

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of March 21, 2014	DE Comments
I Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment.	Ongoing	D. Brown	<p>The district will make decisions how to equitably staff schools and will adjust FTE accordingly. There will be a revisited/revised ‘Budget Assumption’ that is used to staff schools in an equitable and consistent manner.</p> <ul style="list-style-type: none"> a. Completion of FTE run – Oct. 1, 2012 b. Revisiting and possible revision of budget assumptions for staffing – March 1, 2013 c. Development of a more equitable staffing formula – March 1, 2013 <p>Provision of a more equitable preliminary staffing allotment to schools – March 15, 2013 COMPLETED SY 2012-13</p>	As of October 16, 2013; an updated FTE by school is being run for 2013-14. On-going.	Although ‘Green’ meaning completed, the FTE runs are continuing and staffing allotments are being closely monitored. This Action Step is on-going and being utilized to better equalize staffing for schools.
	b. Create school-based budgets based on per pupil expenditure for Title I and III.	Ongoing	B. Smith	<p>Each Priority School will have its own budget with which to staff the school and provide professional development, and purchase materials based upon school needs.</p> <ul style="list-style-type: none"> a. Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing b. Provision of professional development on the budget process – Feb. 28, 2013 c. Development and articulation of district-wide system of focused/earned autonomy for decision making – March 15, 2013 d. Provision of preliminary budget allocation to each Priority School, based on per pupil e. Expenditure for Title I and III – March 15, 2013 <p>COMPLETED SY 2012-13</p>	The School Based Budget Steering Committee met over the summer to review the results of the survey sent to Principals. Meetings of the group are continuing on a regular basis to discuss the calendar for the upcoming year, priorities and recommended changes. We have also added representatives from departments that centrally assign staff to schools to the committee.	<p>Although completed last school year, the on-going conversation and problem-solving with a Principal Steering Committee continues to meet to improve upon the School Based Budgeting for the upcoming budget cycle. The CFO is to be commended for her leadership in this Action Step and thoroughness with which it was rolled out last school year.</p> <p>A key to this success is the on-going listening to the school principal voice to answer clarifying questions and better the understanding of the overall process.</p>
	c. Provide budget training and oversight to all central and school personnel to develop data-based accountability & oversight.	Beginning in December 2013 and Ongoing for SY 2013-14	Chiefs of School Leadership	<p>All Central Office and site expenditure decisions will be based upon data and a set of parameters that guide the allowed use of funds per federal law.</p> <ul style="list-style-type: none"> a. Provision of professional development on the use of data to inform planning – Dec. 2013 and ongoing b. Provision of professional development on the budget process – Dec. 2013 and ongoing c. All schools’ development of proposed 	<p>The Budget department distributed budget materials in December and met with budget owners to provide professional development on the budget process.</p> <p>The Budget department provided additional training to the Principals and Assistant Principals at their February meeting. Small group training sessions are currently being scheduled (February 25th and March 3th, 2014). The 2014-15 Budget Handbook was distributed February 12th.</p>	The District appears to be on track with its training of Principals and SBMT on the budget process for SY 14-15. Allocations for SY14-15 budgets were sent to Principals March 11, 2014. Given the \$50M budget deficit of the District schools are concerned that reductions start at the District level before hitting the schools. A directive of a 10% reduction to central office departments was given by the Superintendent.

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				budgets based on relevant data – April 2014 d. Review and approval of all schools’ budgets by the Superintendent or designees – May 31, 2014 e. Ongoing review of the use of all schools’ budget to achieve specific targets and ensure regulatory compliance – June 30, 2014 and ongoing	<p>In conjunction with the Office of School Leadership, the Budget Department presented at the SBMT Trainings held the first two weeks of February on the budget process and the SBMT’s role in said process. The dates for budget submission and approval are on target as indicated.</p> <p>The Chiefs of School Leadership provided professional development on the use of data in the individual school budget decision making process during the SBMT Trainings (February 4th to February 10th, 2014), February principal's meetings and have scheduled after-school voluntary work/support sessions for SBMTs (February 25th and March 3th, 2014)</p> <p>School-Based Management Team trainings have been ongoing and took place in February. All schools were provided with their budgets on March 11 and we also provided additional training on March 13. On March 18, additional training will be held. All school-based budgets will be submitted by March 31 and reviewed and approved by the superintendent or designee by May 1. SBMT presentation and the February Principals Monthly Meeting are included in Area 1 - Governance. The agenda for the March Monthly Principals Meeting in Area 1 - Governance will be uploaded too.</p> <p>SBMT Presentation and the February principal's monthly meeting agenda are included in Area 1 – Governance.</p>	<p>It is critical to ensure that cuts occur as far away from the classroom as possible, starting at Central Office/City Hall.</p> <p>Communication and process of reduction to schools by central office is critical in this time of budget cuts.</p>
	d. Move toward a decentralized school-based system of professional development.	Ongoing	Y. Williams	Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result. <ul style="list-style-type: none"> a. Provision every school with an instructional coach to provide job-embedded PD to teachers (1:1/PLC/Afterschool)- Sept 2013 b. Instructional leadership team implements professional development aligned to their school improvement plan. – Oct 2013-June 14 c. Site Based instructional coaches complete the Year 1 of Coach The Coach PD Program that addresses the 10 roles of a coach (Killion) – Nov thru June 1 2014 d. Instructional coaches turnkeys learner outcomes from work sessions to build 	a-Instructional Coaches prepare monthly PD plans for their site in collaboration with their leadership team. Coaches are currently using the new Coaching Tracker Tool to manage these coaching cycles with the teachers they support. Instructional Coach PLC agendas for Dec, Jan and Feb	<p>The District is to be commended for putting into place the Infrastructure to build the capacity of the personnel in the new instructional coach positions. Weekly meetings to build the capacity of the coach personnel continues.</p> <p>It is unclear how PD plans are being implemented at school sites. How are Principals monitoring and supporting the fidelity of implementation of the coaches’ work (e.g. 1:1, PLC, Afterschool PD)?</p> <p>While the CAI has coordinated and is providing training to the school based coaches, there does not seem to be a connection to the Office of School Leadership (OSL) to follow up with Principals on the work and fidelity of implementation of the coach support.</p>

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				capacity within their individual learning environment– Nov - June 2014		
	e. Examine and evaluate the current Targeted Assistance Title I schools (15) to ensure the fidelity of fit to the needs of the students/school.	On-going	Y. Williams	<p>Schools remaining Targeted Assistance will document in writing how and to whom robust instruction and support are provided. If schools move to a School-wide Program, a written plan will document how funds and services are utilized and monitored.</p> <ul style="list-style-type: none"> a. Development of SCEPs by all Priority Schools aligned to selected model– August 2013 b. Professional development on Title I School Wide program – August 2013 c. Federal Program Team along with COSL One Stop Shop produces 3 progress monitor reports for sites of school wide programs - Nov –May 14 	2013-14 SCEP Progress Reports were completed by required schools March 7, 2014 - SIG sites submitted quarterly progress reports to SED and meeting were held with Office of School Turnaround.	Please provide the noted progress monitor reports for sites of school wide programs - Nov –May 14 as listed in (c.)
2 Organization	a. Establish monthly 'Principal Meetings' for Priority School principals to build skills and capacity to use data to drive instructional decisions.	October 1, 2013	Chiefs of School Leadership	<p>Priority School principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p> <ul style="list-style-type: none"> a. Publication of calendar for monthly and quarterly PS Principal Meetings and TLLN on-site coaching – Sept. 15, 2013 b. Hold quarterly data meetings with all Priority Schools – Oct, Jan, Apr, Jul c. Quarterly meetings with Superintendent – October 2013 and ongoing d. PGS evaluations – Oct. 1, 2013 and ongoing e. AIR will provide monthly school reports for TLLN and debrief with Chiefs of SL – Oct 2013 f. Holding regular cluster data meetings to monitor Base-line data and target setting goals – Oct 24, 2013 and ongoing g. Update and/or create Attachment B SIG metrics – Nov. 1, 2013 	<p>During the January Priority Principal's meeting, members of the Office of School Leadership and Office of Strategic Alignment and Innovation presented on the DTSDE process, summary of trends and guidance in using the review results in revising their school's SCEP.</p> <p>PS PRINCIPAL TLLN meetings and on-site coaching visits with principal are in place. The impact of the training has resulted in the application of transformation strategies (e.g., Use of the GANTT chart which schools can adapt to monitor and assess the implementation of SCEP/SIG activities).</p> <p>Principals continue to meet monthly to engage in professional development and collaborative dialogue related to CCLS instruction, observation of teaching and providing feedback and leading effective grade levels/ CPT meetings, the DDI process and the APPR process: -Principals have been provided with an Observation Tracker to allow them to track observations, supports, instructional improvements and plan professional development. -Principals and assistant principals received professional development on the use of Evidence Collection Tools (from engageNY) to observe and provide feedback relative to CCLS</p>	<p>The evaluations of the TLLN work conducted by AIR with the Priority Schools show highly effective and well-received and appreciated support and training.</p> <p>Additionally, the feedback from Priority School Principals regarding the AIR on-site coaches has been positive.</p> <p>At the February Priority School Principal meeting, Principals were asked for input on meeting topics and areas of need. A survey went out last week asking Principals to prioritize solicited topics in order to plan upcoming meetings.</p> <p>In general, 56% of the Priority School Principals agree/strongly agree that monthly <i>Priority School Principal meetings</i> are relevant, differentiated, and matched to Principal need.</p> <p>Written comment excerpts on the survey for this item include: "I agree to some extent. However, information is often delayed. For example the DTSDE review occurred</p>

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					implementation -The "Three Big Rocks" for the District have been established and communicated in principal meetings, school visits and the weekly bulletin to ensure an alignment of focus by all leaders: (1) Visiting classrooms daily and providing feedback, (2) Leading GLMs/CPT and (3) Using the DDI process. -Principal meetings provide the opportunity for sessions by elementary and high school level and by clusters. (See "Three Big Rocks" Slide, yearly schedule, agendas and power points from monthly principal meetings)	after the visit." "Meetings are relevant however they have not been differentiation." See Priority School Principal Survey for complete results.
	b. Establish a year-long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school).	October 1, 2013	Chiefs of School Leadership	Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students. a. Holding meetings by level, as appropriate to schools' needs and focus – August 2013 and ongoing b. Publication of calendar for monthly Principal Meetings – September, 2013 c. PGS evaluations – Summer Leadership Academy, September, 2013 and ongoing	A Monthly Principal Meetings Calendar was created and disseminated to all principals in the beginning of the school year. The topics for each meeting are modified based on the District's "Three Big Rocks" and feedback from principals. -Elementary and High School Principals are separated during a portion of the meeting. -Chiefs of School Leadership meet with their principals to provide professional development and engage in dialogue on issues that are relevant to their clusters. -PD related to CCLS aligned instructional practices is provided to principals (e.g., Math Standards and activities related to text-based evidences) -APPR topics are presented on a monthly basis that will assist administrators in evaluating teachers and becoming recertified as LEAD Evaluators in 2014-15. -Results, trends and Tenets of the DTSDE review process have been presented to assist schools in reflecting and planning for instructional improvements. -Important information is provided to principals (Dignity for All Students Act & Bullying Prevention, Attendance, & Say YES supports) -Assistant principals continue to receive a half day modified agenda the day after each principals' meeting. (See Monthly Principal Meetings Calendar and Monthly Agendas) (See AIR TLLN Leadership On-Site Coaching Dates: December 2013 and Reality Check January 2014)	While monthly Principal meetings have been established and are being conducted, overall Principals feedback is the desire for more collaborative problem solving and sharing time. Break-out sessions are typically conducted by clusters. Time to break out by elementary, middle and high school levels do not occur. Principals would appreciate more differentiation by level. Evaluations of monthly principal meetings are completed by less than half those that attend (e.g. 18-20 of 56). It is difficult to gauge the effectiveness or the added value of these meetings to skill sets and knowledge of principals given the low return rate. In general, 52% of the Priority School Principals agree/strongly agree that as a result of the monthly general Principal Meetings, their skill set in and knowledge of how to accelerate improved outcomes for students has improved – in comparison to 59% last year at this time. Written excerpts from the Priority Principal Survey include: "There is vital need to change district's systems and supports to address priority school needs." System alignment of supports still required for Priority Schools." "Much time is spent on compliance and principal accountability and what principals aren't doing in the eyes of self-proclaimed experts (publicly) who create

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						<p>basic non-differentiated “support plans.”</p> <p>See Survey for complete results</p> <p>It is recommended that input be garnered for content, process, and format of monthly Principal meetings in order to better to align need with delivery of meetings.</p>
	<p>c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority Schools.</p>	April 2014	W. Keresztes	<p>There will be a revisited/revised policy on student enrollment at Criterion schools to ensure equitable access for students to these schools. The impact of the revisited/revised policy on student placement at non-criterion schools will be monitored. Clear written communication will be given to Priority Schools outlining enrollment and transfer procedures across the district.</p> <ul style="list-style-type: none"> a. Review of policy on student enrollment in schools with criterion-based admissions – b. Review and analysis of criterion-based admission policies on student enrollment in Priority Schools – January 2014 c. Board of Education’s review of criterion-based admission policies – April 2014 	<ul style="list-style-type: none"> a. BOE approved Public School Choice CAP including a planned review of criteria-based schools enrollment procedures on 9/25/13. b. Schools will complete a template outlining admissions procedures and steps for increasing under-represented populations. <ul style="list-style-type: none"> 1. In Sept/2013, City Honors and Olmsted Schools revised entrance procedure by removing call-back testing for finalists. The procedure was seen as redundant and was a known barrier for families with transportation challenges since the call-back was administered only once. 2. For the 2013-2014 school year the BOE authorized elimination of any other criteria beyond student interest for entrance into CTE programs. The purpose of this change is to make access to district CTE programs barrier-free. c. Director of Central Registration presented to principals on timeline for admissions and upcoming individual meetings with Priority School principals to review student enrollment procedures. d. On January 14, Principals submitted established criteria currently in place at schools. This partially completes the template designed for this purpose. Will Keresztes has scheduled individual meetings with principals the weeks of January 21 through February 3 to discuss school objectives for addressing under-represented populations. The previously completed template will then have updated process proposals entered. 	<p>Please provide update on where the district is specifically with Criterion school policies.</p> <p>What is the current status as of March? Per the timeline, a BOE review of criterion based policies is due in April 2014.</p> <p>Please advise as to when written documents for review and recommendation are anticipated.</p>

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3 Articulation/ Coordination	a. Define, in writing, the autonomy and decision making authority of Priority School principals.	Nov. 1, 2013	Chiefs of School Leadership	<p>Priority School principals will understand & execute their autonomy and authority to make site-based decisions, based on data, to accelerate improved student outcomes. Student outcomes will improve as a result.</p> <ol style="list-style-type: none"> Provision of professional development on the use of data to inform planning – Sept. 2013 and ongoing Provision of professional development on the budget process – Sept. 2013 and ongoing Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard and SIG Attachment B data) – Oct. 31, 2013 Clear oral and written articulation of policies, guidelines, and performance standards for the role of principal and SAM AP (if applicable) – November 1, 2013 and ongoing Establishment and implementation of a system of earned autonomy for professional development decision-making – Jan. 2014 and ongoing Meeting multiple SCEP targets – June 30, 2014 	<p>Principals in collaboration with their SBMT and leadership teams have autonomy in the following areas:</p> <ul style="list-style-type: none"> · School Based Budgets · Professional development · Development of their SCEP/SIG plans · Creation of school-based CFAs · After-school programming · Scheduling and hiring of personnel (e.g., assistant principal, Dean of Students, Instructional Coach and teachers). <p>(See Attachments:</p> <ul style="list-style-type: none"> • School-based Budget Handbook • Transforming School’s Document for Summer Leadership Conference Regarding School-based CFAs and PD Autonomy) • SBMT Training Documents 	<p>The results of the Priority School Principal survey shows that 72% Disagree that defined principal autonomy and decision-making authority has been provided to them in writing (81.5% last year at this time). Comment excerpts include:</p> <p>“For school based budgeting and spending of other monies.”</p> <p>“Daily autonomy is allowed until a need is raised to the one-stop shop which required resources of some kind. Time lag and lack of response means needs to unmet.”</p> <p>See survey for complete results</p> <p>The District has improved on its process of putting directives in writing – per the ‘See Attachments’ documents included in this item.</p> <p>In general there appears to lack a common language, common understanding of what principal autonomy and decision making authority means.</p> <p>As noted in the November update and before that the July update – the initially completed document, under the facilitation of Cross & Jofstus, that outlined the Superintendent’s vision for ‘earned autonomy’ has not been implemented. It is noted in (e.) that this would be established and implemented in January 2014.</p>
	b. Provide, in writing, clear and timely communication and information regarding district polices, practices, and procedures to be followed.	Nov. 1, 2013	Chiefs of School Leadership	<p>There will be clarity and uniform understanding across Priority Schools regarding policies, practices, and directives impacting their sites. Priority Schools will be given timely requests for information.</p> <ol style="list-style-type: none"> Refresh and clarification of communication channels and Rapid Response System – August 1, 2013 Establishing the practice of providing policies, practices and timely directives in writing – August 2013 and ongoing 	<p>-The Weekly Bulletin continues to be sent to principals, assistant principals, central office administrators, and BOE members, to provide key information on upcoming events, deadlines, reminders, and directives.</p> <p>-Resources (e.g., DDI protocols, CCLS collection tools) are also provided via the bulletin</p> <p>-Separate memorandums are also sent to principals that convey critical information (e.g., SBMT Training)</p> <p>-Leadership and Operations Handbook 2013-14 is continuously updated and shared with all administrators via the OSL Document Library</p> <p>-Directors in the OSL respond to Priority Principal’s requests within 24 hours and follow up with various departments to bring resolution to their requests.</p>	<p>For this Action Step - the Priority School Survey showed that, in general, 40% of principals report that policies and procedures are provided in a timely manner (42% last year) and 40% report that the district provides sufficient time for principals to respond to district requests. (See Priority School Principal Survey for complete results.)</p> <p>The District continues to provide weekly updates via the Weekly Bulletin – which is complete with notifications and information. Memos and other information is also provided to sites.</p> <p>However, the results of the survey indicate more clear and timely communication is needed.</p>

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					(Attachment SBMT Training Memo)	<p>General survey comments may be helpful to move this work forward: “This year there seems to be more guidance in writing around policies and procedures.” “However, supports are often not aligned to carry out policies and procedures.” “It is unclear who is in charge of many major initiatives and policy areas. Important decisions are not put into writing.”</p> <p>It is highly recommended that a cross-random group of principals be brought together to gather insight, input, and recommendations to improve this critical element of systemic work forward.</p>
4 Leadership	a. Establish a coherent Central Leadership that is proactive and responsive to Priority Schools.	Oct 15 – July 1	P. Brown	<p>The Central Office will deliver proactive, timely, responsive, and coherent service and support to schools as reported by Priority School personnel. Student outcomes will improve as a result.</p> <ol style="list-style-type: none"> Superintendent’s articulation of District-wide vision, core beliefs, theory of action, and action plan for all Central Leadership, principals and assistant principals – Aug. 28-29, 2013 and ongoing Continuation of “Rapid Response System” for Priority Schools – Sept., 2013 and ongoing Restructuring, refocusing and clarification of roles of Central Leadership – Oct. 15-July 1, 2013 Identification and development of Academic Support Teams – Oct. 15, 2013 Development of individualized School Support Plans for Priority Schools – Oct. 2013 Weekly review of evidence and trends from Learning Walks, followed by action steps – Oct. 2013 and ongoing Meeting multiple DCIP targets – June 30, 2014 	<ul style="list-style-type: none"> New Offices of School Leadership established with smaller cohorts of schools and an additional Chief of School Leadership and a one-stop-shop approach to addressing the needs of schools; hiring completed for the Director of School Leadership, Supervising Principal, Instructional Coach, Instructional Specialist and clerical positions. January survey of principals regarding the One-Stop Shop have showed the vast majority of principals (89%) view the One-Stop Shop as helpful or very helpful; this represented an increase from November (81%) Monitoring of 2012-13 DCIP targets showed measurable improvement in the graduation rate, attendance, chronic absenteeism, severe absenteeism, and short-term suspensions. <p>The college matriculation rate last year was 66%, which represented an increase of 9 percentage points. It was the highest it has ever been since at least 2007, which is the first year from which records are available.</p> <p>Attachments: Superintendent Evaluation Presentation 3-5-14 Say Yes Presentation</p>	<p>The results of the Priority School Principal Survey shows a decrease from 51.8% (last year) to 47.8% this year in response to the item about an indication of a marked improvement from last year, in service and support from the District to Priority Schools. (Item 35)</p> <p>In relation to the receipt of differentiated support and services that will result in improved students outcomes, 52.1% of Principals agree/strongly agree this is occurring compared to 55.5% last year. (Item 14)</p> <p>Comment excerpts: “There is nothing different except more critical walk throughs with no support.” “In some areas there is a quicker and more focused support response. In other critical areas that impact student outcomes there is inadequate support.”</p> <p>While 39 of 56 Principals completed the January “One-Stop Shop” survey showing some improvement and knowledge of the resource, there appears to be a disconnect.</p> <p>Again, it is recommended that a group of cross random principals be brought together to unpack the results and share ways to improve service and supports to schools.</p>

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	<p>b. Implement a system to monitor, on a monthly basis, the service and support provided by the Office of School Leadership to Priority Schools</p>	<p>October 19, 2013</p>	<p>Chiefs of School Leadership</p>	<p>Priority Schools will report and show evidence of impact of support provided by the Chiefs of School Leadership and respective staff. Result will be improved student outcomes across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, student transfers, discipline referrals, support services, parent participation).</p> <ul style="list-style-type: none"> a. Superintendent’s weekly review meetings with the Chiefs of School Leadership, Strategic Alignment and Innovation and Curriculum, Assessment and Instruction – Sept. 2013 and ongoing b. Training in use of Observation Tracker for Principals and Chiefs of School Leadership – Nov. 2013 c. Monthly monitoring of student outcomes – Oct. 2013 and ongoing d. Superintendent’s regular review of School Support Plans with updates – Nov. 2013 and ongoing e. Survey of Priority School Principals – March and June 2014 f. Improvement of student outcomes across multiple measures – June 30, 2014 	<p>-Each director, supervising principal and instructional coach completes a log of the supports provided to all schools. -Chiefs of School Leadership review the logs with each team member to ensure timely supports are provided and follow through of actions have occurred during our weekly team meetings. -The targets for the areas for DDI implementation are to improve as follows: Principals will use the Data-Driven Instruction and Assessment rubric (modified from Driven by Data, Bambrick-Santoyo) to assess their DDI teams functioning levels and growth from: -Beginning Implementation to Proficient Implementation - Proficient Implementation to Exemplary Implementation</p> <p>Schools will use the Observation Tracker and/or Evidence Collection Tools to assess the level of CCLS implementation and other targeted instructional areas and plan for support and guidance to teachers. -Instruction is targeted to improve from Ineffective and Developing to Effective.</p> <p>The Observation Tracker and/or Evidence Collection Tools are reviewed by Chiefs of School Leadership to assess, monitor and support principals on improving instruction. The new version of the Observation Tracker, which will be piloted in March, will become a web-based system that can be monitored by the Chiefs of School Leadership at a centralized level. This will allow CSLs to adjust the school’s Differentiated School Support Plans.</p> <p>(See Data-Driven Instruction and Assessment; See One Stop Shop Presentation, Data slide and Principal’s survey report from PGS)</p>	<p>The District is to be commended to for their work on the Observation Tracker created this year for sites. And, its on-going work to improve the tracker in terms of use and flexibility as a viable tool for principals and leadership teams to use to support instruction.</p> <p>It is important to know how data from the tracker or how completed logs are used to ensure timely supports and follow through to schools from the Office of School Leadership.</p> <p>Although there is some growth, more than half of the Principals continue to rate the need for improvement in the areas of timely support and responsiveness for schools.</p> <p>52% of Principals surveyed indicated that the District does not provide proactive, timely, and responsive services to support their school and improve student outcomes, in comparison to 59% last year at this time.</p> <p>It is critical to work with Principals to refine what and how differentiated support and services would be best align with school needs.</p>
	<p>c. Provide training & coaching to develop the skill set of the Central Leadership team to include use of data to drive instructional decision-making and</p>	<p>October 30 & on-going</p>	<p>Y. Williams</p>	<p>Central leaders will support schools under their direct supervision in use of data as evidenced in the individualized support plans for Priority Schools. Benchmarks for each area of the support plan will have evidence and impact of the support provided.</p> <ul style="list-style-type: none"> a. District data review for Central Leadership – Oct 13- ongoing b. Provision of PD on Data Dashboard for 	<p>b- Professional development on data continues to be facilitated by District Data Team and OSL in the district principals meeting. In addition, the Superintendent also continues to lead cabinet and instructional leadership meeting using the Data Dashboard to inform decision and for Chiefs to prepare their differentiate support plan for the schools, as well as provide levels of support for the One Stop Shop Team and CAI Team.</p>	<p>A continuing focus is on the use of data by COSL to support schools. The SCEP and SSPs provide the opportunity to set targets across multiple measures and then support and monitor them. SPPs while still a work in progress, provide the opportunity for specific school based targets to be set for each school that the COSL supports.</p>

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	support.			principals and Central Leadership – August 2013 and ongoing c. DDI work sessions held for priority and focus schools– Oct – Nov 2013 d. CAI Instructional Specialist III monthly reports reflect coaching and learning walks to support SCEP of assigned schools Oct 2013-ongoing	Attachment - CAI Instructional Specialist Monthly reports for Jan-Feb	Marking Period 2 report shows that approximately 3,100 students are at risk for failing. It is critical that COSL use these data to directly support Principals and leadership teams to coordinate instruction and interventions to support students’ success.
	d. Chiefs of School Leadership to write, in collaboration with Priority School principals, differentiated support plans that include evidence of successful implementation.	October, 2013	Chiefs of School Leadership	Principals of Priority Schools will report that they have received responsive and tailored service and support. Individualized support plans for Priority Schools will result in improved performance of each school across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation). a. Development of School Support Plan template and data-gathering process – Nov. 2013 and ongoing b. Weekly review of School Support Plan implementation – Dec. 2013 and ongoing c. Implementation of Learning Walks to further assess individual schools’ needs – Dec. 2013 and ongoing d. Survey of Priority School principals – Mar. and June 2014 e. Performance improvement across multiple measures – June 30, 2014 f. Provision of assistance to Priority School principals in analyzing data to develop SCEPs, which include supportive activities – Feb. 2014 and ongoing	The Priority Schools’ Differentiated School Support Plans have been modified to target school-specific supports and actions implemented by the principals and OSL staff over the next five weeks. -The column titles have been modified to maintain a more logical flow from the DTSDE Tenet to key actions, evidence of success and status. -The revised plans are streamlined to focus on key areas of supports required. -The plans are based on the DTSDE Tenets; the DTSDE school review summaries; and school visits -Other areas of support are listed in the plan as well (e.g., logistics, staffing, etc.). (see Area 4- Differentiated School Support Plans)	The School Support Plans (SSPs), for Priority Schools, are a work in progress. They are aligned to the DTSDE. The SSPs highlight a few critical tenants of the DTSDE that are in need of improvement. The SSPs need to focus more specifically on operationalized targets. The plans need to be differentiated to schools and include specific targets for schools/principals to work toward (e.g., “marked increase in attendance” vs. “improve attendance from 75% to 90% by March 30”). The Priority School Principal Survey indicates that 56.5% of the Principals agree/strongly agree that the Support Plan developed for their school is a useful resource. However, 43.4% of Principals indicate that there is sufficient focus, support, and follow up to implement the Support Plans – a drop from last year 59.2%.
5 Use of Data	a. Continue to increase the usage of the data dashboard by Priority Schools to improve data based decision making that supports instruction, planning and delivery	October 2013 and Ongoing	S. Gilani	Priority Schools, administrators and teachers, will provide feedback on the dashboard for the purpose of ensuring consumer friendly format and needed data. a. Provide usage reports that clearly demonstrate an increase in usage of the Data Dashboard.	a. As of February 14, 2014 the average logins per day has increased 200% compared to the same period last year. b. Attended 2 day attendance workout and created additional attendance metrics based on gathered feedback. Conducted meeting with Principals/data team at 307 and 301 resulting in feedback regarding	After several months of advising the district to hold a focus group with principals regarding Infinite Campus (IC) and Data dashboard, a group of principals and central office stakeholders were convened to discuss issues and concerns with data dashboard. These meetings are now on-going and informing central office in several areas including but not limited to suspension data, attendance data, needed training etc.

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	of services to students.			<p>b. Collect feedback from district administration and users to continue refining the data dashboard.</p> <p>c. Document dates, times and outcomes of regular meetings with Central Office administration and designated principals.</p> <p>d. Provide ongoing scheduled PD for various levels to the district and school administration, data coaches and instructional coaches.</p> <p>e. Report PD attendance to provide accurate accountability to school leadership.</p> <p>f. Publication of the data dashboard training plan targeted to specific audiences on specific dates.</p> <p>g. Continue the creation and accuracy of matrices to increase usage of the data dashboard.</p> <p>h. Track student growth using the Say Yes Student Management System (SYSMS) across the 13 identified Say Yes Indicators.</p> <p>i. Develop District level administrative matrices to track and monitor district target summary provided by the NYS Department of Education.</p> <p>j. Develop a suite of dashboards, matrices and reports for the comparative analysis of common formative assessments and other key areas reported by the data dashboard.</p> <p>k. Develop all data dashboards to have the ability to focus on Priority Schools.</p> <p>Usage Data and other documents to support training, meetings, presentations are included in Area 5 – Use of Data.</p>	<p>attendance and assessment metrics. This meeting resulted in the documentation of the differences in calculations between Infinite Campus and EdVantage Data Dashboard. Created a principal focus group to discuss and collect feedback and suggestions on creating a dashboard more intuitive to the needs of building based administration.</p> <p>c. 12/03 – Met with School Chiefs and district personnel to discuss Dashboard updates. 12/04 – Met with Dawn DiNatale to discuss building based Dashboard needs. 12/05 – Met with Monica Peoples to discuss discipline data in the Dashboard. 12/16 – Met with Dr Branch (EPO at East HS) to demonstrate Dashboard functionality. 12/18 – Data Dashboard follow up meeting with the Chiefs of Schools. 12/19 – Meeting at Burgard HS to discuss attendance and assessment dashboards. 12/20 – Meeting at school #76 to discuss using the Dashboard to find SLO data. 01/02 – Met with David Mauricio to discuss the Graduation Meter and Cohort Data. 01/06-01/07 – Attendance workout meeting - discuss the creation of improved attendance metrics. 01/09 – Meeting held to discuss displaying teacher attendance in the Data dashboard. 01/21 - Met with David Mauricio to discuss the Graduation Meter and Cohort Data. 01/30 – Attended a meeting convened by Judy Elliott to discuss data accuracy. 02/04 – Met with the ELL department to discuss ELL data in the Data Dashboard. 02/07 - Met with David Mauricio to discuss the SCEP Targets. 02/24 - Met with David Mauricio to discuss the Graduation Meter and Cohort Data.</p> <p>d. 12/12 – Attendance Webinar was held for all Attendance Teachers for Dashboard, attendance specific training. 01/23 - Performed comprehensive dashboard</p>	<p>Recommendations have been shared by the Principal group regarding the illustration and reporting of behavior incidents.</p> <p>Attendance continues to be an area in need of revisiting and clarifying. Principals continue to ask clarifying questions on attendance taking. In working with District Staff - efforts have been made to address issues of attendance from last year to this year. A homeroom was created in all schools to address a more stable means to taking attendance.</p> <p>Period by period attendance taking across secondary schools needs to be addressed as it is not being done consistently across schools.</p> <p>Since the current attendance system is a positive reporting system, if students marked as present unless marked otherwise by the teacher. Attendance can be logged into the system until midnight of the day of attendance.</p> <p>In reviewing the Classroom Monitor reports in Infinite Campus, it is clear that attendance is not being taken consistently across the district on a period by period basis on the secondary level. And in some cases, across the district, homeroom attendance is not being taken consistently.</p>

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					<p>training with directors and data coaches. It has been communicated that ongoing PD is available and can be scheduled.</p> <ul style="list-style-type: none"> e. PD attendance is provided in the district PGS system. f. Training plan has been published and is currently in use across the district. Between 11/6 - 1/23 training has been conducted for directors, data coaches and attendance teachers. g. For a description of all new dashboards and metrics please reference the attached Release Notes. h. This was completed, as stated in the previous Action Plan Report, however, the direction Say Yes will be moving in implementing this is not known. i. Completed – Target Metrics have been completed and are available in the Dashboard. Please refer to the release notes for a detailed description. j. Created and completed CFA Target Dashboard. k. Created and completed the two school comparison Dashboard. Both Dashboards have the ability to focus on priority schools. 	
	<p>b. Provide training for Priority School principals and site leadership teams on the data dashboard</p>	<p>June 2014</p>	<p>Y. Williams</p>	<p>Priority Schools will use, on a regular basis, the data dashboard to support data discussion with school-based staff. The result will be improved student outcomes over multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p> <ul style="list-style-type: none"> a. Provision of PD on Data Dashboard for principals and Central Leadership – Monthly Jan - June 2014 b. Monthly review of student outcomes – ongoing though June 2014 c. Improvement in student outcomes across multiple measures – ongoing 	<p>a/b-On November, 2014, Dr. Mauricio, Dr. Morris, Danielle Anthon, Josh K. and Fatima M. delivered Data Dashboard training and the graduation meter to all high school principals and their counselors. The Distinguished Educator was present for part of the training.</p> <p>On 12/17/13, Josh and Fatima delivered Data Dashboard training and the graduation meter to the leadership team at Bennett High School, on 12/19/13, Josh and Fatima delivered Data Dashboard training and the graduation meter to the leadership team at McKinley High School. Ann Zebehazy presented the same training at Lafayette High School.</p> <p>Priority principals meetings are focused on data and the dashboard based on the relevant topic interests. Priority Principal Meetings were held on - Dec 18, Jan 22, Feb 26</p>	<p>According to the survey, 61% of Principals indicate their leadership team has been provided training on the data dashboard (Last year was 55.6%) Comment/excerpts include: “Additional training would be helpful.” “This is a need.”</p> <p>While the District is to be commended for providing dashboard training to 3 HS leadership teams, there is a need for this training across all schools.</p> <p>The Priority School Principal meetings to date have not focused on Principal and site leadership team training.</p> <p>Due to the concerns with data in the dashboard, schools are becoming reluctant to use the dashboard. The</p>

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	<p>c. Provide on-going training on the use of data from the dashboard to drive instruction, planning, and delivery of services to students.</p>			<p>On-going data conversations with site staff, Chief of School Leader and respective staff. Structures of governance and operations will be realigned to reflect school and district-wide data.</p> <ul style="list-style-type: none"> a. Provision of PD sessions for all administrators and staff – August 2013 - June 2014 b. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 c. Organizational and operational alignment based on district-wide data – 	<p>c- New York City Academy of Leadership will co-facilitate Priority Principal Meetings for Mar 26, April 29 and May 29 with a continued emphasis on data</p> <p>a.-COSL will be facilitating Monthly Progress Monitoring sessions (using the new tool co-developed with AIR) with principals that allow them to demonstrate their ability of effectively use the dashboard and analyzing the data to support their school based decisions as they monitor their student outcomes on the multiple measures</p> <p>b. -- Data Dashboard training for principals has been conducted on an ongoing basis at the monthly Principals Meetings and in meetings with Priority School Principals.</p>	<p>Principal group is working with central office to provide additional training to schools on the purpose and role of the dashboard vs. Infinite Campus.</p> <p>There continues to be a need to clarify the use and purpose of the dashboard vs. Infinite Campus.</p> <p>The survey indicates that 65.2% of principals are not confident that the data in the dashboard are current and accurate. Last year 62.9% of Principals had concerns about the accuracy of the data in the dashboard.</p> <p>Comments from this year’s survey show: “It seems that the information is inconsistent and differs from other data sources.” “Some improvements have been made, errors continue to exist.” “Attendance, suspension and other data not current or accurate. It does not align with Infinite Campus.”</p> <p>While there has been an increase in leadership training on the dashboard, the ability to trust the data is at issue.</p> <p>Please provide a copy of the co-developed tool with AIR.</p>

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	d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark assessments			<p>Benchmark assessment results will be used to directly impact the professional development, support, and coaching provided to teachers thereby improving classroom instruction and performance on state assessments in ELA, Math, and Science.</p> <ul style="list-style-type: none"> a. Distribution of written expectations for the new benchmark assessments –Aug 2013 b. Development of an assessment calendar, including formative assessments –Aug 2013 c. Distribution of written procedures and logistics for new formative assessments – Sept– Oct 2013 d. Development and administration of the new formative assessments –Sept 2013 – Mar 2014 e. Use of formative assessment results and other relevant data to inform PD, support and coaching –Oct 2013 – ongoing 		<p>Although green, the recent Priority School Principal survey indicates that 73.9% of the Principals have not been provided clear written documentation of the vision, procedures, logistics and expectations of the new benchmarks. (Last year 59.3% indicated they had not been provided clear guidance.)</p> <p>Comments from the survey show” “Yes as far as administering them and using them for building based instructional decisions.” “Logistics yes. The rest, no.” “Communication and clarity in this area has been absolutely insufficient.”</p> <p>In the November update, the District provided a number of District wide efforts to communicate the new CFAs logistics and timeline. Global emails were sent, webex recordings were produced, and a CFA website was created as supports.</p> <p>The fact that a majority of Principals that took the survey report insufficient information has been provided provides an opportunity to investigate why such a disconnect exists.</p>
6 Curriculum	a. Conduct a brief curriculum audit, including student access to materials and textbooks, in Priority Schools and use written results of audit to ensure that schools have appropriate materials to accelerate student achievement	Dec. 1, 2013	Y. Williams	<p>All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards.</p> <ul style="list-style-type: none"> a. Implementation of School Opening Readiness process, including principal reporting on textbooks via Survey Monkey – August 2013 b. Provision of CCLS-aligned instructional units to teachers in specified content areas – July 2013 - ongoing (per state release) c. Review of school budget allocations for textbooks and materials – March 2014 d. Investigate instructional learning systems with the district to determine fidelity of implementation and usage – Sept–Dec 2013 	b/c -Now that more ELA modules were released during the Feb NIT session in Albany, the CAI Division is planning to budget for additional acquisition of novels and related materials to outfit teachers before SY 2014	<p>The decision by the District to use the math modules was a welcomed permission by the school sites. However, schools struggle to get the materials needed to implement. The survey reveals that 65.2% of Principals indicate they do not have all the materials and textbooks needed to implement the Common Core and State standards. (Last year 59.3% indicated they did not have materials needed to implement Common Core.)</p> <p>Comments/excerpts: “Core Knowledge materials for ESL and Special Education staff were not provided.” “The special education classrooms did not receive CORE knowledge materials as opposed to the gen ed classes.” “...we are behind in ordering because they are very costly and the school has to purchase them as the math dept. declined to order them.</p>

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	b. Create a written plan for professional development and technical assistance to ensure a robust transition to CCSS.	November, 2013	Y. Williams	Classroom observations will consistently show implementation of CCSS and the shifts in pedagogy. Student outcomes will improve. <ul style="list-style-type: none"> a) Completion of a written PD plan to facilitate the transition to CCLS – November 2013 b) Articulation of a written plan for technical assistance through learning walk process and School Support Plans – Oct. 1, 2013 - ongoing c) Increase in consistency of the use of the CCLS in classrooms, as evidenced by observations – Oct2013-ongoing d) Improvement of student outcomes (DCIP) – June 30, 2013and ongoing 	a- Professional Development plan has been revised to capture a broader vision of the need of the various stakeholders and how they interconnect. b-The Office of School Leadership and Curriculum Assessment and Instruction have established a process by which technical assistance is provided to schools based on data and requests as a part of the One Stop Shop Approach. Attachments 6b - BPS Professional Development Plan Summary and 6b Course Catalog	The District has created an initial draft of a professional development document that encompasses an overall vision of how integral parts of district efforts/directives need to connect to improve overall student outcomes. For the next update, please provide a final copy of the PD plan for SY 14-15.
7 Instruction	a. Review and analyze the impact of the current promotion policy and practices on student achievement.	Jan. 31, 2013	Y. Williams	Programs and services for students in need of retention or retaking of a course will be specially designed and monitored to ensure student success. A multi-tiered system of supports, instruction and intervention will be provided for Priority Schools that is preventative and proactive in progress monitoring and supporting students at risk for failure. Retention and repeating of course work will be reduced as a result. <ul style="list-style-type: none"> a. Provision of a multi-tiered system of supports, instruction and intervention November 2013 and ongoing b. Review and analysis of promotion policy and practices - Jan 2014 c. Recommendation of policy changes regarding promotion and retention, if appropriate – April 2014 d. Policy-based decision making for retention and repeating of course work – June-Sept. 2013 and April – September 2014 	Discussion has begun on the revising the promotion policy. A committee and timeline to revise promotion policy has been developed with the assistance from Office of Shared Accountability (Michelle B) Attachment – 1. Proposal for Report Card Grading and Policy Committee that includes suggested members and suggested timeline 2. Job posting (we MUST repost for teachers according. to teacher's union) 3. List of names of folks who applied last summer. 4. Draft budget Director of Math facilitated several discussions with high school principals to devise an improved math course pathways for students, based on data. Model will go into effect SY 14/15 Attachment 7a– Math course sequence and pathway document	The District has begun to assemble efforts around the needed revision of the District’s Promotion Policy. While the committees are being assembled for Grading Policies, it is critical that the data run an analysis to gather the current state of the District in terms of promotion and retention of students. On-going discussion around the need to investigate the return on investment of current AIS classes and data oversight of students enrolled in those classes is absent. The use of MTSS has not yet been systemically implemented. The next update should include significant progress in these discussions and plans in order maintain its current rating.
	b. Explore Adult Education and CTE as alternative paths for 5 th year seniors.	Nov. 1, 2013	Y. Williams	The number of 5 th year seniors as well as other credit deficient high school students will decrease. The enrollment in CTE programs will increase. <ul style="list-style-type: none"> a. Review of Adult Education/GED programs to determine expansion needs and viability as alternative paths for 5th year seniors – Oct 2013 and ongoing 	b - Enrollment of 2014 CTE has begun within the Student Placement department. The expansion of programs at Burgard and partnership/MOU with Buffalo Billion hopes to yield additional students. The MOU with the partners is in the final stages – versions are going being both legal entities. b – The district is submitting 2 Phase In Phase Closure Plans	The BOE approved the CAD/CAM partnership on December 11, 2013. At time of this report, there is not yet a finalized MOU. Therefore PR for the program has not yet begun.

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				b. Increase of access to CTE programs based on student demand – Aug. 2013-ongoing c. Decrease in percentage of credit-deficient members of 2013-14 senior class – Oct. 2013 -July 2014	(Bennett and MLK) which will offer new CTE courses based on students interests over a four year period. MLK Medical Campus School – Bennett STE@M Academy– Programming/Pharmacy- Nursing/Law Enforcement/Teacher Preparation STAR Update – 20 students have a high probability of graduating next year. Attachment – STAR Academy Presentation	While a high level overview of the STAR academy in included in the attachments, please provide an update of the STAR academy in terms of addressing credit deficient high school students (e.g., enrollment to date, # of students that transitioned back to comprehensive HS etc). These are the basic premises upon which STAR was founded.
	c. Review the current criteria & application processes for all CTE programs across the district.	Nov. 15, 2013	Y. Williams	The number of students enrolled in CTE programs will increase. The graduation rate from CTE programs will increase. a. Development of sample District “Road Shows” to familiarize middle school students with CTE program options – Oct. 2012 - ongoing b. Increase in the percentage of CTE applicants who are admitted to programs – ongoing c. Increase in CTE graduation rate – June 2013 - ongoing d. Review of current criteria and application processes for all District CTE programs – February 2014	Projected enrollment based on Student Placement office for CTE program was presented to the Board March 6. Attachment - The CTE department just underwent a program audit for several programs that will allow for school to choose district CTE rather than BOCES. District is awaiting the final report. Attachment –NYSED CTE TAC Visit Schedule An after school CTE program concept has been designed to allow more students a CTE experience over a two year period Attachment - CTE extended day program -2 days w sped A new CDOS program has been designed in collaboration with the SPED to meet the needs at Lafayette Attachment - CTE extended day program -2 days w sped 1. Career fairs are offered to all 7 th grade students through the CTE department. The Career fairs include hands on interactive activities in all career pathways offered within the district. Six Career fairs are held each year at a centralized site and students are bused to the location. Students leave with the CTE DVD and pamphlets for each program to take home and discuss with parents. Additionally, the middle school CTE curriculum has been redesigned to emphasis career pathways offered within the Buffalo Public schools. 2. Working with the Student placement office the CTE department has identified number of seats in each area and openings available. 3. The CTE department continues to review data and curriculum for better alignment of programs with the	The enrollment in CTE programs has steadily decreased over the past 3 years. From 6,647 in 2011-12 to 6,037 in 2013-14. Graduation of CTE Programs are reported as follows: Self reported -- June 13 ---74.45% (Does not include summer grads- final rate available Mid- April) NYSED reported: 11-12-85.08% 10-11- 78.49% 09-10- 70.30% It is unclear what impact the revised board policy has had on CTE enrollment to date.

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					<p>Common Core. All programs with the exception of one CTE program has been sent to NYSED for certification approval.</p> <p>4. Student placement has streamlined the application process so students are notified earlier and principals are aware of all interested students. As of June 26, 2013 with the exception of the approval of the Superintendent’s approval there are no longer criteria for student entrance into CTE programs.</p>	
	<p>d. Explore opportunities to provide more GED options within the district.</p>	<p>May 2014</p>	<p>Y. Williams</p>	<p>The number of Priority School students who enroll in a GED program as an alternative to dropping out of school will increase.</p> <p>a. Increase the completion rate of GED alterative students 2012/13 to 13/14</p>	<p>The attached data reflects our students preparing for a High School Equivalency exam (formerly GED, now TASC). Data on our GED is presented two ways - One for all our current students at various reading levels preparing to take the exam and the other for current students at the last level before they take the exam.</p> <p>Attachment – 2013/14 Students Enrolled at Level 6 Proficiency</p> <p>Attachment – 2013/14 Students Enrolled in Final Stage to Take GED</p> <p>2012-13 Data 734 youth served 68% educational gain (2 grade level increase) 198 entered employment 35 placed in post secondary education (college) 606 placed in training (Occupational/Computer) 102 received GED (High School Equivalency Diploma) 86 retained employment</p> <p><i>Note-</i> In review of our data posting that we provide to the state, the AED database ASISTS does not have a field for what school they last attended. The Adult Ed staff is working both with the IT department and state to have this data collection made available as well as porting over into our data dashboard. In addition we are determining how to improve our transition plan that is a process that Adult Ed. is presently organizing. They will organize a committee to review and adjust for a smooth transition. This will involve the director of central registration, as students will now register for Adult Ed through central registration.</p> <p>There will not be any testing for Jan and Feb because the new</p>	

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					test isn't ready. The new replacement test for the NY GED – TASK went into effect January	
	e. Analyze the current use and impact of online credit recovery in Priority Schools for students in need of credit recoupment and acceleration.	February 2014	W. Keresztes Y. Williams D. Mauricio	The number of students accelerating and recouping credit toward graduation requirements will increase. All credits earned will represent not merely completion of required instructional time and prescribed assignments, but rather attainment of genuine proficiency. <ul style="list-style-type: none"> a. Assessment of the need for credit recoupment and acceleration – Oct 2013 b. Curriculum content is aligned to CCSL - Oct 2013 c. Analysis of use and impact of system –Nov 23-ongoing d. Increase of access to accelerated coursework – Feb 2014 	The After-school Credit Accrual Program at McKinley High School provides seniors, who have an opportunity to graduate in June, with an opportunity to accrue up to three credits for courses they have not taken in the past or courses they have failed. The students take the following courses: Independent Study- Mondays: <ul style="list-style-type: none"> · Health · Music in our lives · Studio in Art Tuesday to Thursday: <ul style="list-style-type: none"> · Participation in Government · Economics · English 4 · Environmental Science · Algebra II · Sociology · Global 10 Last year there were 63 students enrolled. There are currently 84 students enrolled. Capacity is 180 students if students only needed to take one of the 9 classes offered. Nova Net online credit recovery is available in all high schools.	The recent Marking Period 2 report shows close to 3,100 students at risk for failure. It is imperative to review the report and proactively intervene with students and provide them with credit/skill recovery opportunities. Secondary students can take advantage of the After School Credit program at McKinley – that has room for enrollment as well as Nova net. The attachment for Nova Net should be reviewed and analyzed as there are students enrolled that have spent as little as 5 minutes online since enrollment. Please provide information as to how this report is used to monitor the fidelity with which Nova net is used. Please include in the next report, significant detail on the NOVA Net usage, passage, and credit recovery, and enrollment.
	f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.	Nov 1, 2013	Y. Williams	There will be consistent implementation of a continuum of special education programs across the district. School staff will have a clear understanding of the Least Restrictive Environment, role of CSE, and decision making based on student need, rather than available or ‘allowed’ programs, as evidenced by written communication and reporting of students enrolled in the continuum of programs and services. <ul style="list-style-type: none"> a. Evaluation of the impact of current special education co-teaching model – Nov. 1, 2013 – May 2014 b. External audit performed by CGCS Dec-May 2014 	ICT data was disaggregated by grade level, class type and level of student performance. The data demonstrates that despite the District investment of increased cost of the two teacher model, students did not have better academic outcomes. The special education team is evaluating the impact of eliminating the co-teaching model. Concerns such as where students would fit in the continuum are being explored now.	The data reports included for 7f were requested last May/June and received last this past summer/fall. What is the plan to address these data? 74% of Principals indicate that there is insufficient training and support provided to improve instruction and learning for students with disabilities. Comments/excerpts include: “Most gen ed teachers do not have the training needed to meet the needs of students with IEPs. Co-teaching model needs follow up support training.”

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				c. Comparison of reported numbers of students enrolled in the continuum of programs and services – Jan. 31, 2014		<p>“...district level supports are minimal.”</p> <p>As reported on the survey – 69.5% of Principals report that they understand resource room services are allowed and can be provided to students with disabilities that qualify for it.</p> <p>Comments/Excerpts: “I would like additional information.” “Was told l(last month) we don't have enough time in our school day to service resource room in our district.” “I want resource room services but need to know how to make it happen.”</p>
	g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students	January 2014	W. Keresztes Y. Williams	Alternative education in the form of standards-based instructional services for suspended students at Priority Schools will be consistently delivered. Instructional materials will be made available to students who are suspended, but are not attending site-based alternative education instruction.	<p>CAI (Williams) is working with IT (Hume) to design and develop a centralized attendance screen in Infinite Campus for all buildings to better track students and interventions. Review of the data also reveals that students with IEPs have the highest attendance issues. Home School Counselors will facilitate follow-up with student and parent. A review of attendance data resulted in district leadership having to rethink the current suspension education program – which is underway</p> <p>(Keresztes)</p> <ol style="list-style-type: none"> a. Secondary alternate instruction for suspended students began on 9/24/13. b. Elementary alternate instruction for suspended students began 11/4/13. c. All elementary schools and high schools were fully staffed as of December 15, 2013. We have reposted for positions so that when an assigned teacher decides to longer perform the function, we can have a back-up immediately assigned. 	<p>There is on-going concern in the delivery of services to suspended services. In the previous update it was noted that the program was changed from last year. However, as a result, few students are attending afterschool services for suspended services. Prek-8 is limited due to transportation needs. While secondary students are able to ride the city bus, attendance is low.</p> <p>For example, in one school 2 of 109 suspended students were recorded as receiving services. In another school, 5 of 53 students attended afterschool suspension services. However, Bennett showed 160% students served as the model being used is in school or in-house suspension. Clearly the lack of students attending afterschool suspension services will impact the overall academic performance and growth.</p> <p>What is the plan and timeline to implementation to address the services to suspended students?</p>
	h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.	June 2014	Y. Williams	<p>District-wide written guidance, training, and technical assistance on the role and function of the SST, including specific team membership, will be understood by Priority School staff as evidenced by high functioning SSTs that result in improved outcomes for students (e.g., reduced referrals to special education).</p> <ol style="list-style-type: none"> a. Guidance, training and technical assistance for SSTs – Oct 2013-ongoing 	<p>c-The role & function of SST in priority schools is to support teachers through implementation of best practices. Membership will include members of the child's instructional team such as the teacher, specialists, psychologist, social workers, and CSE Chair. The CSE Chair has been trained in MTSS and serves as a valuable resource for the SST.</p> <p>Teachers will be expected to develop a plan of action and timeline for reviewing progress. This will include collecting</p>	<p>What is the plan to build capacity of the multi-tiered system of supports across leadership teams in buildings? While the CSE Chair has been trained in MTSS, what is the plan for SST Chairs?</p> <p>It is unclear what role the SST plays if the teacher is expected to develop the plan and timeline for reviewing progress, role each person plays, the expected outcome and how it will be evaluated. What then is the role of</p>

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				<ul style="list-style-type: none"> b. Improvement of student outcomes (e.g. increased percentage of accurate referrals to special education) – Nov 2013 - ongoing c. Evaluation of the role, function and membership of and support provided by SSTs – Dec 2013-Feb-2014 d. Recommendations from an external SPED Audit provides decision making strategies for central office leadership – Dec-May 2014 	<p>baseline data, what type of intervention will be implemented, what role each person will play in the intervention process, what the expected outcome will be and how it will be evaluated. Expertise from special areas are incorporated into the plan.</p> <p>c- At monthly meetings, the special education team (directors, supervisors & assistant superintendent) reviewed the role and function of the CSE and SST. It was decided that there was a need to change the structure of the teams. Next year, the Chair will facilitate the CSE meetings and the psychologist will facilitate the SST meetings, based on MTSS. Structured procedures will be followed in each building to ensure continuity.</p>	<p>the SST?</p>
	<p>i. Review the role and function of Committee on Special Education (CSE) and SST.</p>	<p>Feb. 1, 2014</p>	<p>Y. Williams</p>	<p>Priority Schools will have a clear understanding of the role, function, and purpose of the SST and CSE, including respective team membership, as evidenced by high functioning SSTs. The Priority School staff will report that the SSTs are providing value-added support to teachers and students.</p> <ul style="list-style-type: none"> a. Learning walk tool and coaching feedback provide function levels of CSE and SST– Oct 2013-Feb 2014 b. Positive feedback from leadership team on the role of the SSTs in Priority Schools – Dec 2013 and April 2014 c. Recommendations from an external SPED Audit provides decision making strategies for central office leadership – April 2014 	<p>At monthly meetings, the special education team (directors, supervisors & assistant superintendent) reviewed the role and function of the CSE and SST. It was decided that there was a need to change the structure of the teams. Next year, the Chair will facilitate the CSE meetings and the psychologist will facilitate the SST meetings, based on MTSS. Structured procedures will be followed in each building to ensure continuity.</p> <p>The role of the SST is to facilitate the problem-solving process & to support teachers as they implement interventions based on PBIS & Academic RTI (MTSS).</p> <p>The role of the CSE is compliance and identification of students with disabilities & the writing of IEPs.</p> <p>Results of the Special Education Audit will be used to inform any additional changes.</p> <p>The next step in MTSS roll out is training for Principals and Chiefs. It is essential to have support from building leaders as the academic RTI & Behavioral RTI is implemented.</p>	<p>The separation of the SST and CSE role is to be commended. These new changes afford the opportunity to support more directly both teachers and students and address the high rates of special education identification in BPS.</p> <p>Please provide the ‘structured procedures’ that will be followed by buildings to ensure continuity.</p> <p>The Priority School Principal survey shows that 70% rated that their school has a clear understanding of the role function and purpose of SST and CSE processes (including team membership), compared to 74% last year.</p> <p>78% of the surveyed Principals indicate that the SST is a valuable problem-solving vehicle that provides intervention and support for students and teachers compared the same rating of 78% last year.</p> <p>The high referral rates for assessment for special education and the over identification of students for IEPs in the District reveal a disconnect between Principals value of this important service and the impact of that service on student improvement and reduction of referrals to and placement in special education.</p>

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						<p>As new procedures are developed for next year it is critical that core instruction and differentiated support is provided for students that are referred to SST. And, that robust training on the multi-tiered system of supports, focusing on Tier 1 is provided to SST/leadership teams. High functioning SSTs result in improved student outcomes and special education referral and placement rates that mirror national rates (12%-13%). It is laudable that a consensus on understanding the importance of SSTs, procedures and practices.</p> <p>The unit of analysis of the work of MTSS is the building leadership team, not the principal. It is unclear what the overall plan of MTSS is for BPS.</p>
	<p>j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities to understand the lack of achievement.</p>	<p>Nov. 1, 2013</p>	<p>Y. Williams</p>	<p>Improved and accelerated outcomes for students with disabilities across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p> <ol style="list-style-type: none"> Evaluation and analysis of the achievement and reasons for the underperformance of students with disabilities (SWDs) using IEP Direct – Nov. 1, 2013-May 2014 New recommendations for improvement of programs and services for SWDs based on CGCS report–May 2014 Improvement of multiple outcomes among SWDs, as per DCIP target 	<p>District data was shared with building teams: DIBELS, NYS assessments ELA, Math & MClass. CFAs results are in data dashboard (providing access to all teachers & administrators) available by subgroup.</p> <p>Review of this data shows placement of SWDs within buildings, how many took the CFA and the performance level for SWDs on the CFA. One example, a special education director went on a Learning Walk at Bennett HS and prepared data to share with the building team. The CFA data showed that a significant number of SWD did not take the CFA. Additionally, SWD taking the CFA scored low. The director set up a meeting with the principal, developed an action plan to address this issue and now we are checking data from other schools to see if the concerns are consistent throughout the district or not.</p> <p>Review of disaggregated data suggests that Integrated Co-Teaching is not more effective than other service delivery models (see attached- SWD by service delivery model). In fact, SWD in other service delivery models outperformed SWD in ICT. SPED Staff is preparing a district wide plan to go into effect 2014-15 that will shift the highest level of service on the continuum with Consulting/Resource Teachers Model and consider hub sites where ICT service can be offered as an approach (State approved) in order to ensure IEP needs are met.</p>	<p>While area 7j has been coded yellow – much of what is updated here is just beginning and in discovery. This is a tentative rating at this point.</p> <p>There are many high level discussions occurring as a result of evaluation and analysis of the current service delivery for students with disabilities. Written plans have not yet been completed.</p> <p>The Council of Great City School review of the Department of Special Education should help with the planning process moving forward.</p> <p>What is the district wide plan to address these issues? What are the implementation timeline, training and support to schools necessary to improve and accelerate outcomes for students with disabilities?</p> <p>How is instruction and service delivery being addressed this year?</p> <p>What is the systemic plan to address this district wide? While data are ‘shared’ with building teams, what is the plan and follow up to ensure schools, lead by the District, are using it to drive change?</p> <p>Please share the District wide plan for 14-15 for the continuum of services and hub sites mentioned in the</p>

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				<p>CSE initial referral data tracking (See 7J: Initial Referral Data)</p> <p>Monthly SST training with specific procedural expectations.</p> <p>Summer Professional Development on Specially Designed Instruction</p> <p>A full continuum of service delivery model is to be considered when writing IEPs that meet the needs of students.</p>	<p>Dialogue regarding effectiveness of ICT, guided by Special Ed Directors and Supervisors include: what does delivery of service look like in the classroom, does the special Ed teacher go to grade level meetings, is there common planning time, is common planning happening, is grading of student performance collaborative, how is learning assessed. The monitoring of programs and individual classrooms may result in a change in the service delivery model by the special education director.</p> <p>Building teams are being asked to look at student growth from one year to the next and to use data to focus Individual Education Plans.</p> <p>SST meetings will focus on MTSS and tiers of intervention strategies for both academic and behavior concerns, building capacity in the buildings.</p> <p>Analyzing SST data with building facilitators. Providing training for schools with highest referral rates to CSE. Coaching and updates are provided to Chairs monthly and this will happen with Psychologists and Social Workers monthly starting next year.</p> <p>Training is being planned for teachers and principals to support the RTI process and ensure that interventions are implemented with fidelity. The district is taking steps to make the process explicit.</p> <p>A need for specially designed instruction was identified through analysis of student performance on DTSDE and special education visits. Robyn Tate, special education supervisor, will lead a team to offer professional development over the summer and continue training throughout 2014-2015. Principals will be invited to attend this professional learning opportunity, as well as general education teachers on a voluntary basis. Training of principals will be initiated, as the first part of a series of trainings that will be delivered throughout the summer and through the school year. Training will be provided to SST leadership during the summer and throughout the school year. Principals' work during the summer and a training schedule is being developed as a 3-year plan.</p>	<p>update.</p> <p>What training is being done to help building teams use the data for IEP development?</p> <p>What inventory has been done at the building and district levels around provided and needed interventions? It is difficult for SST meetings to focus on MTSS without a standard protocol approach for interventions.</p> <p>Would highly recommend that this training be extended beyond the Chairs and include leadership teams, psychologists and social workers now instead of waiting until next year. The infrastructure for this work needs to be built before schools and teams can implement MTSS with fidelity.</p>

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				<p>ICT focus (K-6) is ELA & Math</p>	<p>The ICT model is expensive and student achievement results do not support the effectiveness of this approach. The district training of co-teachers has not been consistent, although ICT is the predominant model being used. The Annual Review Manual reminds teachers to consider the full continuum of service delivery models to meet the needs of students. ICT does not allow pull out support but consultant teacher with resource room is a viable option for that purpose. Information continues to be shared to support the service delivery options.</p> <p>The ICT model in grades K-6 focuses on literacy and numeracy in alignment with the CCLS. Mastery of basic skills and concepts are not ignored, but embedded in the curriculum. The District is concerned that there is an unsatisfactory return on investment for the ICT model and the special education directors are analyzing the impact of possible discontinuation of the ICT model. Student achievement data does not support this model.</p> <p>In addition, adjustments in FTEs if necessary, are changed as students are placed in programs. The Talent Management Department staff attempt to identify substitute staff where possible. A reallocation of additional staff may be pursued for difficult-to-find positions.</p>	<p>How are needed FTE and services being monitored? For example, one Priority School has been without a school psychologist since January 3 - maternity leave- that was known to happen for several months.</p> <p>While there may be a need for other staff to cover until candidates are available, there does not appear to be a plan centrally to do so. For example, staff within buildings cannot be utilized to perform the duties of a school psychologist – therefore what is the plan to provide coverage for these duties? What is the plan to create a communication plan between departments (Talent Management, Principals, Special Education) to address and reduce the issue?</p>
	<p>k. Evaluate and analyze the current instruction, training, supervision, and service delivery for English learners to understand the lack of achievement.</p>	<p>Nov 1, 2013</p>	<p>Y. Williams T. Alsace</p>	<p>Improved and accelerated outcomes for English learners across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p> <p>a. Evaluation and analysis of the achievement and reasons for the underperformance of English Language Learners (ELLs) – Nov. 1,</p>	<p>SIOP training has been in place for several years but there are questions about the fidelity of implementation. Training lists have been reviewed and analyzed, revealing that individuals have been trained. Buffalo intends to participate in a group that is seeking high impact instruction for ELLs. The group includes Lackawanna, Rochester et.al. This connection was suggested by our SED contact.</p>	<p>To the point made, SIOP has been trained at the teacher level and not the Principal level. Therefore monitoring for the fidelity of implementation has not yet been addressed to date. What training has been conducted or is planned for Principals to ensure their observation of its use in classroom visits? What is the immediate plan to address instruction for</p>

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				2013-ongoing b. New recommendations for improvement of programs and services for ELLs – Feb. 2014 c. Improvement of multiple outcomes among ELLs, as per DCIP targets – June 30, 2014	<p>Diane August started professional development with ELL teachers in December. District is preparing a contract with AIR to continue services that will improve student performance for ELLs.</p> <p>When immigrant & refugee families register at school #12, they will be supported by a supervisor that is familiar with the needs of ELLs, where classes are located and strategies for welcoming families to the district. This added support for ELL placement and families was a recommendation from the CGCS and it will begin on or around 2/1/14.</p> <p>Quarterly meetings for principals with high percentages of students who receive ESL supports are held at different schools that provide ESL services. The meetings include the following: -Dialogue related to services provided to ESL students -Journey’s series’ needs and supports -Joint principal class visits to observe best practices (e.g., differentiated small group instruction.) -The Observation Tracker is used to center the dialogue around key instructional areas. -Placement representatives will present at the upcoming meeting. -Bilingual principals meet quarterly as well following the same format.</p> <p>The District is in the process of finalizing a contract with the scope of work for Diane August. The work with Diane August started this year and will continue pending the finalized contract with AIR. Details of the timeline for PD and implementation will be formalized through the contract with AIR.</p> <p>See Attachment 7k</p>	<p>this action step this year?</p> <p>78% of Principals surveyed indicate that there is insufficient training and support provided to improve instruction and learning of ELs.</p> <p>District is to be commended for implementing this initial support to new registering families to the district. This supports 9c.</p> <p>Many monthly Principal meetings have been occurring last year and again this year. The Bilingual principals meet all last year and developed recommendations and a plan to address the significant lack of performance and support for EL students. It is not clear that any of the recommendations that were, again submitted as part of the July 2013 updates, were implemented for SY13-14.</p> <p>Since this did not occur this year – what is the District plan for the work, irrespective of the contract with Diane August, that in turn will impact improved EL outcomes? What is the content, timeline for PD and implementation, and evaluation of impact?</p> <p>It is unclear what the 7k attachment addresses.</p>
	I. Review and analyze the percentage of students receiving special education services, special education referrals and exit rates in Priority schools.	June 2014	Y. Williams	There will be a reduced number and percentage of students being placed on IEPs; there will be an increase of students exiting special education services and moving to a less restrictive environment. Professional development focused on differentiated instruction will be delivered to support teachers in working with diverse groups of learners within general education settings. a. Review and analysis of special education	CSE Chairs and Principals will be provided with data on their initial referral rates for the purpose of reflection. Some buildings are receiving or have been recommended for training because of significant increases in referrals. Referral rates per building and class placement (location) lists disaggregated by service type have been emailed to principals, as requested at the 3/11/14 Principal Meeting. Information on academic and behavior intervention data /	Please provide information on when these data will be provided to Principals as well as when and what training will occur for buildings. Please advise how the District is ensuring that both academic and behavior is being addressed at the CSEs. While the written update indicates what should and

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				<p>enrollment, referrals and exit rates in Priority Schools – Oct 2013 – ongoing</p> <p>b. Provision of PD to principals regarding pre-referral strategies and LRE – Dec. 2013-Feb 2014</p> <p>c. Increase in monitoring of student progress to determine appropriate times for less restrictive environment or exiting from services – Oct 2013-ongoing</p> <p>d. Improvement on accuracy of referrals to special education – Oct 2013 and ongoing</p> <p>e. Provision of PD on differentiation – 2013-14 ongoing</p> <p>Initial referral forms require documentation of intervention data (behavioral and academic)</p>	<p>referrals to CSE will be shared with Principals on March 11, 2014. The same information was reviewed with Chairs at the February training meeting.</p> <p>Interventions must be in place and data must be collected as evidence of student learning or lack of learning prior to CSE referrals. The RTI model is designed to address the needs of all children through a continuum of services, which include:</p> <ul style="list-style-type: none"> • High-quality instruction and tiered evidence-based or practice-based intervention strategies aligned with individual student needs; • Frequent monitoring of progress to make results-based academic or behavioral decisions; and • Application of child response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)” (TEA, 2007). <p>Parent referrals to CSE will be evaluated to make sure that the RTI process was implemented in the classroom prior to the referral.</p>	<p>must be, what training, PD, and information dissemination is occurring to provide buildings the tools, resources and skills needed to provide interventions and collect data accordingly?</p> <p>While the initial referral forms require documentation of intervention data – the long-standing practice in BPS is that behavior is addressed at SST and academics are addressed at CSE. What is the plan to inform and train schools to in fact follow the federal law with fidelity?</p> <p>What is the infrastructure being built to facilitate and support this work?</p>
	<p>m. All school and central administrators will be certified in the APPR evaluation process.</p>	<p>Completed during the 2012-2013 school year.</p> <p>This item is ongoing. (e.g., for new admin.)</p>	<p>D. Brown</p>	<p>Implementation of the evaluation process will commence upon final approval of the APPR.</p> <p>a. Completion of APPR evaluation training by most principals – Oct. 2012</p> <p>b. Completion of APPR evaluation training by remainder of principals, most assistant principals and all except seven (7) central office administrators – Dec. 2012</p> <p>c. Negotiation of an agreement with the BCSEA on the APPR Plan – December 2012</p> <p>d. Continuation of efforts to negotiate an agreement with the BTF on the APPR Plan – July 2012 – Jan. 17, 2013</p> <p>e. Identification of opportunity for APPR evaluation training for remaining central office and school-based administrators – March 31, 2013</p>		<p>The District is aware of its responsibility for ensuring all administrators are certified in the APPR evaluation process. The hiring of new personnel into administrative positions triggers the need for certification training in the APPR evaluation process.</p>
	<p>n. Establish a written</p>		<p>D Brown</p>	<p>Consistent implementation of the APPR process will</p>	<p>Inter-rater reliability will be accomplished by trainings for</p>	<p>The District is well underway in this action step.</p>

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	calendar for turnkey training & on-going training and technical assistance on evaluation rubric (e.g., inter-rater reliability calibration).	Spring 2014 and ongoing		<p>be evident through the calibration and inter-rater reliability of observations. Technical assistance will be provided and monitored as needed by administrators at Priority Schools.</p> <ol style="list-style-type: none"> a. Establishment of plan for training and technical assistance – Spring 2013 and ongoing 2013-14 SY b. Conducting quality checks on inter-rater reliability of observations – Spring 2013 and ongoing 2013-14 SY 	<p>administrators that have already completed training in the OATS course to be lead evaluators. These trainings are scheduled for the Spring of 2014. Duffey and Rutherford are leaders in the observation process and will be in-district to ensure that the walk-through, and hands-on training occurs. This will allow for technical assistance and quality checks on inter-rater reliability.</p> <p>The dates have been set (please see attachments related to this item). Once training has occurred a schedule will be developed for turnkey training with colleagues and led by Supervising Principals in the Office of School Leadership and Supervising Principal of APPR.</p> <p>Additional training will occur with Supervising Principals and outside consultants – Rutherford and Duffey during the summer of 2014 and school year 2014-2015.</p> <p>In addition, a new OATS course is scheduled for Spring 2014 (attachment included in this item also).</p> <p>New administrators that are not yet trained in OATS have always been allowed to conduct observations, however they cannot rate the evaluation until the OATS course has been completed. They are able to meet with the teacher during all aspects of the observation and offer feedback.</p> <p>Administrators that are not trained on OATS are able to observe and evaluate all non-3012c teachers. If a school has administrators that are not yet trained, they should be assigned the non-3012c teachers at this time.</p> <p>In addition, additional administrator sub days can be allocated to schools that have a shortage of certified evaluators. A chart with allocation will be developed and distributed to those schools the week of March 3rd.</p> <p><u>Rutherford, Duffy, and OATS PD:</u> The sessions are being repeated next year. Administrator will then be required to register for the one not previously taken.</p> <p>We have 61 participating in Skillful Observation & Coaching Laboratory (SOCL). We have 35 participants in Inter-Rater Reliability (IRR) training. We have 30 participants in OATS.</p>	<p>Implementation of a training plan begins in Spring 2014.</p> <p>Calibration training is about to begin for District Principals. Principals are appreciative of the advanced notice of the training dates and information.</p> <p>It is critical that this training systemically occur as written, and follow up support and technical assistance be provided in an on-going manner.</p> <p>There are several new principals and assistant principals not yet certified in evaluation. However, the District has a plan in place, as noted, that will provide school administrators support to evaluate 3012c teachers.</p>

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					<p>For Duffy and Rutherford, administrators were able to choose the PD/workshop they felt best suited their needs at this time.</p> <p>Both Rutherford and Duffy will also be training selected BPS administrators to be district trainers. It is suggested that the following be considered: SOCL (Rutherford) - Supervising Principals (Dawn, Fatima & Nadia) Inter-rater Reliability (Duffy) - Supervising Principals (Dawn, Fatima & Nadia), Ebony & Crystal</p>	
8 Assessment	<p>a. Develop in writing the vision expectation, logistics and accountability for the new Benchmark/CFA assessments.</p>	Nov. 1, 2013	Y. Williams	<p>Priority Schools will use data from the benchmarks to evaluate current progress of students toward proficiency on state assessments as evidenced in faculty, grade level and department level meetings.</p> <ol style="list-style-type: none"> Oral articulation of vision and expectations for use of formative assessments – Oct 2013 Provision of written vision, expectation, logistics, and accountability – Oct. 2013 Administration of formative assessments – Oct 2013 – March 2014 Use of data from formative assessments to determine student progress during CPT, as evidenced by observations and reports – Oct 2013-April 2014 		<p>Please see 5d above for Principal Survey results related to this item.</p> <p>The recent decision to unlock the item bank for schools is to be commended. Schools have been asking for the item banks in order to develop school based formative assessments that can be use between the District CFAs.</p> <p>Recent training on Illuminate has been beneficial for principals to understand the full usability of the system.</p>
	<p>b. Provide professional development for Priority School principals as to how benchmark/CFA data are to be used to accelerate student outcomes.</p>	Nov. 30, 2013	Y. Williams S Gilani	<p>Overall benchmark and state assessment results will increase.</p> <ol style="list-style-type: none"> Provision of Data Dashboard PD to all principals and central office administrators – August 2013 Provision of PLOs for all administrators and instructional staff – Sept – Nov 2013 Increase in state test results (DCIP) – June 2014 	<p>Professional development in the use of the CFA data in the DDI model has been an ongoing professional development with the instructional coaches during their weekly PLCs. The DDI team facilitates hands on modeling and scenarios and the instructional coaches are expected to apply their new learning back in the common planning times with teachers to design their next steps in the form of lesson plans.</p> <p>The Illuminate item banks are now open for teacher to prepare mini classroom assessments to provide another lenses for differentiating instruction. Many buildings are using mini scantrons and elmo to quickly score and analysis the data</p>	<p>Please provide how the training the coaches receive are being used to train principals. While the infrastructure has been put in place to train coaches, there is not a method to follow up on the impact and fidelity of implementation of the coach training in the buildings. Again, the OSL and CAI work would benefit from more coherent and coordinated efforts to support schools.</p> <p>Schools are voicing concern of the comparative use of the data from CFA 1 and CFA2. They assess different standards and items according to the Districts pacing plan, therefore are not comparable. While the CFAs are to be CCSS aligned, each one measures a different set of content/material there fore comparability is a challenge. Principals are being held accountable for growth from CFA to CFA.</p>

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						<p>It would be useful for more information and dissemination to occur for Principals and teachers on the CFAs. This would provide the opportunity to hear school based feedback and clarify use, purpose, and design.</p>
<p>9 Operation & Management</p>	<p>a. Directives that impact day-to-day functioning to schools will be memorialized in writing.</p>	<p>Effective Immediately</p>	<p>All Cabinet Members/ P. Fanelli</p>	<p>Written documentation of directives polices, and practices will be timely disseminated. Principal decision-making authority around implementing directives will be clear and delineated in writing.</p> <ul style="list-style-type: none"> a. Distribution of Chief of School Leadership’s Weekly Newsletter – Sept. 2013 and ongoing b. Distribution of bi-Weekly Race to the Top Newsletter – Oct. 2013 and ongoing c. Distribution of the above and other directives, policies and practices in writing – Oct. 2012 and ongoing 	<p>Chiefs of School Leadership continue to distribute their weekly bulletin to all principals, assistant principals and Central Office administrators with important information for schools.</p> <p>Distribution of the Race to the Top newsletter also continues to the same groups with important information specific to CCSS, DDI, SLO and APPR.</p> <p>The Information Technology Department is also publishing a quarterly interactive newsletter, "Bits and Bytes," for all District personnel containing information and resources on a variety of topics, such as data driven instruction.</p>	<p>The District has made great strides in providing directives, policies and practices in writing. The timeliness of these documents still is a challenge. 60% of Principals surveyed indicated that District policies and procedures are provided in a timely fashion in comparison to 41% last year.</p> <p>Comments/Excerpts: “It is getting better.” “Again, this year we are getting more lead time on these.” “Many policies were not provided until well into the school year.” “Weekly bulletins are long, difficult to decipher at times and questions over the information go unanswered most times.”</p> <p>The Priority School Principal survey shows that 52% of Principals indicate that District policies and procedures are provided in writing, in a clear and concise manner as compared to 63% last year. Although there is a 11% drop in this item, general comments show improvement.</p> <p>Comments/Excerpts from the survey include: “This year there seems to be more guidance in writing around policies and procedures.” “Needs go unmet as someone else is always holding up an approval or response at the District level. Principals need individuals they can rely on to get the job done</p>

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						<p>in terms of response or action. Even if that means the answer is ‘no’ sometimes.”</p> <p>In additionally, 60% of Principals surveyed indicate that they have a clear understanding of district policies, procedures, and directives that impact their school, in comparison to 55.6% last year.</p> <p>Comments/Excerpts include: “Support plans in place and/or school chief supports are on paper but follow through and actual supports are much less in frequency or intensity if offered at all in certain areas.”</p> <p>“I do not feel that I have a good understanding of all of the District’s policy and procedures. Some I know well and others are new to me.”</p> <p>The “Bits and Bytes” quarterly newsletter from IT is a nice addition for communication and information dissemination to schools.</p>
	b. All school staffing to be completed by HR with input from principals.	Oct 15, 2013 (on-going)	D. Brown	<p>The Office of Human Resources will ensure that vacancies in Priority Schools are filled expeditiously regardless of the time of year.</p> <ol style="list-style-type: none"> Authorization of principals to select from among pre-screened candidates to fill true vacancies in their schools – Aug. 2013 Expeditious filling of vacancies, given ample talent pool and funding – Aug. 2013 and ongoing HR assumption of responsibility for all staffing functions, with input from principals as appropriate – October 2013. Restructuring of HR Department to facilitate expeditious staffing – June 2013 	<p>Additional positions have been filled, especially in priority schools, since the last status update. Schools #59, and Burgard have hired an ELA coach, School #31 has hired a data coach, School #66 has hired a SAM Assistant Principal. Interviews are under way for the Principal of School #45. Interviews are under way at McKinley HS for the Instructional coach with a Math concentration. This position has also been posted for school #45, and #76. Since there has been difficulty in finding qualified individuals to hold many important coaching positions in the schools, we have posted an ad in the Buffalo News and have used Indeed and Simplyhired.com</p> <p>Attached are spreadsheets listing the teams for the various interviews. As you will see, the Principals of the Priority schools have been involved in the selection of candidates to fill positions in their schools. Also attached is a listing of administrative and coaching staff at each school.</p> <p>Lastly, the Talent Management (HR) Team is divided into teams that support the Chiefs of School Leadership and have daily contact with the Directors in the Office of School</p>	<p>The office of Human Resources (Talent Management) is to be commended in its effort to align its office with the needs of schools. Its efforts to staff schools and specialty positions (e.g., coaches) has shown improvement. While not in time for the start of school, HR continued its interview schedule and in some cases multiple reposting of positions until vacancies were filled. Where qualified candidates were not found, positions were left unfilled.</p> <p>HR has shifted much responsibility in staffing schools. While there are areas of continuous improvement, the movement from individual departments staffing schools to HR being the central hub for hiring has moved in a positive direction.</p> <p>There remains the need to tackle the hiring of special education teachers, school psychologists and other support providers.</p> <p>For example, how are needed FTE and services being</p>

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					<p>Leadership. Also, “Priority” is given to Priority schools, in filling vacancies of teachers that are on leave, have retired, or have taken another position.</p> <p>The HR Reorg is complete. The Talent Management office is structured to better service the school and the offices of school leadership. The HR Manager works closely with the HR Generalists that have Personnel Assistants on their teams to service all aspects of staffing, on-boarding, etc. for the schools. Hr. Manager: Dana Floriana, HR Generalists: Lydell Fortune and Carol Grandy, Personnel Assistants: MaryLou Maggio and Crystal Thornton (new as of Feb. 11th).</p> <p>Principal selection of Teachers for true vacancies. This is on-going and was implemented last year. If a true vacancy exists during the school-year, Principals request qualified candidates from the Office of Talent Management. HR Generalists send candidates from the candidate pool to be interviewed by the Principal. Once the Principal makes a selection the individual is offered the position, sent an offer letter, and is scheduled for on-boarding.</p> <p>New candidate pools have been developed. A district-wide Teacher Recruitment Day (TRD) was held on Saturday February 8, 2014. Supervisors and Directors from all subject areas were present to interview candidates that applied to the BPS and were selected for an interview. The candidates that scored proficient were placed in the candidate pool for open vacancies.</p> <p>Lastly, in addition to the above, Principals are also able to interview candidates for their temporary openings. When a teacher is scheduled to be out on leave for four (4) or more weeks, a temporary teacher is able to be hired as opposed to keeping a long-term sub. The above process is followed for that opening also.</p>	<p>monitored? For example, one Priority School has been without a school psychologist since January 3 - maternity leave- that was known to happen for several months. (At the writing of this report, it was just filled.)</p> <p>While there may be a need for other staff to cover until candidates are available, there does not appear to be a plan centrally to do so. For example, staff within buildings cannot be utilized to perform the duties of a school psychologist – therefore what is the plan to provide coverage for these duties? What is the plan to create a communication plan between departments (Talent Management, Principals, Special Education) to address and reduce the issue?</p> <p>The Priority School Principal Survey indicates that 52% of Principals agree/strongly agree that the process for hiring and filling vacancies is much improved and more clear, as compared to 41% last year at this time.</p> <p>Comments/Excerpts include: “Mr. Brown is doing a good job despite some placements take longer than others.” “Time lag in hiring has grown; procedures limit school level autonomy.” “It has improved that there is a TM specialist assigned to each school.” “There were candidates I interviewed, was unsatisfied with, wrote the memo on and was forced to take.”</p> <p>The District is to be commended for the institution of a new Instructional coach position and all the efforts that went into revising, interviewing, and hiring of personnel into those positions. Although not complete (e.g., each school having 2 coaches), all schools have at least one and some have 2. Where qualified candidates were not found, positions were not filled.</p> <p>Talent Management will again post the Instructional Coach position for SY14-15 in anticipation of filling the rest of the FTE needed in buildings.</p>

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	c. Review and analyze student placement decisions for general and special education and English learners	December 2013	W. Keresztes Y. Williams	<p>Student placements across the district will be equitable and based on clear and delineated processes that all Priority Schools understand. Data on student placement at Priority Schools will be collected on a quarterly basis and monitored to ensure placement is equitable and meets the needs of students.</p> <ol style="list-style-type: none"> Review and analysis of student placement decisions – Nov, 2013 Provision of guidance to Central Registration Center (CRC) leadership to facilitate NCLB School Choice placements – Sept. – Dec. 2013 Review of quarterly student placement reports – Nov 2013, Jan, March and July 2014 Provision of guidance to CRC leadership to better inform parents of options for student placement during registration – Oct, 2013 and ongoing 	<p>Analysis of 2013-2014 student placement data was reviewed with Superintendent on 1/17/14. (Data pages in drop box). As a result of this analysis, it is evident that procedures for placing students at Priority Schools, particularly high schools needs to be addressed. To this end, new decision rules approved regarding management of placements at Priority High Schools.</p> <p>These include: 1) Maximum of 3 placements per week except during summer enrollment period; 2) Maximum of 10 per month except during summer; 3) Advanced communication between Central Registration and principal/clerical at school confirming expectation of new arrival; 4) Consideration of broadening programs at other high schools (ESL, SWD, etc.) on Division Heads agenda.</p> <p>To clarify that decision rules apply to both elementary and secondary schools, a copy of the memorandum text is below in italics:</p> <p><i>Please be advised of the following placement rules that must be followed:</i></p> <p><i>Ø A maximum of three students per week can be placed in an individual Focus or Priority elementary or high school.</i></p> <p><i>Ø A maximum of 10 students per month can be placed in an individual Focus or Priority elementary or high school.</i></p> <p><i>Before placing a student, check the numbers in the Magnet system to verify that we are not exceeding our placement limits. If a case arises where we may be exceeding the prescribed limits, please see Kelli Daniels or me.</i></p> <p><i>Be reminded of the following:</i></p> <p><i>All over age and under credited high school students (grades 9-12) entering or returning to the District must be reviewed by Kelli Daniels or me before a placement decision is made.</i></p> <p><i>All over age 7th and 8th grade students with a history of discipline challenges entering or returning to the District must be reviewed by Kelli Daniels or me before a placement decision is made.</i></p>	<p>Please provide a District-wide written comprehensive plan for how student placement will be addressed to including options for over-aged under credited students, EL and SWD. There is a need to develop a plan to specifically address and equalize programs, services, and feeder patterns for EL and SWD across the district.</p> <p>While a memo with decision rules has been issued, it is critical that an overall plan for student placement be developed.</p> <p>It is highly recommended that a work group of Principals be convened to help provide feedback and supportive ideas to develop a plan. This has been and continues to be a very concerning issue in the District.</p> <p>87% of Principals surveyed indicate that student placement is not clear, delineated, or understood.</p> <p>65% of Principals surveyed indicate that student placement has not improved from last year.</p> <p>“Are placements equitable across the district?”</p> <p>“Improvements for general education, but not special education.”</p> <p>“I am always getting student placed here that in my opinion should not be.”</p> <p>When placements for Special education and EL are queried, Principals indicate that 65% and 52%, respectively, do not understand placement procedures for these students.</p>

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					<p><i>Burgard High School #301 is only accepting on-track 9th grade students at this time. If a parent insists on a placement at Burgard High School #301, see Kelli Daniels or me.</i></p> <p><i>No high school or secondary program (Academy or STAR) is off-limits for placing students. Even high schools with entrance criteria review appropriate students for admittance.</i></p> <p>The special education department will work with the placement office to develop a map of equitable locations before June 2014 (Mary Pauly, Mark Frazier, Kim Curtin, Donna Jackson). Focus will include providing a continuum of services in schools, placement of SWDs in good standing and focus schools and lessening the burden of SWD in priority schools. (Five new self-contained special education classes were intentionally placed in Focus and Good Standing schools - March 2014.) Decision-making will include input from stakeholders, Chiefs, parents and the Superintendent.</p> <p>The multilingual department will work with the placement office to develop a map of equitable locations before June 2014 (Mary Pauly, Mark Frazier, Tamara Alsace). It is expected that 4 new ELL locations will be determined. Decision-making will include input from stakeholders, Chiefs, parents and the Superintendent.</p>	
	<p>d. Explore and expand existing student support services (e.g., family support coordinators model) to include the establishment of city- and county-wide targets for coordinated multi-agency efforts that directly address a myriad of factors impacting student achievement (e.g., chronic absenteeism).</p>	Jan. 2014	W. Keresztes	<p>Attendance rate will increase, chronic absenteeism will decrease, and student outcomes will improve across multiple measures in all Priority Schools.</p> <ol style="list-style-type: none"> a. Exploration of services – Nov. 2013 b. Expansion of services: Ready Freddy and Get Schooled attendance programs – Sept. 2013 c. Expansion of services: Placement of a Site Facilitator in each Say Yes to Education Cohort 1 School and Closing the Gap School (total of 27) – Sept 2013 d. Expansion of services: Placement of a Parent Facilitator in each school – Sept. 2013 e. Launch of phase 1 of the District Student Monitoring System, with teacher and student surveys sent – Oct 2013 	<p>Attendance Awareness Accomplishments:</p> <p>With attendance awareness being a top barrier to attendance improvement, Buffalo joined the National movement on National Attendance Awareness. This began in early Spring where BPS and partners followed the recommendations of National attendance consultant, Hedy Chang, that is articulated in the <i>Count Us In! Working to Show that Every School Day Matters</i> tool kit (see attendanceworks.org). This guided the Buffalo Public Schools’ Attendance Partners through a campaign to raise awareness and blanket the community with messages about the importance of school attendance.</p> <p>Over the Summer of 2013, strong community partnerships came together to support National Attendance Awareness Month, September 2013 for the Attendance Counts, First Day, Every Day Campaign (see Media Alert Appendix 1). The</p>	<p>Please provide updates that reflect November – March 2014.</p> <p>This update would have been appropriate for the November 2014 update. What is the current status?</p> <p>Issues of attendance taking still prevail. A review of the Classroom Monitor report in Infinite Campus shows that daily attendance taking continues to be a challenge. Specifically, period by period attendance in secondary schools is inconsistent. In some cases, homeroom attendance has not been taken.</p> <p>As a result, Principals are asking for a clarification/guidance memo on the attendance taking policy for the District. Since the new Infinite Campus</p>

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					<p>City of Buffalo, Buffalo Public Schools, Erie 1 BOCES, Read to Succeed Buffalo, United Way of Buffalo & Erie County and Say Yes to Education Buffalo have come together, as each organization has a stake in improving school attendance. This partnership began their work together through an attendance awareness campaign and attendance competition in an effort to get the word out and acknowledge outstanding attendance. This resulted in a media campaign, Mayoral Proclamation and marketing the first day of school with the message “Attendance Counts, First Day and Every Day” on lawn signs, posters, stickers and bookmarks.</p> <p>These materials were distributed at City events, festivals and summer school programs by the Buffalo Attendance Mascot, Freddy the Frog. Resources were also pooled to purchase acknowledgement items for the September 2013 attendance completion for the pre K, Kindergarten and 1st grade with books and iPads for sixteen lucky 9th grade students from eight priority high schools, who have had outstanding attendance.</p> <p>Next Steps: This attendance partnership will continue and expand as the School/Community Task Force on Attendance Improvement. This will be a BPS-lead, city-wide effort to address attendance barriers and improve school attendance. More details will be available as this Task Force is developed.</p> <p>BPS and their partners will engage in National September Awareness Month in 2014. A marketing specialist will work on the team a few hours a week to facilitate the development of a marketing strategy so that the important stakeholders are reached in a future campaign, e.g. parents and community leaders from the four quadrants of the City (East, West, North and South Buffalo).</p> <p>Attendance Integration into PBIS Accomplishment: Training and Attendance Improvement Tool Kits have been offered to all Buffalo Public Schools at Elementary PBIS and High School Safe and Civil Training during the Spring of 2013. At this training, each school analyzed their attendance trends and developed a plan to improve their specific attendance challenges. During the Summer of 2013, the Student Support</p>	<p>system has been implemented, attendance taking has not been consistently done. Given that it is a positive reporting system – if students are not physically marked absent, they are present. Thereby the result is inflated attendance rates.</p> <p>While the District instituted a homeroom period in all secondary schools, Commission Regulations 104.1 requires period by period attendance. There is not a current Board policy outlining the requirements of attendance taking in BPS.</p>

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					<p>Teams and Site Facilitators were trained in <i>Attendance on All Tiers</i>. External PBIS Coaches are making inquiries on attendance integration in their coaching visits to schools.</p> <p>Next Steps: Attendance Improvement Tool Kit Distribution: All attendance team members will receive updated materials in the Attendance Improvement Tool Kit accompanied by enhanced training in how to utilize data and research-based strategies to improve student attendance. This Tool Kit will be made available on the BPS website.</p> <p>Training and technical assistance will be offered to SIG school* teams on attendance improvement planning in particular, how to engage students at-risk of chronic absenteeism.</p> <p>Training and action planning will be conducted on the common attendance barriers students face in Buffalo schools within Robert Belfanz research on the attendance barrier categories (aversion, discretion and systemic and poverty-related barriers) during PBIS trainings and/or webinars. School attendance and Student Support Teams, along with the Site Facilitators, will develop research-based approaches that can be addressed by the school and school-community (see list of compiled attendance barriers in Appendix 2).</p> <p>Tier 2 PBIS training and/or webinar will be provided on a SAIG (Social/Academic Instructional Group) for attendance and the utilization of an Attendance Improvement Plan for students at-risk or chronically absent students for SIG schools*.</p> <p>Enhanced training and action planning of all SIG school*-based Parent Facilitators and Parent Leaders on <i>Bringing Attendance Home Engaging Parents in Preventing Chronic Absenteesm</i> tool kit: Strength-based parent engagement leads to improved attendance, particularly in the younger grades.</p> <p>*SIG schools include the schools who put PBIS/Attendance into their School Improvement Grants.</p> <p>Buffalo Public Schools Student Ambassador Program The Coordinator of Student Engagement Initiatives (BOCES) works with and supports a school based advisor in each high school to set up and sustain a youth leadership group (program). The role of the Student Ambassador program is to engage students in activities that promote a more positive school climate. The program ads student voice to important</p>	

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					<p>school discussions and encourages student participation in school life while joining in common work that promotes the well-being and safety for everyone.</p> <p>During the 2012 school year the Student Ambassadors led or contributed to numerous projects including the Buffalo Public Schools participation in the Get Schooled Fall Attendance Challenge. The Student Ambassadors developed strategies to engage the greater school population in activities to actively participate in the challenge, and stress the importance of coming to school every day, on time, and prepared to make a difference. This year the Get Schooled Foundation began its own Student Ambassador program modeled after Buffalo's.</p> <p>Get Schooled Grad4Más Attendance Challenge 2013 The Grad4Más Attendance Challenge is designed to amplify and reinforce activities already underway in 169 schools across the country. Students will log on to compete against each other in Get Schooled-designed activities where they earn up to 500 points for their schools and unlimited points for themselves. Schools with the highest participation and the best improvements in attendance between October 7 and December 13, rise to the top! Due to the fact the Buffalo Public Schools again have so many participating schools the top Buffalo school will receive a \$5,000 bonus prize.</p> <p>National Standings Leader Board 10-28-2013</p> <table border="0"> <tr><td>12th Emerson</td><td>243 points</td></tr> <tr><td>25th Middle Early College</td><td>195 points</td></tr> <tr><td>48th DaVinci</td><td>131 points</td></tr> <tr><td>54th Tech</td><td>113 points</td></tr> <tr><td>58th International Prep</td><td>100 points</td></tr> <tr><td>83rd South Park</td><td>51 points</td></tr> <tr><td>86th Burgard</td><td>48 points</td></tr> <tr><td>90th Lafayette</td><td>47 points</td></tr> <tr><td>98th Olmsted</td><td>41 points</td></tr> <tr><td>112th Bennett</td><td>36 points</td></tr> <tr><td>112th Riverside</td><td>36 points</td></tr> </table> <p>Say Yes Site Facilitators and Attendance Teachers – working to engage students and families of chronically absent students</p> <p>Say Yes currently has 27 site facilitators in Buffalo's public schools and expects to have one in every city school by 2015-</p>	12th Emerson	243 points	25th Middle Early College	195 points	48 th DaVinci	131 points	54 th Tech	113 points	58th International Prep	100 points	83 rd South Park	51 points	86th Burgard	48 points	90th Lafayette	47 points	98th Olmsted	41 points	112th Bennett	36 points	112th Riverside	36 points	
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					<p>16. Erie County funding will cover the costs of seven existing facilitators and the hiring of seven more within the next few weeks. These site facilitators, a key component of the Say Yes Buffalo program, are responsible for working with chronically absent students who are in danger of failing and getting caught up in crime and abuse. Many ultimately become a drag on the county’s social services system.</p> <p>Next Steps:</p> <p>The following training and systems development will be provided to Site Facilitators and offered to Attendance Teachers:</p> <p>Attendance Improvement Planning and Contracting: Similar to the Behavioral Intervention Plan, the Attendance Improvement Plan will seek to understand the barriers to the student attending school and identify the supports needed for the student to attend more regularly. The Attendance Contract will firm up commitment from the student and family to attend school.</p> <p>Home visiting: Home visiting expectations and protocol will be revisited and training will be provided on safety and home visiting effectiveness.</p> <p>Team Building: Attendance Teachers and Site Facilitators will be provided a system for working together. Determinations will be made on what is the work of the Attendance Teacher and what is the work of the Site Facilitator to maximize their work together and avoid duplication.</p> <p>Ready Freddy Accomplishments: Ready Freddy (RF) is a program developed by the research of the Office of Child Development, University of Pittsburgh. It helps parents and schools to work together to put children and families on the path to school success. The Ready Freddy program is based on the premise that positive engagement begins early, as well as attendance habits. For this reason there is particular emphasis on training the parent facilitators and ensuring that they are key members of the RF teams. The BPS Director of Parent Engagement is on the RF Steering</p>	

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					<p>Committee and is actively involved in the implementation of RF. Ready Freddy is partially funded by the BPS Foundation and is being implemented in 19 BPS elementary schools in 2013.</p> <p>An August orientation event. This is a celebration of the first day of school (ahead of the official first day) where students and their parents are warmly welcomed to their new school from their teacher, school staff and the community-at-large, building excitement for the school year ahead. The following 19 schools held RF events (6, 17, 18, 19, 27, 30, 33, 37, 39, 45, 59, 72, 80,89, 93, 94, 95, 97, 99). An emphasis was placed on serving priority schools. Training, technical assistance and resources for Ready Freddy included: Jan 10th and 11th. Developer of Ready Freddy (University of Pittsburgh) came to train - 47 school and community professionals attended. April 23rd Training for Transition Teams – 98 people attended. Each of the 19 schools received at least one coaching visit to work on Action Plans and receive materials including a RF Tool Kit, costume, stickers, a banner and books. A Ready Freddy Webinar was made available online to administrators in Spring 2013. RF Training was provided to all elementary BPS Clerks on 5/2/13. In order to accommodate the needs of parents who could not attend April 23rd, an additional training was provided to parent facilitators at the Howard Lewis Parent Center. On 6/11/13, 9 additional parent facilitators were trained in Ready Freddy. On 7/17/13, 15 school counselors were provided enhance training in RF and Early Attendance Strategies. Site Facilitators were also trained - on 8/12/13, all new SF were trained in RF and Early Attendance Strategies. Each of the 19 schools had supplies delivered to them including; shirts, stickers, banners, etc. On 8/27/13, Parent and Site Facilitator had a Joint training entitled “<i>Working Together on Parent Engagement</i>” - 50 attended. 36 people representing 13 school teams attended <i>Early Attendance Strategies for RF Schools</i> 10/08/13. Invitation letters translated in the 5 top languages.</p> <ul style="list-style-type: none"> All 5 top languages were provided with translation and language support at the RF events of the multilingual RF schools (6, 18, 19, and 45). Additionally, Spanish language support was offered to School 33. 	

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					<p>Next Steps Ready Freddy: All 19 schools will receive at least one coaching visit in the Fall 2013 with an emphasis on engaging parents and understanding barriers of early attendance. A newsletter will be developed on best practices and posted on the BPS website.</p> <p><u>Upon securing funding for year 2, Cohort 2 of all remaining BPS elementary schools will roll out Ready Freddy with training, action planning and technical assistance.</u></p> <p>Kindergarten Clubs Accomplishments: K- Clubs are lessons (adapted from Ready Freddy, University of Pittsburgh) designed to encourage quality parent-child interactions and prepare both the parent and the child for the transition into Kindergarten. This was piloted in two sites in the Summer of 2013; Gloria J Parks Community Center and International School 45. Twenty-seven students and their parents attended Kindergarten Club with positive results, e.g. parents feel like they have more skills to prepare their child for Kindergarten (see Evaluation at end of this report).</p> <p>Next Steps K-Club The plan is to train 13 pre- K centers/community providers, e.g. block clubs, the faith-based community, afterschool program providers, to deliver these lessons to incoming kindergarten students. Technical Assistance and curriculum will be provided for those sites implementing K-Club. Pre and Post Tests will be completed.</p> <p>Registration Accomplishments: Attendance Work Out convened by Say Yes is temporarily on hold. When this is reconvened, there will be a focus on improving Registration in 100 days. There has been a proposal to have community registrations during <i>March to Registration</i> - a parent-friendly registration effort that will reduce late registration. We propose community-based registration in the East, West, North and South sides of Buffalo. These would be at community-sites and/or child care centers at locations such as the Valley Community Association, Belle Center, Matt Urban Center, Northwest Buffalo Community Centers and Journey's End. Using community centers are more easily accessed by</p>	

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					<p>families; they are places that meet their language, cultural, social, health and basic needs, e.g. immunizations for school. Registration hours will be extended until 6pm to accommodate working family schedules. Since there is a lot of traffic in these buildings, we anticipate a good turn-out for registration. This enhanced registration effort will also assist the BPS Registration Department, so that they are not back logged in last minute registrations. We will request that the Registration Department make staff available to assist with the registration process. Funds will be requested to support over-time pay of registration staff so that registration will be available until 6PM. Funds will also be requested for promotional materials to get the word out to parents of the dates/times of these events.</p> <p>Get Schooled Accomplishments: Get Schooled is a national non-profit founded on the belief that students themselves have the power to improve their future if given the right information and motivation. They leverage the key influences in teens' lives to directly engage them on their path through high school and into college, especially in school attendance.</p> <p>Get Schooled uses the messengers (celebrities, powerful peers, pop culture events) and the means (mobile/SMS, social, web) that youth turn to; and we meet the students where they are (online, curious, etc) to deliver the information they need to be successful in their educational pursuits.</p> <p>Buffalo Public High School participated in the Get Schooled Challenge with the following National Placement Overall: (Schools participating and placements see Appendix 3)</p> <p>National Placement Overall (180 competing middle and high schools)</p> <p style="text-align: center;"> 7th Emerson 13th Tech 16th Burgard 23rd Lafayette 27th Olmsted 40th Bennett</p> <p>Below is a list of participating schools for the Fall Get</p>	

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of March 21, 2014	DE Comments
					<p>Schooled Attendance Challenge. There will be (2) Challenges for the 2013-2014 school year (Fall, Spring). Each Challenge will feature a \$5,000 bonus for the winning Buffalo School, provided we have at least (10) schools participate. Registration for the Spring Challenge will occur at some point following the December Holiday break. EIB has been meeting with Student Ambassador teams who have been active gearing up for the October 7th start.</p> <ul style="list-style-type: none"> o #156 Frederick Law Olmsted o #198 International Preparatory School o #200 Bennett High School o #204 Lafayette High School o #205 Riverside Institute of Technology o #206 South Park High School o #212 Leonardo DaVinci High School o #301 Burgard High School o #302 Emerson School of Hospitality o #304 Hutchinson Central Technical High School • # PS 415 Middle Early College High School <p>Next Steps Get Schooled: Implement the Success Mentor Program in SIG high schools: This is a strategy developed by The Children’s Aid Society and is used by New York City Schools and Oakland Schools to increase student engagement and attendance at the intermediate, middle and high schools. The program components includes: success mentors matched with target students, school-wide strategies to promote satisfactory attendance (less than 5% absence), principal weekly student-success meetings, parental engagement and using data to monitor and measure success. Success mentors, (both caring adults and upper class students) build relationships and assist with barriers to attendance (that include: excused, unexcused and suspensions). Results have included: chronically absent students with success mentors gained over 11,800 days of attendance compared to students without mentors. In the last two years the pilot elementary, middle and high schools have academically out performed the comparison schools.</p>	
	e. Parents/Guardians will be actively engaged inParent engagement	March, 2014	W. Keresztes	Parents/Guardian/Families will be actively engaged in attending and contacting other parents/families to participate in Parent Involvement/Engagement workshops designed to build capacity for effective,	<p>a. # of workshops hosted by the District/b. # of parents/families attending workshops Parent Facilitator Workshops - 8 7/26/13 - Intro to Epstein/NNPS - (5 attendees)</p>	As a result of an Office of Family Engagement, the District has made some substantial movement on offering training and information dissemination efforts for parents.

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of March 21, 2014	DE Comments
	workshops, events, as well as District/School based reporting to the State (e.g., DCIP, SCEP, Consolidated Application).			<p>meaningful participation in the education of their child(ren).</p> <ul style="list-style-type: none"> a. # of workshops hosted by the District b. # of parents/families attending workshops c. # of "contacts" made by parent facilitators d. Survey results indicating workshop effectiveness (i.e., were needs of parents/families met, suggestions for improvement, ideas for subsequent topics) e. Developing and participating in action steps for the successful implementation of the NNPS (Epstein) Six Types Model of Parent Involvement 	<p>08/13/13 - Introduction, Orientation, Roles/Responsibilities for 2013-2014 - (37 attendees) 09/25/13 - 2nd Orientation and PI Budgeting for Parent Facilitators (26 attendees) 10/17/13 - School Based Management Teams (30 attendees) 11/14/13 – DCIP/SCEP/DTSDE - (36 attendees) 12/19/13 – Parent Facilitators and the Special Education Process (22 attendees) 01/16/14 – NNPS workshop part 1 (25 attendees) 02/11/14 and 2/13/14 – NNPS workshop part 2 (attendance data not yet available)</p> <p>Community Workshops - 5 10/19/13 - Parent Portal - (63 attendees) 11/14/13 - DCIP/SCEP/DTSDE - (36 attendees) 11/21/13 - Superintendent Roundtable (49 attendees) 01/30/14 - Superintendent Roundtable (57 attendees) 02/08/14 – College and Career Expo (attendance data not yet available)</p> <p>C. # of contacts made by parent facilitators The review of parent facilitator phone and work logs indicated that over 4000 parents have been successfully contacted regarding various District events, initiatives, etc.</p> <p>D. Survey results - The workshops have been effective in that most attendees indicated the information/topic was useful and valuable for them as parents in the District. Since the Office of Parent and Family Engagement has added evening opportunities for parent workshops, the initial concern of workshop availability has been mitigated.</p> <p>- Ideas for subsequent topics were suggested and as a result, the below topics will be presented prior to the end of the 2013-14 academic year</p> <p>---Community Workshops --- Data and Assessments (Classroom, Common Formative, State Exams) --- Special Ed and ELL --- Financial Literacy (hosted by Bryant/Stratton)</p>	<p>It is critical as the District prepares to begin discussion about the DCIP and SCEPs for 2014-15 that parents be actively engaged per regulations.</p>

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of March 21, 2014	DE Comments
					<p>--- Science, Engineering, Math, Technology --- Bullying --- Summer Learning/Extended Learning Opportunities --- Transitioning to a New Grade , College/Career Readiness</p> <p>---Parent Facilitator training ---How to Increase Parent involvement through Effective Parent/Family/Community Outreach ---Effective Leadership and Communication ---Teambuilding ---Health and Wellness ---Restorative Justice and the Code of Conduct ---Parent Assembly will be used as the training and development offering for this month ---End of Year Closeout, next steps, and facilitator recognition</p> <p>E. NNPS/Epstein Implementation</p> <p>---08/01 - Presentation of NNPS to CBO partners ---08/13- Parent Facilitator training on Six Types ---08/28 - Introduction to NNPS Six Types provided to school leaders ---09/04 - Presentation of NNPS to BOE Committee ---09/04 - Development/Alignment of community workshops and parent facilitator training to Six Types ---11/15 - Development of Parent toolkit aligned with Six Types ---12/01- Analysis of school Parent involvement plans and alignment of activities to Six Types ---12/31- Development of school level ATP's (Action Team Partnerships -- required for successful implementation of Six Types) ---12/31- 2/28- School level memberships with NNPS ---01/14-- Beginning development and cultivation of school ATP's ---01/16, 01/30, 02/6, 02/13, 02/27 ---- PGS Course on Six Types available to all district staff ---02/11&02/13/14 – NNPS Training – Principals and Assistant Principals</p> <p>Survey Results are in Attachments/Dropbox</p>	

**Priority School Principal Survey
March 2014**

Executive Summary

Introduction

Purpose: The purpose of this survey was to obtain the perceptions of the 28 Priority School Principals in the Buffalo Public Schools.

Method of data collection: A survey was developed based upon the October 2013 Action Plan. Items for the survey were developed to reflect the 9 areas of the plan. The survey was placed on a Survey Monkey site. All responses were anonymous and the respondents were aware that their identities could not be identified.

Response Rate: 25 principals responded to the survey. All principals completed the quantitative rating for each of the questions. Some principals provided comments that can be used to obtain a greater understanding of their views on the topics covered in the questions.

The survey collected data from principals across the following 9 domains of the Action Plan:

- a. Organization
- b. Articulation/Coordination
- c. Leadership
- d. Use of Data
- e. Curriculum
- f. Instruction
- g. Assessment
- h. Operation/Management

In general, the survey shows there are a few areas of consistent agreement across buildings. These areas and levels of agreement reflect positive growth.

Most areas surveyed are split on the *Strongly Disagree/Disagree and Agree/Strongly Agree* continuum. The important question is: Why are principals leading buildings with similar challenges so different in their views of these critical issues related to providing effective schooling and improving student outcomes?

And, there are a few areas of consistent, significant disagreement across all buildings. Urgent attention should be placed on addressing these issues. These are issues that 75% of the principals surveyed show concern, and that in turn are barriers to improving effective instructional practices.

Areas Reflecting Higher Levels of Agreement than Disagreement

There is a higher level of agreement regarding -

- A clearer understanding of policies, procedures and directives. In part, this is due to the effort the District has made to put these in writing to Principals.
- Access to and availability of the *use* of data. Concerns remain regarding whether the correct data are being used, and accuracy of the data itself.
- Opportunity to attend and actual attendance at PLOs focused on Common Core State Standards.
- A clearer understanding of SST/CSE policies and practices.
- A strong agreement on the value of the SST process.
- Availability of professional development (PD). Concerns remain, however, on the availability of technical assistance and support following the PD.
- School-level supports are being offered. Concerns remain, however, that the supports are often not provided or that follow-up does not occur.

Areas Reflecting Very High Levels of Concerns Across Buildings

Three-fourths (75%) of the principals do NOT agree that:

- the District provides sufficient, clear written documentation or procedures regarding new benchmark assessments.
- the District has defined the autonomy and decision-making authority of principals.
- the District has provided clear communication regarding placement and student transfer procedures.
- sufficient training and support exists to improve outcomes for EL students.
- sufficient training and support exists to improve outcomes for Special Education Students.

Approximately 60-65% of the principals do NOT agree that:

- they have confidence in how to use student data to modify instruction and interventions and to evaluate growth.
- they understand placement procedures for EL students.
- the district provides them with written communication regarding procedures in a timely fashion that gives principals sufficient time to respond in a meaningful way.

Summary

As a result of the Priority School Principal survey, four major areas emerge in need of urgent attention in Priority Schools. These areas are adversely affecting principals' ability to lead effectively and to improve instruction for all students.

Area 1: Placement procedures, and training and support to improve effective services to EL students and Students with Disabilities. Principals reflected that general education teachers need additional training to meet the needs of these students and that additional, critical supports were needed from the EL and Special Education offices. Student placement continues to be of great concern and challenge to Priority Schools.

Area 2: Principals need focused support to implement consistently and effectively policies, procedures and directives that are complex and difficult both to understand and implement with support to teachers, students and families. These areas include: EL and Special Education, Student Placement, and Assessment Benchmarks. Principals report that they are confident and able to implement policies that involve day-to-day operation of their building. However, those complex policies/directives require significantly more support.

Area 3: Improving Instruction for struggling students. This area focuses on professional development, technical assistance and support to teachers and school-based teams.





Area 4: Increasing collaboration with principals regarding the focus and content of principals meetings, the format of those meetings, input on the front end of policy development and implementation of directives that affects building effectiveness and more frequent communication with principals on the critical issues noted above.

Considerations for Addressing Areas of Concern:

1. Create focus groups comprised of representative groups of principals to develop ways to improve collaborative planning and input, and to understand the divergent view of BPS. It is important to understand and act upon the perception and reality that Principals have insufficient supports and/or the knowledge to carry out their job responsibilities.
2. Triage and differentiate support to principals for those policies, procedures and directives that focus on more complex areas. Increased training, use of specific contacts that are accessible to provide feedback on decisions principals make regarding those policies. Professional Development and support should be differentiated.
3. Provide greater levels of differentiated support and service to Priority Schools. Provide more responsive support, greater levels of technical assistance, more frequent communication and mentoring to those buildings.

PAGE: ORGANIZATION DOMAIN

1. Monthly priority school Principal Meetings are relevant, differentiated, and matched to principal needs.

		Response Percent	Response Count
Strongly Disagree		4.0%	1
Disagree		40.0%	10
Agree		48.0%	12
Strongly Agree		8.0%	2
		Comment Hide replies	10

1. I agree to some extent. However, information is often delayed. For example, The training for the DTSDE review occurred after the visit. More differentiation is required.

Thu, Feb 27, 2014 11:46 PM

[Find...](#)

2. Needs more differentiation.

Wed, Feb 26, 2014 2:35 PM

[Find...](#)

3. The meetings have been very helpful especially with getting an opportunity to listen to colleagues.

Mon, Feb 24, 2014 7:20 PM

[Find...](#)

4. Differentiation is solely based on K-8 or 9-12 configuration. No differentiation for meeting individual or similar school needs.

Sat, Feb 22, 2014 9:19 AM

[Find...](#)

5. Input from principals as it relates to the agenda priorities.

Mon, Feb 10, 2014 11:12 AM

[Find...](#)

6. They are relevant and take us away from our building and it's needs.

Sun, Feb 9, 2014 8:01 PM

[Find...](#)

7. There is no allotted time for principals to share best practices.
Some presentations are not organized.
Some information does not pertain to all principals in the room.

Sun, Feb 9, 2014 1:01 PM

[Find...](#)

8. They are somewhat relevant, not differentiated, and there was not a needs assessment to see what each principal "needs"

Sat, Feb 8, 2014 8:37 AM

[Find...](#)





each principal needs .

- | | | |
|--|--------------------------|-------------------------|
| 9. There are often presentations that many participants have already experienced. Often there is critical information that is not addressed. | Fri, Feb 7, 2014 5:06 PM | Find... |
| 10. The meetings are relevant; however, they have not been differentiated. | Fri, Feb 7, 2014 3:29 PM | Find... |

answered question 25

skipped question 0

2. As a result of the monthly general Principal Meetings, my skill set in and knowledge of how to accelerate improved outcomes for students has improved.

	Response Percent	Response Count
Strongly Disagree 	8.0%	2
Disagree 	40.0%	10
Agree 	36.0%	9
Strongly Agree 	16.0%	4

Comment 7
[Hide replies](#)



- | | | |
|--|----------------------------|-------------------------|
| 1. System alignment of supports still required for Priority Schools. | Mon, Feb 24, 2014 9:02 AM | Find... |
| 2. Much time is spent on compliance and Principal accountability and what principals arent doing in tge eyes of the self-proclaimed experts (publicly) who create basic non-differentiated "support plans" | Sat, Feb 22, 2014 9:19 AM | Find... |
| 3. There is vital need to change districts systems and supports to address priority schools needs. | Mon, Feb 10, 2014 11:12 AM | Find... |
| 4. I learned more when I had a one to one meeting with my direct supervisor. | Sun, Feb 9, 2014 8:01 PM | Find... |



- | | | |
|---|--------------------------|-------------------------|
| 5. Kim Marshall was the only one that helped, but I have already been trained by him. However, I am so glad the District brought him in to train all principals. | Sat, Feb 8, 2014 8:37 AM | Find... |
| 6. The only topic that would help me in improving student learning was the session of Close Reading. | Fri, Feb 7, 2014 5:06 PM | Find... |
| 7. Although I agree that the training is building my capacity as a new principal, I am encountering barriers to progress. These include the following:
1. I have endured many days in which teacher vacancies are unfilled causing a disruption to building operations such as a shortage for PLC coverage. In addition, ODRs/suspensions increase due to students misbehaving due to multiple individuals covering the classroom.
2. I am pulled from the building for monthly principal meetings, for various PD, and for coaching. I am also pulled from my building while in the building for on-site coaching. As a result of the principal's lack of visibility due to these absences, it is difficult for me to build relationships with my staff. My transitional plan was to conquer my three big district rocks and my building big rocks to learn the culture of my building and to build relationships. However, I can't accomplish these goals not being in the building. Some staff members actually think that I have an attendance problem which ruins my credibility as an instructional leader.
3. | Fri, Feb 7, 2014 4:50 PM | Find... |

answered question 25

skipped question 0

3. Monthly general Principal Meetings provide for cross-school collaboration among all schools by level (e.g., elementary, middle, high).

		Response Percent	Response Count
Strongly Disagree		16.0%	4
Disagree		40.0%	10

Agree		36.0%	9
Strongly Agree		8.0%	2
Comment Hide replies			6

1. I would not say there is much opportunity for cross school collaboration other than all of us being in the same room together or hearing a best practice shared by another principal. Sun, Feb 23, 2014 4:06 PM [Find...](#)

2. Sitting together and being lectured is a majority of time spent. Certain principals are chosen by the chiefs to share their implementation of a best practice directive from a chief. Those with best practices that align with student growth but not with a support plan are rarely recognized. Sat, Feb 22, 2014 9:19 AM [Find...](#)

3. Not enough collaboration at all. Much more time needed for this - bring back cluster meetings afterschool hours. Wed, Feb 12, 2014 2:03 AM [Find...](#)

4. There is so much packed into our meetings with lunch time allowing for true cross school collaboration. Sun, Feb 9, 2014 8:01 PM [Find...](#)





5. You sit where you sit, and rarely work with others in groups that are arranged to be heterogenous by level of school. Sat, Feb 8, 2014 8:37 AM [Find...](#)

6. The first meeting allowed discussion on the shifts and the last meeting allowed us to meet in cluster groups, without time to share. There is little time to collaborate. Fri, Feb 7, 2014 5:06 PM [Find...](#)

answered question	25
skipped question	0

4. There are clear written communication and consistently implemented practices regarding placement and transfers of students.

Response	Response
----------	----------

		Percent	Count
Strongly Disagree		44.0%	11
Disagree		28.0%	7
Agree		24.0%	6
Strongly Agree		4.0%	1
		Comment Hide replies	9

1. I'm not sure how students are placed. Mon, Feb 24, 2014 7:20 PM [Find...](#)

2. It seems as though there is little to no communication regarding this. It is also quite difficult to discuss this with anyone before a student is placed. Sun, Feb 23, 2014 4:06 PM [Find...](#)

3. The process of transfers has improved in terms of communication and number of transfers occurring and more information has been shared. Further improvements are necessary but time is needed for those to occur. Sat, Feb 22, 2014 9:19 AM [Find...](#)

4. There are on average 31 students per K-3 classroom in my building. No prior notice until parent arrives, Placement is not considered when looking at different schools and their programs. Wed, Feb 12, 2014 2:03 AM [Find...](#)

5. Great disparity as it relates to placement and supports. Mon, Feb 10, 2014 11:12 AM [Find...](#)

6. This continues to be a problem. Our school has had to receive transfers students while our own students are not able to transfer even after providing evidence of possible danger to the student. Sun, Feb 9, 2014 8:01 PM [Find...](#)

7. Special education students consistently get placed in classrooms that are already over capacity. Sat, Feb 8, 2014 4:35 PM [Find...](#)

8. I have students who are "mysteriously" placed in my building during in the summer and without notice. I was notified by a parent that a student was leaving b/c she wanted his confiscated cell phone. I had to check records to ensure we had received a transfer letter. I then was contacted by the receiving school principal, and I thought maybe refer the transfer to the chief. After that I heard chief called placement to see what I had done/not done to get the kid transferred. The parent went to school 12 and got a Sat, Feb 8, 2014 8:37 AM [Find...](#)

transfer per NCLB. Once I receive notification from Dr. Frazier to tell me I had a student coming in 6th grade gen ed who was previously placed in a 6:1:1 at W. Hertel. He gave me a "heads up". The student was transferred by "school choice".

9. The only think that I know about transfer students is that they are to be accepted into my building no matter what. I recently received three new students on three consecutive days. All of these students are failing. With an influx of new students entering my building that are failing I am put a a great disadvantage for turning this school around. Fri, Feb 7, 2014 4:50 PM [Find...](#)

answered question 25

skipped question 0

PAGE: ARTICULATION/COORDINATION DOMAIN

5. Defined principal autonomy and decision making authority has been provided to me in writing.

	Response Percent	Response Count
Agree	28.0%	7
Disagree	72.0%	18
	Comment Hide replies	3




1. For school based budgeting and spending of other monies. Sun, Feb 23, 2014 4:10 PM [Find...](#)
2. Daily autonomy is allowed until a need is raised to the one-stop shop which requires resources of some kind. Time lag and lack of response means needs go unmet. Sat, Feb 22, 2014 9:30 AM [Find...](#)
3. The only step toward autonomy is the budgeting process that is mired in tardy provision of required Fri, Feb 7, 2014 5:10 PM [Find...](#)

budget estimates and is now encumbered with the ridiculous SBMT politics.

answered question 25

skipped question 0

6. I regularly make decisions for my school, based on data, aimed at accelerating improved student outcomes.

		Response Percent	Response Count
Strongly Disagree		4.0%	1
Disagree		0.0%	0
Agree		76.0%	19
Strongly Agree		20.0%	5
		Comment Hide replies	3

1. Student data systems are not accurate. Increased human resources to support data analysis. (assigned to priority schools) Increase data department to meet the ever growing needs of accountability. Increase research aides to identify strategies for at-risk environments. Building level teachers require intense on-going professional development for schools with differentiated populations. Principals require more opportunities to select staff that meet the needs of unique populations.

Mon, Feb 24, 2014 9:12 AM [Find...](#)
2. It is also imperative to look at what prompts or creates the data. Data also has surrounding factors that have great impact on schools and student achievement.

Mon, Feb 10, 2014 11:17 AM [Find...](#)
3. Sometimes if I have to wait on approval or amending SIG funds I have major road blocks.

Sat, Feb 8, 2014 8:42 AM [Find...](#)

answered question 25

skipped question 0

7. District policies and procedures are provided, in writing, in a clear and concise manner.

	Response Percent	Response Count
Never	4.0%	1
Rarely	44.0%	11
Often	44.0%	11
Always	8.0%	2
	Comment Hide replies	8

1. Sometimes Wed, Feb 26, 2014 5:41 PM [Find...](#)
2. Supports for implementation of policies are limited. Mon, Feb 24, 2014 9:12 AM [Find...](#)
3. This year there seems to be more guidance in writing around policies and procedures. Sun, Feb 23, 2014 4:10 PM [Find...](#)
4. Needs go unmet as someone else is always holding up an approval or response at the District level. Principals need individuals they can rely on to get the job done in terms of response or action. Even if that means the answer is "no" sometimes. Sat, Feb 22, 2014 9:30 AM [Find...](#)
5. However, supports are not often aligned to carry out policies and procedures. Mon, Feb 10, 2014 11:17 AM [Find...](#)
6. There is a handbook, not updated or communicated very often Sat, Feb 8, 2014 8:42 AM [Find...](#)
7. It is unclear who is in charge of many major initiatives and policy areas. Important decisions are not put into writing. Fri, Feb 7, 2014 5:10 PM [Find...](#)
8. Sometimes would have been more appropriate. Fri, Feb 7, 2014 2:22 PM [Find...](#)

o. Sometimes would have been more appropriate.



Fri, Feb 7, 2014 5:52 PM

[Find...](#)

answered question 25

skipped question 0

8. District policies and procedures are provided in a timely fashion.




	Response Percent	Response Count
Never	0.0%	0
Rarely	 60.0%	15
Often	 40.0%	10
Always	0.0%	0
	Comment Hide replies	5

- 1. It is getting better Wed, Feb 26, 2014 5:41 PM [Find...](#)
- 2. Again, this year we are getting more lead time on these. Sun, Feb 23, 2014 4:10 PM [Find...](#)
- 3. Weekly bulletins are long, difficukt to decipher at times and questions over the information go unanswered most times. Sat, Feb 22, 2014 9:30 AM [Find...](#)
- 4. Many policies were not provided until well into the school year. Fri, Feb 7, 2014 5:10 PM [Find...](#)
- 5. There was very little noticed provided to conduct Post testing after the second quarter. Fri, Feb 7, 2014 4:53 PM [Find...](#)

answered question 25

skipped question 0

9. I have a clear understanding of district policies, procedures and directives that impact my school.

	Response Percent	Response Count
	4.0%	1
	36.0%	9
	60.0%	15
	0.0%	0

[Comment](#)
[Hide replies](#)

1. I believe I could always use more clarifications and help working through all the district policies, procedures and directives. Wed, Feb 26, 2014 10:36 PM [Find...](#)

2. I do not feel that I have a good understanding of all of the District;s policies and procedures. Some I know well and others are new to me. Sun, Feb 23, 2014 4:10 PM [Find...](#)




3. Support plans in place and/or school chief supports are on paper but follow through and actual supports are much less in frequency or intensity if offered at all in certain areas. Sat, Feb 22, 2014 9:30 AM [Find...](#)

4. Some policies and procedures are made in isolation. There must be true collaboration between policies and the body of systems and persons that are affected. Mon, Feb 10, 2014 11:17 AM [Find...](#)

answered question **25**

skipped question **0**

10. I am given sufficient time to respond to district requests for information relative to my school.

		Response Percent	Response Count
Never		0.0%	0
Rarely		56.0%	14
Often		40.0%	10
Always		4.0%	1
		Comment Hide replies	5





1. District requests are still coming with only a few days to respond. Sun, Feb 23, 2014 4:10 PM [Find...](#)
2. Most requests ask for a turn-around time of 1-3 days and take time to complete accurately. Sat, Feb 22, 2014 9:30 AM [Find...](#)
3. It is getting better. Due to the daily demands of the any particular school, it may be impossible to determine what sufficient time is. The district is doing a good job of sending out "gentle" reminders, as opposed to the past when reminders were meant to be a negative consequence. Sat, Feb 8, 2014 4:39 PM [Find...](#)
4. usually they ask and need it now..or yesterday Sat, Feb 8, 2014 8:42 AM [Find...](#)
5. There has been an improvement here. Fri, Feb 7, 2014 5:10 PM [Find...](#)

answered question	25
skipped question	0

PAGE: LEADERSHIP DOMAIN

11. The District provides proactive, timely, and responsive services to support my school and improve student outcomes.

	Response	Response
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		Percent	Count
Strongly Disagree		13.0%	3
Disagree		39.1%	9
Agree		39.1%	9
Strongly Agree		8.7%	2
		Comment Hide replies	6

1. However, sometimes the district is reactive and last minute. Wed, Feb 26, 2014 10:40 PM [Find...](#)

2. Severals requests acknowledged but unaction continues. Sat, Feb 22, 2014 9:36 AM [Find...](#)

3. WE have district level walk thrus with all the promises of supports--- but no one ever returns to support teaching and learning! Just criticized and not supported!!!Not even the chiefs come back and support the same plan that the walk thru team developed. No one form Central office comes in to provide support, assist in evaluating and providing feedback to teachers etc... NOTHING! Wed, Feb 12, 2014 2:13 AM [Find...](#)





4. It is getting better. Sun, Feb 9, 2014 8:04 PM [Find...](#)

5. They are reactionary and usually about adults not children. Very little time and energy is spent thinking about how to improve student achievement. Sat, Feb 8, 2014 9:07 AM [Find...](#)

6. I need substitute teachers. Support services are Fri, Feb 7, 2014 4:54 PM [Find...](#)





answered question	23
skipped question	2

12. The recently developed Support Plan for my school is a useful resource that clearly provides observable and measureable targets for improvement.

	Response Percent	Response Count
	8.7%	2
	34.8%	8
	52.2%	12
	4.3%	1
Comment		
Hide replies		

- | | | |
|---|----------------------------|-------------------------|
| 1. The support plan is good, but it is still difficult to get the district level coaches to provide support as they are being used by everyone. | Sun, Feb 23, 2014 4:12 PM | Find... |
| 2. Support plan listed several activities and supports which were never provided. Plan itself is basic, not differentiated for this school comoared with others with different needs. Document doesnt accurately reflect the situation. | Sat, Feb 22, 2014 9:36 AM | Find... |
| 3. Too global of a plan and not focused enough. Many supports and PD listed which are not occurring at all. Again, Central office listed as supports but are never seen,. | Wed, Feb 12, 2014 2:13 AM | Find... |
| 4. There is need for support plans to address the specific clientale of each school. | Mon, Feb 10, 2014 11:19 AM | Find... |
| 5. Is this the "differentiated" support plan? It seems to be sort of cookie cutter by chief and a compliance issue. Matter of fact we were to meet with our chief to discuss and talk about school data, downtown for 30 minutes, which for most takes us out of our building for at least 1.5 hours. They should have come to our schools instead. Additionally, there was very little data discussion, support discussion, or discussion about action and implementation. Another waste of time for compliance to protect the adults. | Sat, Feb 8, 2014 9:07 AM | Find... |
| 6. It was a useful resource but the targets are unclear. | Fri, Feb 7, 2014 5:12 PM | Find... |
| 7. I have received a copy of it. | Fri, Feb 7, 2014 4:54 PM | Find... |

13. There is sufficient focus, support and follow up to implement the School Support Plan.

		Response Percent	Response Count
Never		4.3%	1
Rarely		52.2%	12
Often		39.1%	9
Always		4.3%	1
Comment Hide replies			4





1. I believe they do the best they can with this given how thin they are spread. The follow up is also lacking Sun, Feb 23, 2014 4:12 PM [Find...](#)

2. Minimal follow up. Sat, Feb 22, 2014 9:36 AM [Find...](#)

3. I had created a template with reflective feedback regarding plan with progress and barriers noted. This was not even looked at or discussed when chief came to visit for an hour to discuss this plan but then focused on something different. Wed, Feb 12, 2014 2:13 AM [Find...](#)

4. plan given, never discussed on the way out of the building or sent in an email. I have never had a discussion regarding the plan, even after I make notes about what was correct/incorrect or aligned with my building. Additionally, the next plan was written by a supervising principal and emailed to me and never discussed. Sat, Feb 8, 2014 9:07 AM [Find...](#)

14. In comparison to last year at this time, I am receiving differentiated support and services that will be evidenced by improved student outcomes.



		Response Percent	Response Count
Strongly Disagree		13.0%	3
Disagree		34.8%	8
Agree		47.8%	11
Strongly Agree		4.3%	1
		Comment Hide replies	6

1. Requested supports were forwarded late;therefore limiting impact. Mon, Feb 24, 2014 9:15 AM [Find...](#)
2. This is not applicable to me as I was not in this position last year. Sun, Feb 23, 2014 4:12 PM [Find...](#)
3. "Supports" are general and the amount of time spent educating one-stop shop team members about needs of tge school could be better spent on best practices implementation sincecwhat was returned as a support plan is basic and reflective of district goals rather than building needs. Sat, Feb 22, 2014 9:36 AM [Find...](#)
4. There is NOTHING different except more critical walk throughs with NO support! Wed, Feb 12, 2014 2:13 AM [Find...](#)
5. was not in this position last year at this time. Sat, Feb 8, 2014 9:07 AM [Find...](#)
6. In some areas there is a quicker and more focused support response. In other critical areas that impact student outcomes there is inadequate support. Fri, Feb 7, 2014 5:12 PM [Find...](#)

answered question	23
skipped question	2

PAGE: USE OF DATA


15. My leadership team has been provided training on the data dashboard.




		Response Percent	Response Count
No		39.1%	9
Yes		60.9%	14
		Comment Hide replies	5

1. Additional training would be helpful. Thu, Feb 27, 2014 11:50 PM [Find...](#)
2. Targeted group has been trained;however due to snow days there will be a need to reschedule a postpone session. Mon, Feb 24, 2014 9:17 AM [Find...](#)
3. This is a need Sat, Feb 22, 2014 9:40 AM [Find...](#)
4. Limited and in house by principal Wed, Feb 12, 2014 2:16 AM [Find...](#)
5. Maybe I should provide this, however I have not really been trained. Sat, Feb 8, 2014 9:09 AM [Find...](#)

answered question	23
skipped question	2

16. I am confident that the data in the data dashboard are current and accurate.

		Response Percent	Response Count
Never		13.0%	3

Rarely		52.2%	12
Often		30.4%	7
Always		4.3%	1
Comment Hide replies			5

1. It seems that the information is inconsistent and differs from other data sources. Sun, Feb 23, 2014 4:13 PM [Find...](#)

2. Some improvements have been made; errors continue to exist. Sat, Feb 22, 2014 9:40 AM [Find...](#)





3. attendance seems to be off a little bit. Wed, Feb 12, 2014 2:16 AM [Find...](#)

4. attendance suspension and other data not current or accurate. It does not align with Infinite Campus Sat, Feb 8, 2014 9:09 AM [Find...](#)

5. In the past month. Now I have to get teachers to trust it again. Fri, Feb 7, 2014 5:13 PM [Find...](#)

answered question	23
skipped question	2

17. The data dashboard is used to provide on-going training, discussions and use of data to drive instruction, planning and delivery of services to students.

		Response Percent	Response Count
Never		8.7%	2
Rarely		56.5%	13
Often		30.4%	7
Always		4.3%	1
Comment			0

1. Data is usually unreliable. Thu, Feb 27, 2014 11:50 PM [Find...](#)
2. We use other data resources that are more accurate. Wed, Feb 26, 2014 10:41 PM [Find...](#)
3. Building leaders and coaches utilize the dashboard as one source of data in addition to other building level data. Sat, Feb 22, 2014 9:40 AM [Find...](#)
4. The focus is now illuniate which has a lot of this data as well. Teacher do not seem to have the "trust" of using data dashboard. Wed, Feb 12, 2014 2:16 AM [Find...](#)
5. When data is accurate it can be very helpful. There needs to be an increase in data supports for schools, especially priority schools. Mon, Feb 10, 2014 11:29 AM [Find...](#)
6. The item analysis information in WYNRIC Data Warehouse needs to be available in data dashboard. Fri, Feb 7, 2014 5:13 PM [Find...](#)

answered question	23
skipped question	2

18. I have been provided clear written documentation of the vision, procedures, logistics and expectations of the new benchmark assessments.

	Response Percent	Response Count
No	73.9%	17
Yes	26.1%	6
	Comment Hide replies	5



1. Yes as far as administering them and using them for building based instructional decisions Sun, Feb 23, 2014 4:13 PM [Find...](#)

2. Communication and clarity within this area has been absolutely insufficient.	Sun, Feb 23, 2014 3:23 PM	Find...
3. Logistics, yes. The rest, no. Alignment of standards tested and course standards appears to be an issue.	Sat, Feb 22, 2014 9:40 AM	Find...
4. To respond fairly to this question would require district transformation as it relates to ESL students. Clearly, the Multilingual Department requires additional staff as it relates to the ever growing intense needs of refugee families. Currently, the system is in great need of program Schools that address intense English Immersion for students who just entered this country. SIFE and low level ESL or immigrating bilinguals would have a Student Academic Plan that would address true newcomers. Newcomers would have a true identified plan and would be tested in their native language. Right now the accuracies of the benchmarks are not based on where ESL student levels are currently. There is solid research on program schools that offer a progressive student plan. This school is currently seeking re-program design to meet students where they truly are.	Mon, Feb 10, 2014 11:29 AM	Find...
5. not much done here....except take it on this day, and here are your results.	Sat, Feb 8, 2014 9:09 AM	Find...

answered question	23
skipped question	2

PAGE: CURRICULUM

19. My site has all the materials and textbooks needed to implement the Common Core State Standards and state standards.

		Response Percent	Response Count
No		65.2%	15
Yes		34.8%	8

- | | | |
|---|----------------------------|-------------------------|
| 1. Missing materials are being sent. Math Modules require a lot of copying. Direction from the district on making this easier for teachers and schools would be very helpful. | Wed, Feb 26, 2014 10:48 PM | Find... |
| 2. There is a need for social studies and science textbooks | Wed, Feb 26, 2014 5:44 PM | Find... |
| 3. The math modules are not translated into Spanish by the State, our copy machines rarely work and we will not have enough paper to finish the year due to the volume of copying required by the new math Modules. | Sun, Feb 23, 2014 4:16 PM | Find... |
| 4. Never enough. | Fri, Feb 21, 2014 9:23 PM | Find... |
| 5. We have to order all math modules from Boces and was not informed of this until September when teachers needed them. So we are behind in ordering because they are VERY costly and the school has to purchase as the math dept. declined to order them,. | Wed, Feb 12, 2014 2:21 AM | Find... |
| 6. the math modules are not in Spanish. | Sun, Feb 9, 2014 8:06 PM | Find... |
| 7. Core Knowledge materials for ESL and Special Education Staff were not provided. | Fri, Feb 7, 2014 5:14 PM | Find... |
| 8. The special education classrooms did not receive CORE Knowledge materials as opposed to the gen ed classes. | Fri, Feb 7, 2014 4:56 PM | Find... |

answered question **23**

skipped question **2**

20. I am aware of district developed professional development and technical assistance available to support teachers and administrators implementation of Common Core State Standards.

Response	Response
Percent	Count



NO		34.8%	0
Yes		65.2%	15
Comment Hide replies			8

1. More professional development and technical assistance is needed. Wed, Feb 26, 2014 10:48 PM [Find...](#)
 2. They have already been very helpful. Mon, Feb 24, 2014 7:23 PM [Find...](#)
 3. There is still a need to intensify PD by departments.PD should include vis Mon, Feb 24, 2014 9:24 AM [Find...](#)
 4. I am aware of what the district instructional coaches can provide to teachers Sun, Feb 23, 2014 4:16 PM [Find...](#)
 5. By email/pgs Sat, Feb 22, 2014 9:42 AM [Find...](#)
 6. What is this? Wed, Feb 12, 2014 2:21 AM [Find...](#)
 7. they have done some shift training and module training, but poorly. They need to really delve deep into standards based instruction and planning. What about practices Sat, Feb 8, 2014 9:22 AM [Find...](#)
 8. I am aware of district professional development but not technical assistance. For future surveys, please refrain from questions with multiple adjectives (e.g. Principal meetings are relevant and differentiated.) Fri, Feb 7, 2014 3:51 PM [Find...](#)
- Question number 20 could have also been two questions.

answered question	23
skipped question	2

21. I have attended Professional Learning Opportunities (PLOs) that provided me the knowledge and understanding of how to lead and support the implementation of NYS Common Core State Standards in my building.




	Response	Response
	Percent	Count

No		13.0%	3
Yes		87.0%	20
Comment Hide replies			4

1. More is needed Wed, Feb 26, 2014 10:48 PM [Find...](#)
2. Our School was supposed to go to Albany and then got a call that our school couldn't attend. While other school who have the "in" with the district lead on CCLS were able to go. Friends with benefits theory! Wed, Feb 12, 2014 2:21 AM [Find...](#)
3. However, there is a need for on-going internal supports for implementation. Mon, Feb 10, 2014 11:31 AM [Find...](#)
4. mostly trained myself....the practices and implementation with RIGOR...training would help Sat, Feb 8, 2014 9:22 AM [Find...](#)

answered question	23
skipped question	2

22. My school has a clear understanding of the role function and purpose of SST and CSE processes (including team membership).

		Response Percent	Response Count
No Clear Understanding		4.3%	1
Some Staff Have Clear Understanding		26.1%	6
Most Staff Have Clear Understanding		69.6%	16
All Staff Have Clear Understanding		0.0%	0





1. This is a continued focus as a building level initiative. Sat, Feb 22, 2014 9:42 AM [Find...](#)
2. SST refuses to help teachers ! Had special ed. director et al. in several times but again NO changes!!! Wed, Feb 12, 2014 2:21 AM [Find...](#)
3. I have made the team identify their roles and functions and get that information out to all staff. We have made protocols for entering tier 2 interventions and monitoring tools for student growth. My AIR coach has helped... Sat, Feb 8, 2014 9:22 AM [Find...](#)

answered question 23

skipped question 2

23. The SST is a valuable problem-solving vehicle that provides intervention and support for students and teachers.

	Response Percent	Response Count
--	---------------------	-------------------

Strongly Disagree		13.0% 3
Disagree		8.7% 2
Agree		56.5% 13
Strongly Agree		21.7% 5

1. Support is being provided from Erie 1 BOCES as well as from the District level. Wed, Feb 26, 2014 5:36 PM [Find...](#)
2. Building level team is underca continuous improvement model. Sat, Feb 22, 2014 9:42 AM [Find...](#)





- 3. Have not changed the data at all in classroom management issues!! Wed, Feb 12, 2014 2:21 AM [Find...](#)
- 4. Their abilities to provide clear interventions with true RTi are limited. They very often are working, but without specific goals, implementation, monitoring or feedback, so that students do not progress or change behaviors with the intervention of SST members. Matter of fact...many teachers and students do not know their own IEP goals and how to reach them. They have been trained and are supposed to be able to give support to teachers as well. However, that almost never happens. Sat, Feb 8, 2014 9:22 AM [Find...](#)

answered question 23

skipped question 2

PAGE: INSTRUCTION

24. I understand that resource room services are allowed and can be provided for students with disabilities that qualify for it at my school.

	Response Percent	Response Count
Strongly Disagree 	4.3%	1
Disagree 	26.1%	6
Agree 	39.1%	9
Strongly Agree 	30.4%	7
	Comment Hide replies	4

- 1. I would like additional information. Wed, Feb 26, 2014 5:37 PM [Find...](#)
- 2. I never stopped providing services needed on a student by student basis. Mon, Feb 24, 2014 6:14 PM [Find...](#)

- 3. was told (last month!)we don t have enough time in our school day to service resource room in our district. Wed, Feb 12, 2014 2:22 AM [Find...](#)

- 4. I want resource room services but need to know how to make it happen. Fri, Feb 7, 2014 4:57 PM [Find...](#)

answered question	23
skipped question	2

25. My school staff has a clear understanding of the Least Restrictive Environment and the role of CSE.

	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree	39.1%	9
Agree	56.5%	13
Strongly Agree	4.3%	1
	Comment Hide replies	2




- 1. I believe most of my staff understands. Wed, Feb 26, 2014 10:49 PM [Find...](#)

- 2. Most staff members do, but we are working on building a better understanding of this. Sun, Feb 23, 2014 4:16 PM [Find...](#)

answered question	23
skipped question	2

PAGE: ASSESSMENT

26. I have been provided with professional development/training on how to use benchmark data to accelerate student outcomes.

		Response Percent	Response Count
Not Yet Completed		13.0%	3
In Progress		78.3%	18
Completed		8.7%	2
		Comment Hide replies	4

1. Im not clear on if I have attended training of this nature. There have been so many conversations and trainings around this. Im not sure if they focused on accelerated outcomes. Sun, Feb 23, 2014 4:18 PM [Find...](#)
2. Too early to determine learning/effectiveness of training. Sat, Feb 22, 2014 9:44 AM [Find...](#)
3. Alignment and supports for teachers requires ongoing training at the building level and at district department level. Summer Institutes for teachers would be great. Mon, Feb 10, 2014 11:37 AM [Find...](#)
4. not in the District though. Sat, Feb 8, 2014 9:23 AM [Find...](#)





answered question 23

skipped question 2

PAGE: OPERATION & MANAGEMENT

27. I am provided, in writing, the directives that impact day-to-day functioning of my school.





Response Response

		Percent	Count
Never		4.3%	1
Rarely		47.8%	11
Often		39.1%	9
Always		8.7%	2
Comment Hide replies			2

1. I am aware of most things that are posted on the website regarding policies and procedures. Sun, Feb 23, 2014 4:28 PM [Find...](#)
2. the 3 big rocks. Sat, Feb 8, 2014 9:28 AM [Find...](#)

answered question	23
skipped question	2

28. I understand the placement procedures for English language learners.

		Response Percent	Response Count
Strongly Disagree		26.1%	6
Disagree		39.1%	9
Agree		26.1%	6
Strongly Agree		8.7%	2
Comment Hide replies			5

1. I would like to have a copy of the placement procedures Wed, Feb 26, 2014 10:58 PM [Find...](#)




procedures.

- | | | |
|--|----------------------------|-------------------------|
| 2. However, current placement procedures are under review and redesign. District systems have not been aligned to meet proper placement as well needed specific resources. | Mon, Feb 24, 2014 9:39 AM | Find... |
| 3. I understand them, but do not feel that student placement does. | Sun, Feb 23, 2014 4:28 PM | Find... |
| 4. District and school level redesign is paramount!!!!!!!!!!!!!!!!!!!!!! | Mon, Feb 10, 2014 11:39 AM | Find... |
| 5. N/A | Fri, Feb 7, 2014 5:04 PM | Find... |

answered question 23

skipped question 2

29. There is sufficient training and support provided to improve instruction and learning for English language learners.

		Response Percent	Response Count
Strongly Disagree		26.1%	6
Disagree		52.2%	12
Agree		21.7%	5
Strongly Agree		0.0%	0

Comment 4
[Hide replies](#)





- | | | |
|--|----------------------------|-------------------------|
| 1. There is a need to provide training for new teachers to a school especially when previous resources are no longer available. | Wed, Feb 26, 2014 10:58 PM | Find... |
| 2. The building based PLoS focus on this, but the district could do more. The multilingual department is too small to meet the needs of all the schools with ELLs. | Sun, Feb 23, 2014 4:28 PM | Find... |

3. Same or increased enrollment with same or less supports.	Sat, Feb 22, 2014 9:49 AM	Find...
4. N/A	Fri, Feb 7, 2014 5:04 PM	Find...

answered question 23

skipped question 2




30. I understand the placement procedures for students with IEPs.

		Response Percent	Response Count
Strongly Disagree		8.7%	2
Disagree		43.5%	10
Agree		43.5%	10
Strongly Agree		4.3%	1
		Comment Hide replies	4

1. It takes a long time to get students what they need for their IEPs. Special Ed. department goes over everything with a fine toothed comb and then never gets back to you about whether you get more staff.	Sun, Feb 23, 2014 4:28 PM	Find...
2. Not fully understood or communicated to the building level.	Sat, Feb 22, 2014 9:49 AM	Find...
3. Decisions are made without communication or response when clarification is sought.	Fri, Feb 7, 2014 6:19 PM	Find...
4. N/A	Fri, Feb 7, 2014 5:04 PM	Find...

answered question 23

31. There is sufficient training and support provided to improve instruction and learning for students with disabilities.

		Response Percent	Response Count
Strongly Disagree		8.7%	2
Disagree		65.2%	15
Agree		26.1%	6
Strongly Agree		0.0%	0
		Comment Hide replies	2

1. Most gen ed teachers do not have the training needed to meet the needs of students with IEPs. Coteaching model needs follow up support training. Sun, Feb 23, 2014 4:28 PM [Find...](#)
2. In-building supports allow for this; district level supports are minimal. Sat, Feb 22, 2014 9:49 AM [Find...](#)


answered question



23

skipped question

2

32. Student placement at my school is based on clear and delineated processes that I understand.

		Response Percent	Response Count
Strongly Disagree		30.4%	7

Disagree		56.5%	13
Agree		13.0%	3
Strongly Agree		0.0%	0
Comment			
Hide replies			4

1. I am always getting students placed here that in my opinion should not be. Sun, Feb 23, 2014 4:28 PM [Find...](#)




2. Although communication and number of placements is greatly improved. Sat, Feb 22, 2014 9:49 AM [Find...](#)

3. we get new students every year from multiple schools. It seems like it would make more sense to have one or two "feeder" schools with a transition plan and shadow days. This would also help principals work together to build continuity. Sat, Feb 8, 2014 9:28 AM [Find...](#)

4. I have to take any student who comes to the building. What is the process? Fri, Feb 7, 2014 5:04 PM [Find...](#)

answered question	23
skipped question	2

33. Student placement has improved for general education, special education, and English language learners.

		Response Percent	Response Count
Strongly Disagree		17.4%	4
Disagree		47.8%	11
Agree		34.8%	8
Strongly Agree		0.0%	0

- 1. It is getting better, but there needs to be more done to make Placement a more welcoming experience for parents. Also, parents need to have clearer explanations about their school choices. Just because a school is near their home does not always mean it is the best fit for their child. Especially if the student is an ELL. Sun, Feb 23, 2014 4:28 PM [Find...](#)

- 2. Has gotten worse! Wed, Feb 12, 2014 2:24 AM [Find...](#)

- 3. Are placements equitable across the district? Fri, Feb 7, 2014 5:04 PM [Find...](#)

- 4. Improvements for general education but not special education. Fri, Feb 7, 2014 3:55 PM [Find...](#)

answered question 23

skipped question 2

34. In comparison to last year, the process for hiring and filling vacancies in my school is much improved and more clear.

	Response Percent	Response Count
Strongly Disagree	26.1%	6
Disagree	21.7%	5
Agree	47.8%	11
Strongly Agree	4.3%	1

- 1. This process is still a mystery. Often it is the teacher who informs the principal that they are leaving and Sun, Feb 23, 2014 4:28 PM [Find...](#)





when. It has improved now that there is a TM specialist assigned to each school. I now have one person to call rather than all the directors.

- | | | |
|---|----------------------------|-------------------------|
| 2. Time lag in hiring has grown; procedures limit school level autonomy. | Sat, Feb 22, 2014 9:49 AM | Find... |
| 3. There is a need for Bilingual teachers and administrators. | Mon, Feb 10, 2014 11:39 AM | Find... |
| 4. at least we have more autonomy..... | Sat, Feb 8, 2014 9:28 AM | Find... |
| 5. There were candidates I interviewed, was unsatisfied with, wrote the memo on and was forced to take. | Fri, Feb 7, 2014 6:19 PM | Find... |
| 6. Mr. Brown is doing a good job despite some placements taking longer than others.. | Fri, Feb 7, 2014 5:04 PM | Find... |

answered question **23**

skipped question **2**

35. In general, there is marked improvement from last year, in the service and support from the District to the Priority Schools.

		Response Percent	Response Count
Strongly Disagree		13.0%	3
Disagree		39.1%	9
Agree		39.1%	9
Strongly Agree		8.7%	2
		Comment Hide replies	1

- | | | |
|---------------|--------------------------|-------------------------|
| 1. Don't know | Fri, Feb 7, 2014 5:04 PM | Find... |
|---------------|--------------------------|-------------------------|

PAGE: FURTHER INPUT

36. Please provide input on topics and areas of professional development for the monthly Priority School Principals that would be helpful to you.

Response

Count

[Hide replies](#)

12

- | | | |
|---|----------------------------|-------------------------|
| 1. DTSDE -- Evidence, Artifacts
APPR-Teachers/Principals
Accountability | Thu, Feb 27, 2014 11:57 PM | Find... |
| 2. Classroom tracker
Opportunity to share best practices that are
improving student learning | Wed, Feb 26, 2014 11:08 PM | Find... |
| 3. Illuminate
Next year's SCEP
CCLS | Wed, Feb 26, 2014 2:39 PM | Find... |
| 4. Effective teacher evaluation aligned to the NYSUT
rubric. | Mon, Feb 24, 2014 6:18 PM | Find... |
| 5. Common Core PD
Review of attendance policy
Review of curriculum as it relates to grade level
and common core
Discussions and visuals of CCLS practice
District redesign of ELL/Bilingual programs
More diverse placement of SWD:Priority schools
are saturated
Equity of supports (Priority Schools should be
priority)
Discussion of diagnostic literacy supports for
Priority schools (ie Mandatory ELT for students
who are two or more grade levels behind,
Saturday/Summer Diagnostic Reading Institutes)
Increase reading specialists for priority schools that
could truly provide intervention and prescriptive | Mon, Feb 24, 2014 9:49 AM | Find... |

supports.

- | | | |
|---|----------------------------|-------------------------|
| 6. More specific topics that relate to helping students with IEPs and ELLs mee and access the CCLS. | Sun, Feb 23, 2014 4:29 PM | Find... |
| 7. Expectations for CFAs and building-level assessments | Sun, Feb 23, 2014 3:27 PM | Find... |
| 8. 1/2 day meetings as full day are too long for principals to be away from buildings.

Please build agendas with and not for principals.

Majority of topics are information sharing and not learning experiences for principals. | Sat, Feb 22, 2014 9:51 AM | Find... |
| 9. Aligned CCLS evidences and cur. in the classroom
Building leadership capacity
Book study for admins,
Writing and providing meaningful feedback to improve student ach.
Counseling memo writing 101
Data Driven instruction - continuous (not a 1 time training)
Blooms Taxonomy
Writing !!!
Middle level students: engaged in learning
SIOF !!!
Technology and data- how to create effective charts, graphs etc., | Wed, Feb 12, 2014 2:30 AM | Find... |
| 10. District Transformation alignment
Student Placement
Multilingual Schools Program redesign, supports and curriculum review.
Multilingual Department requires a designated data research aide to support the pure tracking of ESL students, a research aide/investigator (Student Placement) to review the amount of dedicated time to address incoming students history and profiles.
This researcher would develop true relationships with educational systems with other countries to support newcomers in transitioning in the US educational system or world of work. There is a great need to expand Adult Education as well as the STAR program to provide the most appropriate pathways for our ESL students.
Formal Proposals to the board for transformational changes
True Attendance Policy and Contract with students and parents | Mon, Feb 10, 2014 11:51 AM | Find... |

answered question **12**

skipped question **13**