

# Buffalo Public Schools

## Grants Development Department

419 City Hall • Buffalo, New York 14202  
Telephone: (716) 816-3625 • Fax: (716) 851-3968

**Dr. Kriner Cash**  
Superintendent

**Assistant Superintendent**  
Keith Robertson

**Project Administrators**  
Danielle Schwanelcamp  
Jodi Hammond  
Ashley Wakelee  
Mary Sellers

**Program Support**  
Anthony Battaglia  
Teresa Turpin

**"Putting children  
and families first to  
ensure high academic  
achievement for all"**

April 27, 2016

New York State Education Department  
Office of Innovation and School Reform – 5N EB Mezzanine  
89 Washington Avenue  
Albany, New York 12234  
Attn: Report/Continuation Plan

To Whom It May Concern:

Enclosed please find the original plus one copy of the Buffalo City School District's 3<sup>rd</sup> Quarter Report and Continuation Plan for the **Persistently Struggling Schools 2016-2017 Grant #37 Marva J. Daniel Futures Preparatory School.**

The enclosed documents are listed below:

- 3<sup>rd</sup> Quarter Report/Continuation Plan
- Budget narrative
- 2016-2017 FS-10
- Attachment D: Budget Summary Chart
- Sustained Activities Certification

As required, we are also submitting the enclosed documents electronically to our OISR liaison and to the Office of Innovation and School Reform.

If you have any questions or concerns, or require anything further, please do not hesitate to contact the BPS Grants Development Department using the phone number above or email me at [BPSgrants@buffaloschools.org](mailto:BPSgrants@buffaloschools.org).

Thank you for your continued support.

Sincerely,

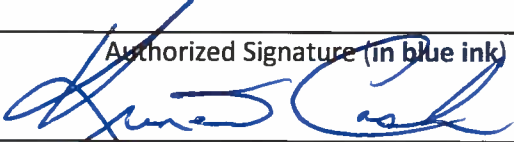
Mary Sellers  
Project Administrator

MS/tt  
Enclosures

The University of the State of New York  
 THE STATE EDUCATION DEPARTMENT  
 Albany, NY 12234

2016-17  
 School Improvement Grant 1003(g)  
 School Innovation Fund Grant  
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

<b>District Name</b> Buffalo City School District	
<b>School Name</b> Marva J. Daniel Futures Preparatory School #37	
<b>Contact Person</b> Danielle Schwanekamp	<b>Telephone</b> ( 716 ) 816-3625
<b>E-Mail Address</b> BPSgrants@buffaloschools.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
<b>Authorized Signature (in blue ink)</b> 	<b>Title of Chief School/Administrative Officer</b>  Superintendent
<b>Typed Name:</b> Dr. Kriner Cash	<b>Date:</b> April 28, 2016

375




**Part VII – Attestation**

**RECEIVER:**

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Dr. Kriner Cash

Signature of Receiver: 

Date: 4/26/16

**COMMUNITY ENGAGEMENT TEAM:**

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): \_\_\_\_\_

Signature of CET Representative: \_\_\_\_\_

Date: \_\_\_\_\_



Curriculum Committee members: Teachers and Administrators: We are on track for spending on both lines. Instruction will be impacted through backward mapping to align the CCLS curriculum and to examine student work to employ data driven inquiry process.

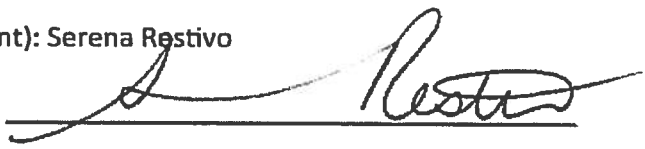
Additionally, under separate attachment, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10's.

**Part VII – Attestation**

**RECEIVER:**

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Serena Restivo

Signature of Receiver: 

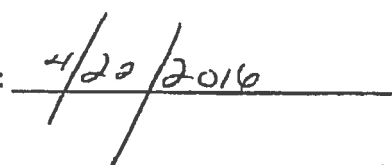
Date: April 22, 2016

**COMMUNITY ENGAGEMENT TEAM:**

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): David Mitchell

Signature of Receiver: 

Date: 

= Required Field

Local Agency Information		
Funding Source:	Persistently Struggling Schools Grant - #37	SQ16
Report Prepared By:	Mary Sellers/Serena Restivo	
Agency Name:	Buffalo City School District	
Mailing Address:	419 City Hall	
	<i>Street</i>	
	Buffalo	14202
	<i>City</i>	<i>Zip Code</i>
Telephone # of Report Preparer:	(716) 816-3625	County: Erie
E-mail Address:	<a href="mailto:bpsgrants@buffaloschools.org">bpsgrants@buffaloschools.org</a>	
Project Funding Dates:	7/1/2016	6/30/2017
	Start	End
REVIEWED / RECOMMENDED		

INSTRUCTIONS
<ul style="list-style-type: none"> <li>• Submit the original FS-10 Budget and the required number of copies along with the completed application directly to to appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.</li> <li>• The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer of properly authorized designee.</li> <li>• An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.</li> <li>• For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

*Richard Thompson* 4/22/16

RECEIVED  
 SPECIAL PROJECTS DEPT.  
 2016 APR 19 AM 9:00

**SALARIES FOR PROFESSIONAL STAFF**

Subtotal - Code 15			\$857,920
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
	FTE	Actual Rate	
Instructional Coach (J.W.)	1.00	\$ 61,497.00	61,497
Support Reading Teacher (J.D.)	1.00	\$ 55,366.00	55,366
Support Reading Teacher (P.M.)	1.00	\$ 61,946.00	61,946
Support Reading Teacher (B.K.)	1.00	\$ 63,142.00	63,142
Social Studies Teacher (P.H.)	0.20	\$ 61,497.00	12,300
Science Teacher (TBD)	0.20	\$ 57,612.00	11,523
Instructional Technology Coach (A.R.)	0.60	\$ 52,357.00	31,415
Support Math Teacher (TBD)	2.00	\$ 57,612.00	115,224
Guidance Counselor (TBD)	1.00	\$ 59,610.00	59,610
Program Coordinator (TBD)	1.00	\$ 57,612.00	57,612
Project Administrator (M.S.) (District)	0.50	\$ 77,905.00	38,953
	# of Days	Rate	
Substitute Teacher (2 sub x 180 days) - PD	360	\$ 112.00	40,320
Admin Substitutes (DTSDE)	10	\$ 175.00	1,750
<b>SUMMER PROGRAM</b>			
Teacher - ELT (Summer School daily rate) 20 teachers x 20 days	400	\$ 325.00	130,000
Admin - ELT (Summer School) Stipend	3	\$ 4,200.00	12,600
Teacher Ancillary Summer School 20 x 3.25 hours x 5 days	325	\$ 27.84	9,048
<b>ELT PROGRAM</b>			
	Hourly	Rate	
Teacher Assistant - ELT (After School) (5 TAs x 210 hours)	1,050	\$ 16.79	17,630
Teacher Ancillary - ELT (After School) 15 teachers x 105 hours)	1,575	\$ 27.84	43,848
<b>Professional Development</b>			
Teacher/Student - PD	22	\$ 18.59	409
Curr Comm Member Admin	59	\$ 26.88	1,586
Curr Comm Member Tchr 40 hours	40	\$ 26.01	1,041
Teacher Ancillary - Daily Rate - PD 33 teachers x 3 days	99	\$ 300.00	29,700
Admin Ancillary - Daily Rate - PD 2 admin x 2 days	4	350.00	1,400

**SALARIES FOR PROFESSIONAL STAFF**

			Subtotal - Code 15	\$857,920
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary	
Total FTEs	9.500			

**SALARIES FOR SUPPORT STAFF**

			Subtotal - Code 16	\$38,840
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary	
	FTE	RATE		
Teacher Aides	2.00	18,310.00	36,620	
	DAYS	RATE		
Building Engineer (Saturdays)	12.00	185.00	2,220	
Total FTEs	2.00			



**PURCHASED SERVICES**

				Subtotal - Code 40	\$ 129,367.00
Description of Item	Provider of Services	Calculation of Cost	Allowed Indirect	Proposed Expenditure	
<b>Contract Services</b>					
Computer Technology Support	AIS	\$ 23,250.00	23250	\$ 23,250.00	
External Evaluation (Mandatory)	TBD	\$ 57,949.00	25000	\$ 57,949.00	
DTSDE Survey	PLC Associates	\$ 3,000.00	3000	\$ 3,000.00	
Voyager Sopris Velocity	Voyager Sopris	\$ 30,438.00	25000	\$ 30,438.00	
DTSDE Review & Report	Reach LLC	\$ 12,500.00	12500	\$ 12,500.00	
Custodian	TBD	1 x 8 hrs x 12 days x \$20/hr	1920	\$ 1,920.00	
Postage	USPS	\$ 310.00	310	\$ 310.00	
			90980		

**SUPPLIES AND MATERIALS**

Subtotal - Code 45

\$0

Description of Item

Quantity

Unit Cost

Proposed Expenditure

**TRAVEL EXPENSES**

			Subtotal - Code 46	\$80,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures	
Student transportation summer school			80,000	

EMPLOYEE BENEFITS			
		Subtotal - Code 80	\$389,528
Benefit			Proposed Expenditure
Social Security		0.0765	68,603
Retirement	New York State Teachers	0.12	102,951
	New York State Employees	0.155	6,021
	Other - Pension		
Health Insurance	Admin (0.50)	17,191	8,596
	Teachers (9.0)	16,011	144,099
	PCTEA	12,360	
	Aides/Assistants (2)	10,562	21,124
Worker's Compensation		0.0315	28,248
Unemployment Insurance		0.004	3,588
Other (Identify)			
Supplemental Benefits	Admin (0.50)	530	265
	Teachers (9)	525	4,725
	PCTEA	575	
	Aides/Assistants (2)	540	1,080
	Transp. #264	450	
	ENG/CUST#409	500	
Life Insurance		19.80	228

INDIRECT COST		
A.	Modified Direct Cost Base - Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25000 and any flow through funds) ** Manual Entry	\$1,457,268
B.	Approved Restricted Indirect Cost Rate	3.00%
C.	Subtotal - Code 90	\$43,718

For your information, maximum direct cost base = \$1,495,655

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

**PURCHASED SERVICES WITH BOCES**

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

**MINOR REMODELING**

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

**EQUIPMENT**

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



**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$857,920
Support Staff Salaries	16	\$38,840
Purchased Services	40	\$129,367
Supplies and Materials	45	\$0
Travel Expenses	46	\$80,000
Employee Benefits	80	\$389,528
Indirect Cost	90	\$43,718
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
<b>Grand Total</b>		<b>\$1,539,373</b>

REVIEWED / RECOMMENDED

*Richard Thompson* 4/25/16

**CHIEF ADMINISTRATOR'S CERTIFICATION**

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

4/26/16

*Dr. Kriner Cash*

Date Signature

Dr. Kriner Cash, Superintendent

Name and Title of Chief Administrative Officer

Agency Code: 140600010000

Project #: 0564-17-0003

Contract #:

Agency Name: Buffalo City School District

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

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

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

Appendix C:

Sustained Activities Certification

Additional Staff Positions:

This chart only needs to be completed if the school is proposing to add staff positions using PSSG funds. Please complete the chart below, listing each proposed position, describing the need for the position, and providing information on how the district will continue to support this position after the 2016-17 school year.

Marva J. Daniel Futures Preparatory School #37

Proposed Staff Position(s)	Description of Need for the Position(s)	Plan to Sustain Position(s) after 2016-17 school year and Funding Source
3 Reading Teachers	One Reading Teacher will be assigned to support each of grades three and four, grades five and six, and grades seven and eight. The additional support will provide research-based interventions to students on tiers two and three. These teachers will provide academic support during the differentiated periods.	By providing targeted instructional support to struggling students, foundational skills will be developed in our students and instructional achievement gaps will be eliminated. It is anticipated that by 2017 that additional reading teachers will not be necessary.
1 Instructional Coach	A second instructional coach will be added to develop teacher instructional capacity through the provision of job-embedded professional development incorporated into the school day. Instructional coaches will focus on specific grade bands so that support is targeted specific to content and/or curriculum areas.	Instructional coaches will provide the specialized professional development, and it is anticipated that by the fall of 2017, faculty will be able to sustain the initial efforts of the instructional coaches. Teachers will be self-directed in curricular implementation and targeted instructional strategies.
.60 FTE Instructional Technology Coach	The addition of the Instructional Technology Coach (ITC) allows for frequent job-embedded support specific to the infusion of technology within CCLS lessons. Further, School 37 will begin the roll-out of laptops and Apple iPads for student use within the academic day. The ITC would give teachers the consistent support to strategically use the devices to maximize rigorous instruction. In-house professional development is occurring regularly so that	Once the initial roll-out of the one to one iPads and laptops have been implemented, the need for ITC support will be reduced in order to be sustained.

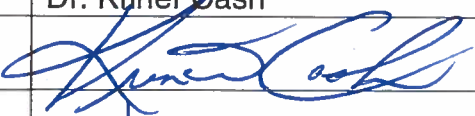
Proposed Staff Position(s)	Description of Need for the Position(s)	Plan to Sustain Position(s) after 2016-17 school year and Funding Source
	teachers begin this technology implementation with a clear plan.	
.20 FTE Science Teacher	The Science teacher will reduce class size and set a strong academic foundation for students to make demonstrable progress in the content and to be successful in science. Science and ELA teachers will collaborate to implement rigorous reading, writing, and research and study skills to enhance student skills.	Sustainability of this position via transition funds and school based budget will be assessed after a data review
.20 FTE Social Studies Teacher	The Social Studies teacher will reduce class size and set a strong academic foundation for students to make demonstrable progress in the content and to be successful in social studies. Social Studies and ELA teachers will collaborate to implement rigorous reading, writing, and research and study skills to enhance student skills.	Sustainability of this position via transition funds and school based budget will be assessed after a data review
2.0 FTE Support Math Teacher	One Math Teacher will be assigned to support grades three and four, one supporting grades five and six, and one supporting grades seven and eight. The additional support will provide research-based interventions to students, specific to student performance on targeted standards. These teachers will provide academic support during the differentiated periods, and will emulate the Reading Teacher model of support.	By providing targeted instructional support to struggling students, foundational skills will be developed and instructional achievement gaps will be eliminated.
1.0 FTE Guidance Counselor	As per DTSDE recommendations, addressing the social and emotional needs of the building is of urgency. At present, the school employs a .5 guidance counselor. Restoring this position to a fulltime would allow for the counselor to function as a consistent first responder as well as be a consistent and active participant on the PBIS team within the building.	This counselor will work side by side with other members of the Student Support Team to provide job-embedded support so that these members can sustain those efforts when the position is eliminated. Efforts will also be examined to sustain this position via building based budget.

Proposed Staff Position(s)	Description of Need for the Position(s)	Plan to Sustain Position(s) after 2016-17 school year and Funding Source
1.0 FTE Program Coordinator	Program Coordinator position will coordinate all efforts around assessment administration, curriculum support and implementation and the daily operations associated with building level programs. Program coordinator will work closely with administration to coordinate all efforts specific to receivership mandates. Program Coordinator also removes these types of responsibilities from instructional coaches so that coaches spend 80% of their time is spent with teachers implementing the three phases of coaching (planning with teachers, modeling lessons and conducting reflective conversations around teacher practice)	The need for this position will be reevaluated once the Receivership status absolves, as a large portion of the coordinator position work will center around the Receivership.
2.0 FTE Teacher Aide	Additional teacher aides will serve to provide additional coverage for staff so that administrators can meet regularly with teachers, briefly, to provide actionable feedback based on daily instructional walkthroughs.	School will initially try and sustain these positions via building based budget. In addition, the frequency of providing actionable teacher feedback increases teacher instructional capacity through building self-directed teachers who reflect on their practice regularly.
2 Building Substitutes	<p>The addition of two daily building substitutes would be within the building daily. Building substitutes will participate in building led trainings so that they are aware of all building instructional initiatives. These subs will provide coverage for teachers in multiple classrooms to allow for teachers to collaborate and actively participate in data team meetings.</p> <p>Building substitutes would provide coverage for teachers to participate in frequent job-embedded trainings that coaches</p>	Professional development is being frontloaded through coaching and data team meetings within the building. By the spring of 2017, there will be limited need to pull staff members out of the classroom where Sub coverage would be necessary.

Proposed Staff Position(s)	Description of Need for the Position(s)	Plan to Sustain Position(s) after 2016-17 school year and Funding Source
	and district representatives provide.	
.05 FTE Project Administrator (District-Wide Implementation)	This person will monitor spending, plan implementation, and navigate the district's finance policies and procedures. They will collaborate in the identification of monitoring tools, and the maintenance of data toward meeting identified receivership goals.	The project administrator will not be necessary after the grant is over.

Certification:

I, Dr. Kriner Cash, Superintendent Receiver of Marva J. Daniel Futures Preparatory School #37 certify that the activities described within this grant application will be sustained in the 2016-17 and 2017-18 school years, even without additional State funding. The funds from the PSSG allocation will not be used to supplant activities or services at the school, and will only be used to fund supplemental activities and services.

Superintendent Name:	Dr. Kriner Cash
Superintendent Signature:	
Date:	4/26/16