) support training for teachers in culturally and linguistically responsive teaching and 324 (22.27%) support teacher and administrator training on implicit bias.

The 2017-18 Professional Development Needs Assessment data shows that 69% of school leader participants identified trauma informed care as most needed area of teacher professional development. In addition, 54% identified restorative practices and 46% said culturally and linguistically responsive teaching were also high need areas for teacher training. 31% indicated a need for teacher training in building and maintaining relationships in the classroom. These directly connect not only to academic success, but also to help teachers improve classroom management and reduce suspensions.

Based on this data, teachers and school staff need more professional development in how to manage trauma, depression and how that manifests in the classroom. Restorative Practices offers an approach to community-building and the building of relationships, while being used as a model for developing alternatives to suspension. This is needed because several schools have a suspension rate of 15% or higher. Culturally and Linguistically Responsive Teaching is important to address given the high rates of disproportionality. Buffalo was cited by NYSED for have disproportionate rates of suspension for black males and special education students.

Based on these identified needs, the District's plan includes enhanced monitoring and responsiveness to address attendance and suspensions. The Associates of School Leadership and Students Support Services staff will meet regularly to review progress monitoring data using a District level monitoring and data management system. Based on this data, the District will put supports in place that include internal supports, partner supports (community-based, judicial, and interest groups), parent supports and faith-based supports. The overall goal of these supports is to target the underlying issues that often lead to negative student behaviors and suspensions and resolve the underlying issues before they present themselves negatively in the classroom.

Student Health & Wellness

Health/Wellness is a strategy that can address risk factors (Safe and Supportive Schools). The 2017 Youth Risk Behavior Survey showed that students are not getting the sleep they need (41% did not get 8 or more hours of sleep), the nutrition (43.3 skipped breakfast) or the physical exercise (49.8% was not physically active for at least 60 minutes during the last 7 days). This impacts students' ability to stay well, come to school (and focus on learning)

The 2018 Survey for Federally-Funded Programs showed that 918 (64.06%) support educating students and parents on issues regarding health and well-being. 872 (60.85%) support providing resources for students and families who need better access to health information. (37.41%) of stakeholders support a comprehensive health education program for grades PreK-6.

The District is looking to partner with agencies to address this need, providing health and wellness information to students and families. This includes both hard-copy information, workshops at parent centers and Saturday academies, online resources, and community outreach.

Effective Use of Technology:*Virtual Learning (new for 2018-19)*

The results of the Spring 2018 Survey for Federally-Funded Programs indicated 902 (64.66%) of stakeholders supported virtual learning equipment for students, including teacher training. 583 (41.79%) supported hiring staff to assist in coordinating new programs involving the effective use of technology and virtual learning.

One of the methods the District is using to expand opportunity and access for all students to participate in Advanced Placement programming is the use of virtual learning. Since this is a new initiative that will require training, support, coaching and overall program coordination. To address logistical and training needs, and expand student access, the District will hire an Instructional Technology Coach help implement this new initiative.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title IV, Part A - SINGLE APPLICANT

2. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

Well-Rounded Education:*Instrumental Music Education*

The goals of the instrumental music program requests for the BPS Music Department is to provide equitable access for all District students interested in playing a traditional band and/or string instrument. The music department will equitably use allocation-based (Block Grant) Title IV funds in order to support instrumental music throughout various grades 5 – 8 schools. The department will allocate a total of 3.18 FTEs to 14 different schools. The criteria that was used in order to determine what schools would receive allocation include the following: 1). All grades 5 – 8 students should have access to the opportunity to play a musical instrument. Any grades 5 – 8 buildings that were not budgeted for instrumental music were budgeted first. 2). All elementary schools with a “priority” accountability status will receive funding in order to provide two days of instrumental music instruction.

Advanced Placement Courses

The highest priority is to reduce the inequity of Advanced Placement course offerings, by infusing AP courses into schools with few or no AP offerings. Minimally, the District wants to offer a minimum of 3 Advanced Placement courses at all high schools. In addition, the District expects to increase participation in AP courses District-wide. Professional development and program coordination will allow for a well-trained staff of teachers who have not taught Advanced Placement courses in the past, and the role of the coordinator will be to provide guidance and support in the process to increase overall program success. The technology support component will also allow for greater program expansion through the use of virtual learning.

Early Childhood Enrichment Program

The goal of increasing the educational rigor in high school needs to start early. Currently, only 2 Buffalo Public elementary schools offer a gifted and talented program. That means that many students who may have the ability to take on more challenging coursework do not have the opportunity in the elementary years. For this reason, the District wants to lay the groundwork by implementing a new Early Childhood Enrichment Program. This will begin with job-embedded professional development, a book study, enrichment materials, and a teacher on special assignment to coordinate the implementation of this new program.

Safe & Healthy Students:*Trauma, Crisis & Mental Health*

The District implemented a rollout of Trauma Informed Care professional development during the 2017-18 school year, but not all teachers and staff had the opportunity to attend. This year, the goal is that 100% of grade 3-5 teachers will be receive Trauma Informed Care training by the end of the 2018-2019 school year.

The District also intends to develop student Wellness Teams to monitor students and provide early warnings and predictive modeling of potential mental health, crisis, and trauma indicators. The team will provide a proactive approach in addressing these student needs early on, before they lead to negative behaviors in the classroom and the community. 100% of early childhood schools will have fully functional Wellness Teams beginning in September 2018.

Bullying and Cyberbullying

The District will increase training and outreach to students, teachers, and parents on the topic of bullying and prevention. A mobile web application will also be created to allow for an easy method of reporting bullying both inside and outside of school. Online resources will also be created for students, parents, and teachers.

Attendance & Suspensions

Between the new proactive approaches to addressing student crisis, trauma, and mental health needs, there will be a greater emphasis on restorative practices in the classroom, and bullying prevention strategies. These strategies should reduce student suspensions. The District anticipates a 7% decrease in overall long-term suspensions.

With many of the risk factors addressed early on, a decrease in bullying, and reduced suspension rates, the District is expecting a 2% increase in elementary attendance rate and a 2% increase of secondary attendance rate.

Student Health & Wellness

The District plans to expand training on the topics of student and family wellness at parent center workshops and Saturday academies. Likewise, the District will partner with agencies to increase access to health and wellness information and community outreach.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Effective Use of Technology:

Virtual Learning

The goal of the new virtual learning program is to expand Advanced Placement course offerings in Buffalo Public high schools. Each high school will have a minimum of 3 Advanced Placement course offerings through a combination of on-site instructional and virtual learning.

3. **The local educational agency (LEA) assures that it shall use Title IV funds, as designated in the following charts, in a manner consistent with the results of the comprehensive needs assessment described above as they relate to the Title IV content areas - Well-Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology.**

YES, the LEA provides the above assurance.

Title IV, Part A - Calculation of Proportionate Shares

4. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds:

	Amount (\$ or #)
Total Title IV, Part A Allocation +/- Funds Subject to Transferability (\$)	2,025,701
Title IV, Part A Program Administration Costs (Public and Private Schools - not to exceed 2%) (\$)	14,906
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	31,054
Total Number of K-12 Students Enrolled in In-District PRIVATE Schools, Regardless of LEA of Residence (#)	5,520

5. Based on the information provided above, please find in the chart below the Title IV, Part A Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share.

	Title IV, Part A <u>Per Pupil Amount</u> (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School Share</u> (\$)
Title IV Calculations	54.98	1,707,311.97	303,483.03

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title IV, Part A - SINGLE APPLICANT

Title IV, Part A - Use of Funds

- The following chart represents the minimum Title IV, Part A funding amounts of 20% each that an LEA is required to allot to the *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas if its allocation is greater than \$30,000.
Additionally, all LEAs, regardless of their Title IV, Part A allocations, may use no more than a maximum of 15% of funds allotted to the *Effective Use of Technology* content area for equipment and infrastructure.

	Well-Rounded Educational Opportunities <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)	Safe & Healthy Students <u>minimum</u> (20% of <u>total</u> Title IV Allocation) (\$)	<u>Maximum</u> for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Title IV Content Area Minimum/Maximum	405,140.20	405,140.20	15,466.20

- Based on the information provided in the following use of funds charts (Items 3, 4 and 5), please find Total Amounts allocated to each of the Title IV, Part A content areas - *Well-Rounded Educational Opportunities*, *Safe and Healthy Students*, and/or *Effective Use of Technology*.

	Well-Rounded Educational Opportunities TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Educational Technology TOTAL (\$)
Content Area Use of Funds	966,370.00	941,350.00	103,108.00

- Please complete the chart below by identifying the allowable activities associated with Well-Rounded Educational Opportunities, and indicating the funds to be allocated to each activity.

	Funding Amounts (\$)
Science, Technology, Engineering, and Mathematics	71,666
Music and Arts	398,253
Foreign Language Instruction	5,770
Accelerated Learning Programs	471,593
HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0
Civics Instruction	1,845
College and Career Counseling	4,417
Social Emotional Learning	8,616
Environmental Education	4,210

- Please complete the chart below by identifying the allowable activities associated with Safe and Healthy Students, and indicating the funds to be allocated to each activity.

	Funding Amounts (\$)
Preventing Bullying and Harassment	0
Relationship-Building Skills	2,563
School Dropout Prevention	0
Re-Entry Programs and Transition Services for Justice Involved Youth	0
School Readiness and Academic Success	8,517

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

ESSA Programs - Title IV, Part A - SINGLE APPLICANT

	Funding Amounts (\$)
Child Sexual Abuse Awareness and Prevention	0
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0
Suicide Prevention	0
Violence Prevention, Crisis Management and Conflict Resolution	757,609
Preventing Human Trafficking	0
Building School and Community Relationships	6,098
Culturally Responsive Teaching and Professional Development of Implicit Bias	0
Drug and Violence Prevention	6,624
Health and Safety Practices in School or Athletic Programs	6,427
School-Based Health and Mental Health Services	64,108
Healthy, Active Lifestyle, Nutritional Education	14,039
Physical Activities	22,352
Trauma-Informed Classroom Management	738
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	26,650
Chronic Disease Management	25,625

5. Please complete the chart below by identifying the allowable activities associated with Effective Use of Technology, and indicating the funds to be allocated to each activity.

	Funding Amounts (\$)
Provide Personalized Learning	0
Discover, Adapt, and Share High-Quality Resources	0
Implement Blended Learning Strategies	0
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	103,108

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Equitable Services - Equitable Services

Equitable Services

1. **Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?**

- Yes, the LEA does have students being served by private schools in or out of its district boundaries?
- No, the LEA does not have any students being served by private schools in or out of its district boundaries?
- Not Applicable, the applicant is a Charter LEA.
- Not Applicable, the applicant is a Special Act LEA.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Equitable Services - Equitable Services Details

Private School Consultation

PLEASE NOTE - Please refer to the *Documents* panel along the left of the application for the "*Private School Consultation Resource*" spreadsheet to complete this portion of the application.

- Private School Consultation - For EACH private school serving district resident students, please indicate the location of the private school (in-district or out-of-district); whether the private school is participating in one or more ESSA-funded programs (participating or declining); and upload a completed "Written Affirmation of LEA Consultation with Private School Officials Form."**

Click on "Add Row" as needed so that each private school serving district-resident students is represented in the chart below.

Private School Name	Private School Location	Accepting/Declining Funds	Upload Written Affirmation of Consultation Form
AL-RASHEED ACADEMY	Located Outside District	Accepting	Al Rasheed Academy.pdf
AMHERST CHRISTIAN ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
AURORA WALDORF SCHOOL	Located Outside District	Accepting	Auraora Waldorf School.pdf
BISHOP TIMON-SAINT JUDE HIGH SCHOOL	Located in District	Accepting	Bishop Timon-St. Jude HS.pdf
ACADEMY OF SCHOLARS (THE)	Located in District	Declining	Academy of Scholars.pdf
BUFFALO ACADEMY OF THE SACRED HEART	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
BUFFALO SEMINARY	Located in District	Accepting	Buffalo Seminary.pdf
BUFFALO SUBURBAN CHRISTIAN ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
CANISIUS HIGH SCHOOL	Located in District	Accepting	Canisius HS.pdf
CARDINAL O'HARA HIGH SCHOOL	Located Outside District	Accepting	Cardinal O'Hara.pdf
CATHOLIC ACADEMY WEST BUFFALO	Located in District	Accepting	Catholic Academy of W Buffalo.pdf
CENTER ROAD CHRISTIAN ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
CHRIST THE KING PREP ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
CHRIST THE KING SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
CHRISTIAN ACADEMY OF WESTRN NY	Located Outside District	Accepting	Christian Academy of WNY(North Tonawanda).pdf
CHRISTIAN CENTRAL ACADEMY	Located Outside District	Accepting	Christian Academy of WNY(Williamsville).pdf
DARUL-ULOOM AL MADANIA	Located in District	Declining	Darul-Uloom Al Madenia.pdf
ELMWOOD FRANKLIN SCHOOL	Located in District	Accepting	Elmwood Franklin.pdf

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Equitable Services - Equitable Services Details

Private School Name	Private School Location	Accepting/Declining Funds	Upload Written Affirmation of Consultation Form
GOW SCHOOL (THE)	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
HAMIDIYE ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
JEWISH HERITAGE DAY SCHOOL	Located Outside District	Accepting	Jewish Heritage Day School.pdf
KADIMAH SCHOOL OF BUFFALO	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
MARY QUEEN OF ANGELS SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
MT MERCY ACADEMY	Located in District	Accepting	Mount Mercy Academy.pdf
MT ST MARY ACADEMY	Located Outside District	Accepting	Mount St. Mary's Academy.pdf
NARDIN ACADEMY HIGH SCHOOL	Located in District	Accepting	Nardin Academy HS.pdf
NARDIN ACADEMY-ELEMENTARY	Located in District	Accepting	Nardin Academy Elementary.pdf
NATIVITY OF OUR LORD SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
NATIVITY-BVM SCHOOL	Located Outside District	Declining	Nativity of the Blessed Virgin Mary School.pdf
NEW CREATION FELLOWSHIP ACADEMY	Located Outside District	Accepting	New Creation Fellowship Academy.pdf
NEW LIFE CHRISTIAN SCHOOL	Located Outside District	Declining	New Life Christian School.pdf
NICHOLS SCHOOL	Located in District	Accepting	Nichols School.pdf
NORTHWOOD SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
NOTRE DAME ACADEMY	Located in District	Accepting	Notre Dame Academy.pdf
OLD TIME BAPTIST ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
OUR LADY OF BLACK ROCK	Located in District	Accepting	Our Lady of Black Rock.pdf
OUR LADY OF VICTORY SCHOOL	Located Outside District	(No Response)	Our Lady of Victory.pdf
OUR LADY-BLESSED SACRAMENT	Located Outside District	Accepting	Our Lady of the Blessed Sacrament.pdf
PARK SCHOOL OF BUFFALO	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
QUEEN OF HEAVEN SCHOOL	Located Outside District	Accepting	Queen of Heaven.pdf
SAINTS TABERNACLE OF EXCELLENCE	Located in District	Accepting	Saints Tabernacle School of Excellence.pdf

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Equitable Services - Equitable Services Details

Private School Name	Private School Location	Accepting/Declining Funds	Upload Written Affirmation of Consultation Form
ST AMELIA SCHOOL	Located Outside District	Accepting	St. Amelia's.pdf
ST ANDREW'S COUNTRY DAY SCHOOL	Located Outside District	Accepting	St. Andrew's County Day School.pdf
ST BENEDICT SCHOOL	Located Outside District	Accepting	St. Benedict's.pdf
ST CHRISTOPHER SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
ST FRANCIS HIGH SCHOOL	Located Outside District	Accepting	St. Francis.pdf
ST GREGORY THE GREAT SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
ST JOHN THE BAPTIST SCHOOL	Located Outside District	Accepting	St. John the Baptist.pdf
ST JOHN VIANNEY SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
ST JOSEPH UNIVERSITY SCHOOL	Located in District	Accepting	St. Joseph University Heights Elementary.pdf
ST JOSEPH'S COLLEGIATE INSTITUTE	Located Outside District	Accepting	St. Joseph Collegiate Institute.pdf
ST MARK SCHOOL	Located in District	Accepting	St. Mark School.pdf
ST MARY'S HIGH SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
ST MARY'S SCHOOL FOR THE DEAF	Located in District	Accepting	St. Mary's School for the Deaf.pdf
ST PETER & PAUL SCHOOL	Located Outside District	Accepting	Sts. Peter and Paul.pdf
ST STEPHEN SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
TRINITY LUTHERAN SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
UNION SPRINGS ACADEMY	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
UNIVERSAL SCHOOL	Located in District	Accepting	Universal School.pdf
WEST SENECA CHRISTIAN SCHOOL	Located Outside District	(No Response)	State Ed letter for Affirmation Forms not returned.pdf
BUFFALO HEARING & SPEECH CENTER	Located in District	(No Response)	Buffalo Hearing & Speech Ctr..pdf
STANLEY G. FALK SCHOOL	Located Outside District	Accepting	Stanley G. Falk.pdf
ST MARY SCHOOL - SWORMVILLE	Located Outside District	Accepting	St. Mary School-Swornville.pdf
NATIVITY MIGUEL MIDDLE SCHOOL	Located in District	(No Response)	Nativity Miguel MS.pdf
BAKER VICTORY SERVICES	Located Outside District	(No Response)	Baker Victory Services.pdf

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Equitable Services - Equitable Services Details

Private School Name	Private School Location	Accepting/Declining Funds	Upload Written Affirmation of Consultation Form
CANTALICIAN CENTER	(No Response)	(No Response)	Cantalician Ctr..pdf
OUR LADY OF VICTORY	Located Outside District	(No Response)	Our Lady of Victory.pdf
RAINBOW K	Located in District	(No Response)	Rainbow K.pdf
SUMMIT EDUCATION CENTER	Located Outside District	Accepting	Summit Education Center.pdf

Private School Use of Funds - Title I Part A

2. As the LEA completes the chart below, the remaining balance of **Title I Part A** funds for *Private Schools* will be reflected in the chart below to indicate that all funds have been appropriately assigned.

	Title I, Part A - <u>Private School Share</u> (\$)	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title I, Part A Private School Use of Funds	1,703,599.18	0.18

3. Please complete the following **Title I, Part A** Use of Funds chart for *PRIVATE SCHOOL FUNDS*.

	Amount (\$)
Administration	145,854
Professional Development	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	18,231
Direct Instructional Services to Students	1,539,514
Other	0

Private School Use of Funds - Title II, Part A

4. As the LEA completes the chart below, the remaining balance of **Title II Part A** funds for *Private Schools* will be reflected in the chart below to indicate that all funds have been appropriately assigned.

	Title II, Part A Private School Share	Amount Remaining to be Identified (\$) - <u>Remaining Balance</u>
Title II, Part A Private School Use of Funds	466,427.47	0.47

5. Please complete the following **Title II, Part A** Use of Funds chart for *PRIVATE SCHOOL FUNDS*.

	Amount (\$)
Professional Development for Teachers	459,927
Professional Development for Administrators	6,500
Professional Development for Other School Leaders	0

Private School Use of Funds - Title IV, Part A

6. Please complete the following **Title IV, Part A** Use of Funds chart for *PRIVATE SCHOOL FUNDS*.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Equitable Services - Equitable Services Details

	Amount (\$)
Well-Rounded Educational Opportunities	201,629
Safe and Healthy Students	82,941
Effective Use of Technology	0
Totals:	284,570

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Budgets/Narratives - Budgets/Narratives

Budget/Narrative - Title I, Part A

1. Upload a completed and signed copy of the FS-10 Budget for Title I, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District Title I Part A FS10 Signed 18-19.pdf

2. Upload a completed copy of the Budget Narrative for Title I, Part A.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District_Title I - Budget Narrative EA19.pdf

Budget/Narrative - Title I, Part D

3. Upload a completed and signed copy of the FS-10 Budget for Title I, Part D.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District_Title I - Budget Narrative EB19.pdf

4. Upload a completed copy of the Budget Narrative for Title I, Part D.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District_Title I - Budget Narrative EB19.pdf

Budget/Narrative - Title IIA

5. Upload a completed and signed copy of the FS-10 Budget for Title II, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title Iia FS-10.pdf

6. Upload a completed copy of the Budget Narrative for Title II, Part A.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District Title Iia Budget Narrative.pdf

Title IIA Non Public Budget Narrative 2018-19.pdf

Budget/Narrative - Title III - English Language Learners (ELL)

PLEASE NOTE - Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information. LEAs applying as a MEMBER of consortium do not upload budget documents.

7. Upload a completed and signed copy of the FS-10 Budget for Title III, Part A English Language Learners (ELL).

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title III FS-10.pdf

8. Upload a completed copy of the Budget Narrative for Title III, Part A English Language Learners (ELL).

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District Title III Budget Narrative.pdf

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Budgets/Narratives - Budgets/Narratives

Budget/Narative - Title III - Immigrant Education

9. Upload a completed and signed copy of the FS-10 Budget for Title III, Part A Immigrant Education.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

10. Upload a completed copy of the Budget Narrative for Title III, Part A Immigrant Education.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Budget/Narrative - Title IV, Part A

PLEASE NOTE: The following instructions are specific to LEAs applying for Title IV, Part A funds:

- Both a completed FS-10 and a Budget Narrative are required for all LEAs applying as a *SINGLE APPLICANT*.
- Both a completed FS-10 and a Budget Narrative are required for all LEAs applying as the LEAD APPLICANT of consortium. The budget and narrative submitted by the lead applicant should reflect the funding for the *entire consortium* as a whole.
- LEAs applying as a consortium MEMBER should submit neither a budget nor a narrative.

11. Upload a completed and signed copy of the FS-10 Budget for Title IV, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

Buffalo City School District Title IV Part A Signed FS-10 18-19.pdf

12. Upload a completed copy of the Budget Narrative for Title IV, Part A.

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

Title IV Non Public Budget Narrative 2018-19--Allocation.pdf

Buffalo City School District Title IV - Budget_Narrative.pdf

Budget/Narrative - Title V Rural Low Income Students (RLIS)

13. Upload a completed and signed copy of the FS-10 Budget for Title V Rural Low Income Students (RLIS).

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

14. Upload a completed copy of the Budget Narrative for Title V Rural Low Income Students (RLIS).

(Please Note - an original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Budgets/Narratives - Budgets/Narratives

15. Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?

- Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles?
- No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles?

15a. Please upload a completed "Funded Administrative Position Description Form" for each professional-level administrative or supervisory position included in the FS-10 Budget forms for any of the federal Titles.

Forms are available in the Supporting Documents section of this survey, and should include original signatures by both LEA and non-public school representatives.

Amy Casillas-Osorio - Supervisor Parent and Family Engagement 18-19.pdf
Dalpne Bell - Supervisor of Math - 18-19.pdf
Danielle Schwanekamp - Supervisor of Grants 18-19.doc.pdf
Elizabeth Campion - Supervisor of ELT.pdf
Hoa Mai -Supervisor Student Placement 18-19.pdf
Jaime Cohen - Director FSP - 18-19.pdf
Jane Byrnes - Supervisor of Reading 18-19.pdf
Joelle Rozier - Supervisor of Staff Development 18-19.pdf
Keith Robertson- Assistant Supt Budget and Grants 18-19.pdf
Maria Fasolino - Supervisor of Title I 18-19.pdf
Molly Halady - Supervisor of Title I 18-19.pdf
Ramona Reynolds - Director Parent and Family Engagement 18-19.pdf
Ruzanna Topchyan - Program Evaluator 18-19.pdf
Tara Sims- Director of ELT 18-19.pdf
Vanessa Hughes - Supervisor Parent and Family Engagement - 18-19.pdf
Alica Barinas- Director Bilingual 18-19.pdf
Jenna Colerick - Director ENL 18-19.pdf
TBD - Supervisor of SSS 18-19.pdf

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Submission Summary - Submission Summary

Funding Summary - Title I, Part A

1. The following represents a summary of **Title I, Part A** funding figures based on the information provided in previous sections.

	Title I, Part A Allocation (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I Part A Private School Share (\$)
Title I, Part A Summary	27,851,320.00	902.33	26,147,720.82	1,703,599.18

2. The following represents *additional* **Title I, Part A** summary figures based on information provided in earlier sections.

	Title I, Part A LEA Reserves (\$)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) (\$)
Title I, Part A Summary (Cont.)	16,237,245.00	9,910,475.82

Funding Summary - Title I, Part D

3. The following represents a summary of **Title I, Part D** funding based on information provided in previous sections.

	Title I, Part D Allocation (\$)
Title I, Part D Summary	271,762.00

Funding Summary - Title II, Part A

4. The following represents a summary of **Title II, Part A** funding based on information provided in previous sections.

	Title II, Part A Allocation (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II Summary	3,262,936.00	84.50	2,623,992.53	466,427.47

Funding Summary - Title III ELL/Immigrant

5. The following represents a summary of **Title III, Part A - ELL** funding figures based on the information provided in previous sections.

	Title III - ELL Allocation (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary	904,932.00	142.71	891,231.72	13,700.28

6. The following represents a summary of **Title III, Part A - Immigrant** funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation (\$)	Title III - Immigrant Per Pupil Amount (\$)	Title III - Immigrant LEA Share (\$)	Title III - Immigrant Private School Share (\$)
Title III - Immigrant Summary	0.00	0.00	0.00	0.00

Funding Summary - Title IV, Part A

PLEASE NOTE: Applicants should find summary information for *only one* of the three charts found in this section. If information is found in more than one chart, applicants may have inadvertently provided information for a type of application - SINGLE applicant, MEMBER of a consortium, and/or LEAD APPLICANT of a consortium - other than intended. Please return to the "ESSA Programs" section to remove/update this information.

7. *As applicable*, the following represents a summary of **Title IV, Part A SINGLE APPLICANT** funding figures based on the

2018-19 Consolidated Application for ESSA-Funded Programs - Annually - 2018

Submission Summary - Submission Summary

information provided in previous sections.

	Title IV, Part A - Allocation (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Single Applicant Summary	2,025,701.00	54.98	1,707,311.97	303,483.03

8. As applicable, the following represents a summary of **Title IV, Part A LEAD APPLICANT** funding figures based on the information provided in previous sections.

	Title IV, Part A - Allocation (\$)	Title IV, Part A Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Lead Applicant Summary	0.00	0.00	0.00	0.00

9. As applicable, the following represents a summary of **Title IV, Part A CONSORTIUM MEMBER** funding figures based on the information provided in previous sections.

	Title IV, Part A - Allocation (\$)	Title IV, Part A Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Consortium Member Summary	0.00	0.00	0.00	0.00

Funding Summary - Title V Rural Low Income Students (RLIS)

10. The following represents a summary of **Title V Rural Low Income Students (RLIS)** funding based on information provided in previous sections.

	Title V Rural Low Income Student (RLIS) Allocation (\$)
Title V RLIS Summary	0.00