

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of January 30, 2013	Distinguished Educator Comments
Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment.	October 1, 2012	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 d. Provision of a more equitable preliminary staffing allotment to schools – March 15, 2013 	<p>The FTE run of schools was completed prior to October 1, 2012, according to specifications. Equitable and consistent staffing allocation decisions are being made in a manner that does not disrupt the climate and operations within schools. For example, differentiated allotments have been provided for ESL teachers and SAMs. Also, the Office of School Performance has been re-structured to provide more individualized school-based support through three Community Superintendents and Academic Support Teams.</p>	<p>A data run of FTE of all schools will be used to begin discussions around revisions of budget assumptions and equitable staffing formulae. The data run reveals excessive/ additional FTEs across most schools, including Priority Schools, while performance at those schools remain relatively flat. Budget discussions and allocations are underway for this Spring’s budget cycle.</p>
	b. Create school-based budgets based on per pupil expenditure for Title I and III.	March 15, 2013	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 expenditure for Title I and III – March 15, 2013 	<p>On November 5, 2012, the Buffalo Public Schools launched its strategic planning process through the public sharing of the findings of strategic reviews focused on finance and curriculum and instruction that were conducted by external consultants last spring. A list of strategic priorities will be developed by the end of February 2013, which will be used to inform the 2013 budgeting process. The strategic plan will be completed in the spring of 2013.</p> <p>Principals will be able to exercise greater autonomy in the use of their budgets with regard to school personnel, services and materials in preparation for the 2013-14 school year. In the meantime, through the use of Title I, IIa and III and other grant and O&M funds, Priority Schools are being provided with differentiated resources for parent involvement/engagement, extended day programs, professional development opportunities, and school-based instructional and leadership support.</p> <p>Principals must understand how to access and use relevant data in order to develop effective plans, align appropriate resources to those plans, monitor plan implementation, and make adjustments as needed. The PD sessions focusing on data, (Appendix C), are intended to build the principals’ capacity, as a precursor to the PD that they will receive on the budget process.</p>	<p>The listed interim benchmarks provide clear targets toward meeting the action step. Discussions about school-based budgets are underway.</p> <p>It is unclear what the plan or conversation is to address the SIG schools that will no longer be funded next year (e.g. South Park).</p> <p>The attachments to support (b), while informative, do not directly support professional development (PD) related to supporting principals on the creation of school-based budgets. However, to ensure that principals are able to make the best decisions for the use of resources, PD efforts have been made to familiarize principals with resources to access and use relevant data to inform planning (Appendix C). Attendance is not required.</p> <p>Other Appendices (D, E, F, G) reference differentiated personnel support, parent engagement funding, and after-school program funding which Priority School principals could use to target their schools’ needs.</p> <p>It is unclear what the outcomes and expectations of the PD listed are (Appendix C). As submitted, the Attachment is a calendar and matrix of title of PD offerings. These PD offerings are provided. Attendance is not required.</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>c. Provide budget training and oversight to all central and school personnel to develop data-based accountability & oversight.</p>	<p>Beginning January 2013 Appendix C</p>	<p>B. Smith</p>	<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> <ol 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. Priority Schools’ development of proposed budgets based on relevant data – April 30, 2013 d. Review and approval of Priority Schools’ budgets by the Superintendent or designees – May 31, 2013 e. Ongoing review of the use of Priority Schools’ budget to achieve specific targets and ensure regulatory compliance – June 30, 2013 and ongoing 	<p>Beginning with the budgeting process in February - April 2013, Priority Schools will be able to review and analyze their data, determine aligned priorities and plans for the use of their resources (consistent with the District’s new strategic priorities), and submit proposals to the Superintendent or her designee(s) for the use of their budgets for the upcoming school year.</p>	<p>See section immediately above (1b) for comments.</p>
<p>d. Move toward a decentralized school-based system of professional development.</p>	<p>March 15, 2013 March-Sept. 2013 Appendix C</p>	<p>F. Wilson</p>	<p>Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result.</p> <ol 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. Establishment and implementation of a system of earned autonomy for professional development decision-making – March 15, 2013 and ongoing 		<p>In preparation for working toward this action step, there is not yet evidence around the development of a District-wide plan for schools to use the Ambassador Training conducted in Albany last November. One initial District meeting was held.</p>
<p>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.</p>	<p>January 2013 Provided on Dec. 21, 2012</p>	<p>F. Wilson</p>	<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> <ol style="list-style-type: none"> a. Development of SCEPs by all Priority Schools – Dec. 21, 2012 b. Evaluation of suitability of Targeted Assistance model to Priority Schools – Jan. 31, 2013 	<p>The evaluation of the use of the Targeted Assistance model will be completed by the end of January 2013. Each Title I Targeted Assistance school will document the focus and student beneficiaries of Title I support. If schools move to a school-wide program, services and monitoring systems will be included in their SCEPs.</p> <p>We are currently researching how other Big 5 districts in New York identify schools for Title I support as School-wide Title I schools of Targeted Assistance</p> <ul style="list-style-type: none"> o Rochester City School District has school-wide Title I assignment; no targeted Assistance assignments 	

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

					<ul style="list-style-type: none"> o Syracuse City School District has school-wide Title I assignments; no Targeted Assistance assignments 	
2 ganization	a. Establish monthly 'Principal Meetings' for Priority School principals to build skills and capacity to use data to drive instructional decisions.	October 1, 2012	F. Wilson	<p>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> <ol style="list-style-type: none"> a. Publication of calendar for monthly Principal Meetings – Oct. 1, 2012 b. Holding regular cluster meetings – Aug. 28, 2012 and ongoing c. Regular meetings with Superintendent – Sept. 2012 and ongoing d. Configuration of meetings based on need – Aug. 28, 2012 and ongoing e. Task force service opportunities – Nov. 1, 2012 and ongoing f. PGS evaluations – Oct. 1, 2012 and ongoing 	<p>Regular "Principal Meetings" were launched on August 28, 2012, with a two-day Leadership Conference. The schedule for monthly "Principal Meetings" was distributed to all principals in September 2012. The Superintendent meets with Priority School principals at least monthly.</p>	<p>Priority School Principal meetings have taken place in Sept, Oct, Dec, and Jan. It is anticipated that these meetings, going forward, will be interactive professional growth opportunities.</p> <p>It has been requested that a calendar of monthly Priority School Principals be developed through for the purpose of delivering PD to schools that will inform and develop the knowledge to lead work around self-review rubrics, SCEPS, as well as other identified needs.</p> <p>As 2nd semester begins, a meeting has been scheduled for Feb. 7, 2013 for the purpose of targeted PD for Priority Schools. It has been communicated to the Priority School principals by the Community Superintendents. The Community Superintendents are confirming monthly meeting dates through June 2013 and will send a follow-up notification. Topics of meeting TBD.</p>
	b. Establish a year-long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school).	October 1, 2012	F. Wilson	<p>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> <ol style="list-style-type: none"> a. Holding meetings by level, as appropriate to schools' needs and focus – August 28, 2012 and ongoing b. Publication of calendar for monthly Principal Meetings – October 1, 2012 c. PGS evaluations – October 1, 2012 and ongoing 	<p>The schedule for monthly Principal Meetings was distributed in September 2012. These include cluster meetings with each Community Superintendent and breakout sessions by grade configuration (e.g. elementary and high school) and school designation (e.g. Priority, Focus and Good Standing), as needed.</p> <p>All principals attended monthly meetings in August, September, October, and November 2012.</p> <ul style="list-style-type: none"> • The first meeting was a two-day Leadership Conference, which focused on the Superintendent's vision, core beliefs and theory of action; data-informed planning, and instructional leadership. • The second meeting focused on the Instructional Rounds process and development of the SCEPs based on data analysis and the DCIP framework. • The third meeting was led by Kate Gerson, who is a senior fellow with NYSED, in relation to the Common Core Learning Standards, Tri-State Rubric and Observation Tracker. The executive team of Rochester City School District joined BPS in this PLO. 	<p>A monthly calendar of year-long Principal meetings was distributed in Sept 2012. Additionally, a survey is being developed to provide Priority School Principals the opportunity to provide direct input on the evidence of success for this action step.</p> <p>A survey provides Priority School Principals the opportunity to provide direct input on critical aspects of the action plan. It is anticipated that the survey will be sent out at the end of the first semester.</p> <p>In addition, evidence will be also gathered and directly documented through the completed principals are asked to complete on the Professional Growth System at the end of each monthly meeting and PD session.</p> <p>Please provide a summary of the evaluations completed via the PGS system on the formal PDs conducted for Priority School Principals.</p>

<p>c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority Schools.</p>	<p>Dec. 1, 2012</p> <p style="text-align: center;">Appendix O</p>	<p>F. Wilson</p>	<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> <ol style="list-style-type: none"> a. Review of policy on student enrollment in schools with criterion-based admissions – Dec. 1, 2012 b. Review and analysis of criterion-based admission policies on student enrollment in Priority Schools – Dec. 1, 2012 c. Provision of written enrollment and transfer procedures to Priority Schools – January 31, 2013 d. Board of Education’s review of criterion-based admission policies – June 2013 	<ul style="list-style-type: none"> • The fourth meeting focused on strategies for developing Student Learning Objectives (SLO) and a hands-on follow-up training with the Data Dashboard. <p>Community Superintendents have developed a yearlong calendar of monthly Principal Meetings and opportunities for schools to break out by level. Additionally, principals are invited to attend voluntary meetings that are designed to provide deeper support.</p> <p>This analysis has been completed. Community Superintendents observed and facilitated the criterion-based screening/admissions process to ensure equal access, and we examined the policy on criterion-based school admission to determine the impact on enrollment trends in Priority Schools. The results show a disproportionate enrollment of underperforming students in 6 or more secondary Priority Schools.</p> <p>The superintendent and Board have commissioned two committees to address the current policies. The committees have met in October and November 2012:</p> <ul style="list-style-type: none"> • Access to CTE Programs Committee - which focuses on a comprehensive review of CTE options at all schools and access of programs at Priority Schools. • High School Principals’ Committee – which focuses on college and career readiness, CTE programs, placement policies, student supports, parent involvement, and increasing the graduation rate. <p>Several of the Task Force’s recommendations are already being implemented, including School Support Teams, PD, after-school tutoring at all Priority Schools, and a Credit Recovery Program will begin in February 2013, targeting students who lack 1-4 credits to be on track to graduate in June 2013. We are also investigating the possibility of issuing an RFP to contract with a “Child Find” service to locate members of our 2009 cohort who are not enrolled in our schools.</p> <p>In addition, we plan to offer a robust summer learning program and explore the possibility of establishing an</p>	<p>While informative, Appendix O is a power point presentation of graduation rate and regent exams data showing the disparity between criterion-based and non-criterion-based schools. It is unclear what the outcome and impact of the observed and facilitated screening/admissions process conducted by the Community Superintendents has had to ‘ensure equal access’ for Priority Schools.</p> <p>The work of the CTE Programs Committee is meeting monthly and has shared agendas, meeting minutes, surveys to schools and activities as a result. A presentation to a Board Committee (TBD) is being scheduled for February 2013.</p> <p>It is unclear, at this point, what the progress and outcomes are of the High School Principals’ Committee, especially as it relates to Priority Schools. It will be helpful to get a summary of progress. (E.g., Credit Recovery program).</p>
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BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

					Academic Recovery Center for over-age, under-credited students in 2013-14. Priority School students will be given preference for participation in all of the opportunities mentioned above.	
3 rticulation/ Coord	a. Define, in writing, the autonomy and decision making authority of Priority School principals.	Nov. 1, 2012	P. Brown	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. (NOTE: Currently school-based budgets do not exist. The ability to impact and change current instruction and support structures is limited for SY2012-13.) <ul style="list-style-type: none"> a. Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard) – Oct. 31, 2012 b. Clear oral and written articulation of policies, guidelines, and performance standards for the role of principal – November 1, 2012 and ongoing c. Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing d. Provision of professional development on the budget process – Feb. 28, 2013 e. Establishment and implementation of a system of earned autonomy for professional development decision-making – March 15, 2013 and ongoing f. Meeting multiple SCEP targets – June 30, 2013 	All principals have been provided with numerous written sources of information on standards of practice, decision-making authority and available resources, including but not limited to a regularly updated online Leadership and Operations Handbook, Curriculum and Instructional Framework, core instructional materials, weekly Race to the Top and Community Superintendents Newsletters, and Professional Development Plan and opportunities. This past summer, all principals received written procedures for utilizing their budgets and selecting candidates to fill their personnel vacancies. In early October 2012, they received additional written information on the process to select personnel for their vacant positions. Priority School principals have been provided with school-based budgets for parent engagement, and a variety of PLOs in prioritized areas (for themselves and their staff members). Within the parameters set by federal and state law and regulations, Board of Education policies and District directives, they have considerable autonomy to analyze their school data, develop their SCEPs and monitor progress toward targets, and to utilize their current personnel and other resources to improve instruction in their schools.	It is unclear how the written sources listed here have defined and clarified the autonomy and decision-making authority of Priority School Principals It is unclear what written articulation of policies, guidelines, and defined earned accountability have been developed and shared/distributed with Principals. A survey will be developed to provide Priority School Principals the opportunity to provide direct input on critical aspects of the action plan. It is anticipated that the survey will be sent out at the end of the first semester. Appendix M was not found. Please provide at your earliest convenience.
	b. Provide, in writing, clear and timely communication and information regarding district polices, practices, and procedures to be followed.	Nov. 1, 2012 and on-going	P. Brown	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. <ul style="list-style-type: none"> a. Clarification of communication channels and Early Response System – November 1, 2012 b. Establishing the practice of providing policies, practices and timely directives in writing – November 1, 2012 	See the update for item 3 (above). On October 24, 2012, the Superintendent informed the Priority School principals (orally and in writing) of a new District Early Response policy to provide a response to their e-mail and/or calls within 24 hours. She also shared the protocol that they would need to follow to receive this kind of rapid response. Community Superintendents send a weekly bulletin that provides timelines and details regarding pertinent information principals must know. Priority Schools receive 24-hour responses to inquiries and requests.	Priority School Principals are appreciative of the efforts to respond to requests within 24 hours.

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>4 Leadership</p>	<p>a. Establish a coherent Central Leadership that is proactive and responsive to Priority Schools.</p>	<p>Oct 15 – July 1</p>	<p>P. Brown</p>	<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, 2012 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, 2012 Development and articulation of Instructional Rounds process for Priority Schools – Oct. 15, 2012 Establishment and implementation of “Early Response System” for Priority Schools – Oct. 24, 2012 and ongoing Implementation of the Instructional Rounds process – November 2012 and ongoing Development of individualized School Support Plans for Priority Schools – Nov. 2012-Jan. 2013 Weekly review of evidence and trends from Instructional Rounds, followed by action steps – Nov. 2012 and ongoing Meeting multiple DCIP targets – June 30, 2012 	<p>In July 2012, the Superintendent held a series of planning sessions with her cabinet and department heads to articulate the vision, goals, plans, and standards of practice for central office leadership.</p> <p>On August 28-29, 2012, the Superintendent presented to all District administrators the vision, core beliefs, theory of action, and strategies that would be utilized to improve the District’s performance. Extensive PD and planning sessions were provided for this group during this two-day Leadership Conference.</p> <p>In early September 2012, the Office of School Performance was re-structured to provide more individualized school-based support through three (3) Community Superintendents (CSs) and Academic Support Teams (representing the Offices of School Performance, Teaching and Learning, Shared Accountability, School Turnaround and Innovation, Information Technology, Multilingual Programs, and Educational Services).</p> <p>Cross & Joftus consulting firm will facilitate the completion of a central office-restructuring plan from January to June 2013.</p> <p>The Community Superintendents and their Academic Support Teams conduct Instructional Rounds in their schools to determine each school’s needs and target their support. On the day of each school visit, a School Support Plan is developed in collaboration with the school leadership team, with clear deliverables, individuals responsible and deadlines, based on the individual school’s needs. They prioritized the use of their time to provide early visits and support to Priority Schools.</p> <p>As of the end of December 2012, year-to-date student attendance in Priority Schools had improved from 88.80% to 90.75%, with Burgard High School demonstrating the highest gains district-wide (i.e. 80.20% to 88.55%).</p> <p>As of the end of December 2012, the District showed a 21.8% decrease in short-term suspensions compared to</p>	<p>It is not yet clear that the benchmark and actions listed provide differentiated accountability, support and service for Priority Schools.</p> <p>In order to gather a more complete picture of this work, a survey will be provided to Priority School Principals. It is anticipated that the survey will be sent out at the end of the first semester.</p> <p>While in its early stages, it is not yet clear of the Impact of Instructional Rounds for Priority Schools.</p> <p>Recently (January 14), I was given access to the Google docs that will allow me view the individualized support plans for the 28 Priority Schools, however, not in time for the submission of this report. Two were submitted as appendices and reviewed for this update.</p> <p>Currently, information is not available on Central office reorganization. To that end, the work of district at the central office remains relatively unchanged in its systems, service and support to Priority Schools.</p> <p>It will be important to monitor the new attendance taking system implemented in September (Infinite Campus). The positive attendance reporting requires teachers to mark a student absent, otherwise they are counted present. Fidelity checks should be considered.</p> <p>It is critical that the District addresses the disproportionately high numbers of African American (predominately male)</p>
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Appendices, D, H, R, S, and T

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>b. Implement a system to monitor, on a monthly basis, the service and support provided by the Office of School Performance to Priority Schools.</p>	<p>October 19, 2012</p>	<p>P. Brown</p>	<p>Priority Schools will report and show evidence of impact of support provided by the Community Superintendents 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> <ol style="list-style-type: none"> Superintendent’s weekly review meetings with the Community Superintendents and CAO – Sept. 2012 and ongoing Training in use of Observation Tracker for Community Superintendents – Oct. 2012 Monthly monitoring of student outcomes – Oct. 2012 and ongoing Superintendent’s regular review of School Support Plans with updates – Nov. 2012 and ongoing Survey of Priority School Principals – March and June 2013 Review/Revision of Action Plans and monitoring systems for Office of School Performance leadership (Cross & Joftus) – March 2013 Improvement of student outcomes across multiple measures – June 30, 2013 	<p>the same time in 2011. (The DCIP target is a 10% reduction in short-term suspensions.)</p> <p>The Community Superintendents and CAO meet on a weekly basis to analyze the formative assessment, attendance, instructional rounds, and other relevant data to identify trends that inform their plans to better serve multiple schools.</p> <p>See the update for item 4a (above). On October 2, 2012, the Superintendent requested that Kate Gerson (NYSED) present the Observation Tracker to the Superintendent, CAO and Community Superintendents as a tool that could be used for this kind of monitoring. This presentation occurred in Buffalo on October 16, 2012.</p> <p>The Superintendent and her designee’s monitor the School Support Plans as well as the planning process conducted in weekly Academic Support Team meetings. In addition, the Superintendent visits schools and talks to principals and meets with Priority School principals on at least a monthly basis.</p>	<p>and special education students in short and long term suspensions. Please provide the suspension data from 2010-2011 in addition to what was submitted (Sept- Nov 2012).</p> <p>While are a number of activities listed, it is unclear of the impact on Priority Schools. There appears to be a lack of systemic coordination and communication across the 28 schools. Principals across different levels (elementary and secondary) report little to no change in support. The opportunity to codify this will be addressed in the survey to be completed at semester’s end.</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 support.</p>	<p>October 30 & on-going</p>	<p>F. Wilson M. Boorady C. Harrington D. Mauricio</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> <ol style="list-style-type: none"> District data review for Central Leadership – July 2012 District Data Review for Central Leadership, principals and assistant principals – Aug. 28, 2012 Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 Holding of Data Boot Camp for principals and Central Leadership – Dec. 18, 2012 Access to PD sessions for all administrators and 	<p>Since July 2012, training has been provided to the Central Leadership team on the effective use of relevant data to drive instructional and support decisions. On August 29, 2012, each Community Superintendent and Academic Support Team member was provided with an Ipad for easy access to data and tools to document School Support Plans.</p> <p>The launch of the Data Dashboard on October 19, 2012 has facilitated district-wide access to relevant data. Since the launch, a series of PD sessions have been provided to Central Leadership, school-based administrators, teachers, and others. The Teaching and Learning Staff participates in weekly</p>	<p>At present the impact of this work on Priority Schools is unclear.</p> <p>Appendix M was not found. Please submit at your earliest convenience.</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

	<p>d. Community Superintendents to write, in collaboration with Priority School principals, differentiated support plans that include evidence of successful implementation.</p>	<p>October 19, 2012</p> <p>Appendices D, S, T, U, V, X, Y, and Z</p>	<p>M. Boorady C. Harrington D. Mauricio W. Keresztes</p>	<p>staff – Oct. 2012 and ongoing</p> <p>f. Development and monitoring of data-informed School Support Plans – Nov. 2012 and ongoing</p> <p>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).</p> <p>a. Development of School Support Plan template and data-gathering process – Oct. 2012</p> <p>b. Provision of assistance to Priority School principals in analyzing data to develop SCEPs, which include supportive activities – Oct. 2012</p> <p>c. Implementation of Instructional Rounds to further assess individual schools’ needs – Nov. 2012 and ongoing</p> <p>d. Development of School Support Plans – Nov. 2012-Jan. 2013</p> <p>e. Weekly review of School Support Plan implementation – Nov. 2012 and ongoing</p> <p>f. Monthly review of student outcome measures/targets – Oct. 2012 and ongoing</p> <p>g. Survey of Priority School principals – Mar. and June 2013</p> <p>h. Performance improvement across multiple measures – June 30, 2012</p>	<p>PD sessions led by the Community Superintendents, which involve an intensive use of data and PD in cognitive coaching.</p> <p>Individualized support plans are developed for schools after Instructional Rounds and shared in Google Docs, providing qualitative data, transparency and accountability of support to Central Leadership and building principals.</p> <p>A process for assessing and supporting school effectiveness (Instructional Rounds and Academic Support Teams) was developed in July-August, 2012, and presented to all principals in September 2012. On the same date, the process for school-wide data analysis and planning (SCEP) was shared with all principals.</p> <p>Through follow-up meetings and other communication between the Community Superintendents and their schools, principals worked with their stakeholders to develop their SCEPs, which were submitted to the Community Superintendents for the first time on October 17, 2012.</p> <p>By early January 2013, the Community Superintendents and Academic Support Teams will have conducted Instructional Rounds in each Priority School, provided oral and written feedback, collaboratively developed School Support Plans and implemented action steps.</p> <p>Weekly Academic Support Team discussions of Instructional Rounds and other school visits and communication with principals’ result in targeted support being provided to all Priority Schools as needed.</p> <p>See attendance and suspension indicators above.</p>	<p>Recently (January 14), I was given access to the Google docs that will allow me view the individualized support plans for the 28 Priority Schools, however, not in a time for the submission of this report. Two were submitted as appendices and reviewed for this update.</p> <p>NOTE: Since I have recently gained access to the support plans and have not read them for this report, I am coding this item Red. Given the two reviewed support plans as mentioned above, it is unclear what targeted support and technical assistance is being provided to Priority Schools in regard to improving student outcomes across multiple measures and the evidence of success</p>
<p>5 Use of Data</p>	<p>a. Implement the currently developed but dormant data dashboard that includes Early Warning indices to be used by teachers and administrators.</p>	<p>October 19, 2012</p> <p>Appendices AA and BB Data Dashboard online</p>	<p>F. Wilson G. Morris</p>	<p>Priority Schools, administrators and teachers, will provide feedback on the dashboard for the purpose of ensuring consumer friendly format and needed data.</p> <p>a. Provision of a preview of the data dashboard for Priority School principals to receive their feedback and suggestions – Oct. 2012</p> <p>b. Provision of a preview of the data dashboard for educators to receive feedback and suggestions – Oct. 2012</p>	<p>Priority School administrators and some other educators previewed and provided feedback on the Data Dashboard in October 2012. Afterwards, the Data Dashboard was launched on October 19, 2012.</p>	<p>The District launch of the dashboard has occurred. It is critical that mid year and/or end of year feedback opportunities are provided to ensure the dashboard is meeting the needs of schools and in fact is being used by teachers and administrators.</p> <p>At present, no additional PD has been planned that is specially tailored for data dashboard and its use and impact on instructional planning at the school site.</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>b. Provide training for Priority School principals and site leadership teams on the data dashboard.</p>	<p>Nov. 16, 2012</p>	<p>F. Wilson G. Morris W. Keresztes</p>	<p>c. Launch of a more comprehensive Data Dashboard – Oct. 19, 2012</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 – Nov. 14, 2012 b. Holding of Data Boot Camp for principals and Central Leadership – Dec. 18, 2012 c. Provision of access to PD sessions for all administrators and staff – Oct. 2012 and ongoing d. Monthly review of student outcomes – Oct. 2012 and ongoing e. Improvement in student outcomes across multiple measures – June 30, 2012 <p>See attendance and suspension indicators above.</p>	<p>On November 14, 2012, all principals received PD on the Data Dashboard and had an opportunity to provide additional feedback. Data Dashboard PD sessions have been available to Priority School administrators and staff since October 2012.</p> <p>On December 18, 2012, all principals participated in a “Data Boot Camp” provided by a NYSED facilitator (Kris Jones).</p> <p>Community Superintendents and Academic Support Teams regularly access and reference the Data Dashboard during their school visits and discussions with school leadership teams.</p>	<p>While initial high level data dashboard PD was provided to all Principals in November, it is necessary to provide additional opportunities for PD and feedback to address the issues that were raised by level, at this initial principal PD on the dashboard.</p> <p>Other PD is provided/offered but not mandated.</p> <p>Appendix M was not found. Please submit at your earliest convenience.</p>
<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>Nov. 16 and on-going</p>	<p>F. Wilson</p>	<p>On-going data conversations with site staff, Community Superintendents 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 – Oct. 2012 and ongoing b. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 c. Holding of “Data Boot Camp” for principals and Central Leadership – Dec. 18, 2012 d. Organizational and operational alignment based on district-wide data – Nov. 2012 – June 2013 	<p>See the update for item 5b (above). While the Superintendent does not have the authority to alter governance structures, operational structures are being examined (informed by data, the findings from the financial strategic review that were presented on November 5, 2012, stakeholder input, and leaders’ observations), some adjustments have been made and others will be made on an ongoing basis, as needed.</p>	<p>There is not yet evidence of continuous training or follow up on the initial November training for Priority Schools on the data dashboard to drive instruction, planning, and delivery of services to students.</p> <p>It will be critical to integrate the new formative assessments in the data dashboard as well provide training on use for modifying and adjusting instruction.</p>
<p>d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark</p>	<p>October 15, 2012 January 31, 2013</p>	<p>F. Wilson S. Gilani</p>	<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 	<p>A recently assigned project manager is developing a written plan that outlines the procedures, logistics, and expectations of the new benchmark assessments. The proposed plan will be presented to the Superintendent on November 29, 2012.</p> <p>Based on progress monitoring, the assessment calendar</p>	<p>There remains confusion and concern across schools regarding the logistics and use of data of the new formative assessments. However, this is a new district-wide assessment procedure being administered electronically (as well as paper and pencil in some grade levels). It is anticipated that a feedback session will be</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

	assessments.			<p>benchmark assessments – Oct. 2012</p> <p>b. Development of an assessment calendar, including formative assessments – Nov-Dec. 2012</p> <p>c. Distribution of written procedures and logistics for new formative assessments – Jan. 15, 2013</p> <p>d. Development and administration of the new formative assessments – Jan. 2013</p> <p>e. Use of formative assessment results and other relevant data to inform PD, support and coaching – Feb. 2013</p> <p>f. Achievement of DCIP objectives on summative assessments (i.e. ELA, Math and Science) – June 30, 2013</p>	<p>has been revised. The formative assessments will be administered beginning in January 2013.</p> <p>A three-page memo was provided to all principals, assistant principals and assessment coordinators on January 4, 2013, including the dates of assessment windows, purpose of common formative assessment, and procedures for testing as well as for preparation for intake and the intake process. PD sessions were provided to all principals, assistant principals and assessment coordinators on the formative assessment administration procedures. The formative assessments are being administered in late January (online for grades 3-8 and by paper and pencil for grades K-2), with an Integrated Technology Coach assigned to provide support in each building. We will begin to review results during the week of January 28, 2013. (See interim targets a, b, c and d for this deliverable.)</p>	<p>held to gather input on the administration of the new assessment. And, training will be provided to schools in the use of these data to improve student achievement.</p>
6 Curriculum	<p>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.</p> <p>b. Create a written plan for professional development and technical assistance to ensure a robust transition to CCSS.</p>	<p>Dec. 1, 2012</p> <p>October 1, 2012</p>	<p>F. Wilson A. Botticelli</p> <p>F. Wilson F. Lamparelli</p>	<p>All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards.</p> <p>a. Implementation of School Opening Readiness process, including principal reporting on textbooks via Survey Monkey – Aug.-Sept. 2012</p> <p>b. Provision of CCLS-aligned instructional units to teachers in specified content areas – Sept. 2012 and ongoing</p> <p>c. Review of school budget allocations for textbooks and materials – Sept. 2012</p> <p>d. Provision of additional materials to support the learning of the CCLS – Feb. 2013 and ongoing</p> <p>Classroom observations will consistently show implementation of CCSS and the shifts in pedagogy. Student outcomes will improve.</p> <p>a. Completion of a written PD plan to facilitate the transition to CCLS – Oct. 1, 2012</p> <p>b. Articulation of a written plan for technical assistance through Instructional Rounds and School Support Plans – Oct. 1, 2012</p> <p>c. Increase in consistency of the use of the CCLS in classrooms, as evidenced by observations – March 2013</p>	<p>The curriculum audit has been conducted. In September 2012, most Priority School principals verified 100% availability of required textbooks. Three (3) principals verified 95-99% textbook availability and two (2) verified 90-94% availability. Teaching and Learning supervisors followed up to access more materials where appropriate. In addition, the Teaching and Learning Department provides CCLS-aligned units.</p> <p>The District is conducting a review of new English Language Arts series to potentially adopt or adapt for the upcoming school years, based on the CCLS. Opportunities to enhance student access to curriculum materials and equipment are being explored.</p> <p>The CCLS-based PD plan was completed in August 2012. An Instructional Rounds process, professional development, school visits, and other strategies are being utilized to monitor and provide technical assistance for the implementation of the CCLS with fidelity.</p> <p>Walk throughs are being conducted and observation of instruction are being shared with Principals.</p>	<p>Please provide the audit findings that was conducted that encompasses not only textbooks but also accessibility of materials for students. How have these results being used to ensure that Priority Schools have resources needed to accelerate student achievement, including English learners, students with disabilities, and those at-risk for failure.</p> <p>Appendix DD not found. Please submit at your earliest convenience.</p> <p>The submitted PD plan lists the offerings of training for CCSS. There is a calendar with names of meetings and meetings in Albany. It is unclear how this calendar communicates the work beyond done within Priority Schools.</p> <p>The Ambassador training and plan for implementation has not yet been developed. It is not clear as to how, when and with what follow up this work will be implemented District-wide. It is unclear what the comprehensive plan for PD that encompasses CCSS, instructional rounds</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

				d. Improvement of student outcomes (DCIP) – June 30, 2013		and follow up in order to build capacity in schools.
7 Instruction	a. Review and analyze the impact of the current promotion policy and practices on student achievement.	Dec. 14, 2012 Jan. 31, 2013	F. Wilson	<p>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.</p> <ol style="list-style-type: none"> Provision of a multi-tiered system of supports, instruction and intervention – Dec. 14, 2012 Review and analysis of promotion policy and practices – Jan. 31, 2013 Recommendation of policy changes regarding promotion and retention, if appropriate – March 2013 Policy-based decision making for retention and repeating of course work – June-Sept. 2013 	A deadline of January 31, 2013 is requested.	<p>The NOVA Net data shared in Appendix EE show s there are at least four high schools that report no student enrollment in the online courses. Several schools have single digit enrollment.</p> <p>In a multi-tiered system of support, a variety of interventions and opportunities are to be available. The NOVA NET resources, per these data, show it is not being used equitably around the district.</p> <p>Burgard has greatest number of students enrolled and offers NOVA NET during the school day. Other schools offer this online course resource after or before schools. This presents an access and equity issue for students. It is highly recommended that the District work to explore the providing this credit recoupment opportunity during the school day.</p> <p>It is critical to analyze the enrollment and completion rate of courses as well as success on the NYS regents. Of concern is the lack of centralized oversight and data collection of data on interventions that are offered district wide.</p> <p>There are published RtI pathways that outline processes and procedures and use of instructional programs/materials for students in need of Tier 2 and 3 interventions. However, there is no central oversight or actual data to monitor the impact or fidelity of implementation and impact on student outcomes.</p>
	b. Explore Adult Education and CTE as alternative paths for 5 th year seniors.	Nov. 1, 2012	W. Keresztes	<p>The number of 5th year seniors as well as other credit deficient high school students will decrease. The enrollment in CTE programs will increase.</p> <ol style="list-style-type: none"> Review of criteria and application processes for the District’s CTE programs – Nov. 15, 2012 Review of Adult Education/GED programs to determine expansion needs and viability as alternative paths for 5th year seniors – Feb. 15, 2013 Increase of access to CTE programs based on student demand – Aug. 2013 Decrease in percentage of credit-deficient 	<p>A process is in place to advise 5th year seniors on the availability of Adult Education and CTE programs. High school administrators and counselors review students’ transcripts and guide them in the selection of courses and pathways.</p> <p>By January 30, 2013, Adult Education Director Lester Leopold will review GED completion rates for students assigned to High School Equivalency programs at Career Collegiate Institute and South Buffalo Education Center. The district will explore establishing additional class offerings for secondary non-completers (5th Year</p>	<p>It would be helpful to learn about this process and how it is communicated to parents/guardians to these students.</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>c. Review the current criteria & application processes for all CTE programs across the district.</p>	<p>Nov. 15, 2012</p>	<p>F. Wilson</p>	<p>members of 2013-14 senior class – Sept. 2013</p> <p>The number of students enrolled in CTE programs will increase. The graduation rate from CTE programs will increase.</p> <ol style="list-style-type: none"> Review of current criteria and application processes for all District CTE programs – Nov. 15, 2012 Development of sample District “Road Shows” to familiarize middle school students with CTE program options – Dec. 21, 2012 Increase in the percentage of CTE applicants who are admitted to programs – Aug. 2013 Increase in CTE graduation rate – Sept. 2013 	<p>Seniors).</p> <p>This was completed by November 2, 2012. In September 2012, the Board of Education established a committee to examine and provide recommendations for the CTE programs throughout the District. This committee meets regularly. Four meetings have been held that have resulted in the following:</p> <ul style="list-style-type: none"> Sample CTE “Road Shows” have been developed to introduce the CTE programs to middle school students. Burgard, the pilot school, has 40 interested students touring their school for possible enrollment in 2013-14. Four criteria are being considered: <ol style="list-style-type: none"> Aptitude Assessment for 7 & 8 grade students to determine CTE interests Career Fairs and CTE School “Road Shows” Home & Career and Tech teachers will promote HS CTE programs Holistic Review of student GPA, attendance and teacher recommendations by CTE Acceptance Committees 	<p>The committee is meeting regularly and working toward recommendations to be presented to a Board Committee in February.</p>
<p>d. Explore opportunities to provide more GED options within the district.</p>	<p>January 14, 2013</p>	<p>W. Keresztes</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> <ol style="list-style-type: none"> Determination as to opportunities to provide more GED options within the District – Jan. 14, 2013 	<p>While the District offers a GED program as a last resort alternative to dropping out of school, the District’s primary goal is to increase the percentage of students who graduate from high school with a standard diploma, college and career ready. To that end, we are providing academic intervention programs during and after school hours and examining opportunities to increase accessibility to CTE programs.</p> <p>The district’s goal is not to increase enrollment in GED programs but to provide interventions that increase the college and career preparation rate. The appendices are examples of such interventions.</p> <p>All Priority Schools have after-school academic programs.</p>	<p>Again, the lack of available data on student outcomes and fidelity of implementation for before and after school academic intervention programs is of great concern. It not only impacts promotion and retention but also graduation success. A central system to monitor student outcomes in these programs is warranted.</p>
<p>e. Analyze the current</p>	<p>March 15,</p>	<p>W. Keresztes</p>	<p>The number of students accelerating and recouping credit</p>	<p>The District is on track for accomplishing this. The</p>	<p>See comments from above regarding NOVA NET</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>use and impact of NOVA net in Priority Schools for students in need of credit recoupment and acceleration.</p>	<p>2013</p> <p>Appendices O, Z and EE</p> <p>See copy of audit report</p>		<p>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.</p> <ol style="list-style-type: none"> Assessment of the need for credit recoupment and acceleration – Jan. 31, 2012 Analysis of use and impact of Nova Net – Mar. 15, 2013 Increase of access to accelerated coursework – Aug. 31, 2013 Increase in number of students recouping credit toward graduation requirements – Aug. 31, 2013 	<p>findings from a recent external audit indicate that the District’s Credit Recovery/Nova Net program is meeting most operational criteria. Nova Net is currently available in every high school, at least during out of school hours. In some high schools, the program is also available during the school day.</p> <p>Supervisor Carmen Milioto has calculated Nova Net usage rates at Priority Schools. She will collaborate with principals to establish benchmarks for increased usage and course completion rates.</p> <p>See Appendix ZZ for the 2009 Cohort Report on students on track and at risk for 2013 graduation. All Priority Schools have after-school academic programs. On Feb. 19, 2013, an after-school Credit Recovery Program will open at McKinley High School.</p>	<p>implementation and concerns of equity and access across schools. There is a concern about the usage as well as lack of data on completion rates and regent exam success. The reference to the audit speaks to operational criteria. What is the outcome of the audit as it relates to student achievement and credit recovery?</p>
<p>f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.</p>	<p>Nov. 1, 2012</p> <p>Appendices O, II, JJ, and KK</p>	<p>W. Keresztes</p>	<p>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.</p> <ol style="list-style-type: none"> Evaluation of the impact of current special education co-teaching model – Nov. 1, 2012 Comparison of reported numbers of students enrolled in the continuum of programs and services – Jan. 31, 2013 Dissemination of written directions on the LRE, role of CSE and student-centered decision making – Feb. 2013 	<p>The impact analysis was completed by the end of October 2012. The District is providing professional development in co-teaching strategies, as a result of data gathered during Instructional Rounds and the Superintendent and Community Superintendents’ school visits. A more extensive review will be completed by January 2013, with recommendations for program structure provided to the Superintendent.</p>	<p>Please provide a copy of the impact analysis completed at the end of October.</p>
<p>g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students.</p>	<p>Dec. 1, 2012</p> <p>Feb. 15, 2013</p> <p>Appendices</p>	<p>W. Keresztes</p>	<p>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> <ol style="list-style-type: none"> Establishment of a task force to evaluate the current Alternative Education model – Oct. 2012 Task force’s provision of recommendations to the 	<p>In October 2012, a task force was established to evaluate and make recommendations to the Superintendent on the Alternative Education model and facility needs. The recommendations will be formally provided to the Superintendent in January 2013. Adopted recommendations will be implemented by February 2013.</p>	<p>It would be helpful to have an update of the work of this committee. While meetings are underway, I am not aware of targets or outcomes of this important work. Meeting minutes would be helpful.</p> <p>The submitted Appendices, while informative, to do not provide support for this action step.</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.</p>	<p>Nov. 1, 2012 Jan. 15, 2013</p>	<p>W. Keresztes</p>	<p>Superintendent – Jan. 31, 2013</p> <p>c. Implementation of adopted recommendations to ensure consistency of instructional services to alternative education students – Feb. 2013</p> <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"> Evaluation of the role, function and membership of and support provided by SSTs – Jan. 15, 2013 Guidance, training and technical assistance for SSTs – March 1, 2013 Improvement of student outcomes (e.g. increased percentage of accurate referrals to special education) – June 30, 2013 	<p>By Jan. 15, 2013, Director Diane Cozzo and Supervisor Carmen Milioto will collaborate with principals to evaluate the current SST framework in Priority Schools. By January 30, 2013, the Special Education administrative team will collaborate with NYSED technical assistance partners to review and update the district CSE Manual. Updates shall be reviewed in collaboration with the Special Education Instructional Support Specialist (SEIS) members and district CSE Chairs prior to implementation.</p>	
<p>i. Review the role and function of Committee on Special Education (CSE) and SST.</p>	<p>Nov. 1, 2012 Feb. 1, 2013</p>	<p>W. Keresztes</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> <ol style="list-style-type: none"> Review of role and function of the CSE and SST – Jan. 30, 2013 Positive feedback from SST focus group on the role of the SSTs in Priority Schools – April 2013 	<p>In August 2012, at the Superintendent’s request, a strategic review and recommended plan for Multi-lingual Education were completed by Dr. Alsace. A preliminary review of programs and services for students with disabilities was completed in October 2012. Based on the findings of both reviews, model co-teaching teams have been identified or developed in each school and coaches are being provided with professional development to scale up more effective practices within each building. A more extensive review will be conducted by January 2013, with recommendations provided to the Superintendent.</p>	<p>It is of concern that we are at the mid point of the school year and the work around these critical structures have not been addressed. While updating a manual appears to be a reasonable activity, it does not directly address the current practices and needed supports and clarifications of SST and CSE. There is a disconnect of communication from central to chair persons of these committees and what is reportedly occurring at School sites.</p> <p>Appendix NN appears does not provide information related specifically to this action step.</p>
<p>j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities and English learners to understand the lack of achievement.</p>	<p>Nov. 1, 2012</p>	<p>W. Keresztes F. Wilson</p>	<p>Improved and accelerated outcomes for students with disabilities and English learners 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) and English Language Learners (ELLs) – Nov. 1, 2012 New recommendations for improvement of programs and services for SWDs and ELLs – 	<p>A newly formed Multi-lingual Principals’ Committee will assess and plan for improvement in instruction and support of English Language Learners. The committee meets monthly and is creating an action plan to be incorporated into the Superintendent’s strategic plan.</p> <p>The review and analysis have been accomplished. (See reports from Dr. Keresztes.) The district will review with principals and building-level CSEs the policies and procedures of the school district related to pre-referral strategies and Least Restrictive Environment (LRE)</p>	<p>A copy of the strategic review and recommended plan for Multi-lingual Education completed by Dr. Alsace (Aug 2012) was recently made available to me for review. (1/26/13). It would be helpful to get a progress update on the work cited in the plan.</p> <p>A copy of the evaluation and analysis of the achievement and reasons for the underperformance of students with disabilities (SWDs) and English Language Learners (ELLs) – Nov. 1, 2012 was recently made available to me for review. It would be helpful to get a progress</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>k. Review and analyze the percentage of students receiving special education services, special education referrals and exit rates in Priority schools.</p> <p>l. All school and central administrators will be certified in the APPR evaluation process.</p>	<p>lingual Program 2012-13 Strategic Plan</p> <p>Nov 30, 2012 Dec. 31, 2012</p> <p>Appendices OO and TT</p> <p>Oct.15 & Dec. 2012, respectively</p>	<p>W. Keresztes</p> <p>D. Sykes</p>	<p>Feb. 2013</p> <p>c. Improvement of multiple outcomes among SWDs, as per DCIP targets – June 30, 2013</p> <p>d. Improvement of multiple outcomes among ELLs, as per DCIP targets – June 30, 2013</p> <p>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.</p> <p>a. Review and analysis of special education enrollment, referrals and exit rates in Priority Schools – Dec. 20, 2012</p> <p>b. Provision of PD to principals regarding pre-referral strategies and LRE – Feb. 2013</p> <p>c. Provision of PD on differentiation – March 2013</p> <p>d. Increase in monitoring of student progress to determine appropriate times for less restrictive environment or exiting from services – March 2013 and ongoing</p> <p>e. Improvement on accuracy of referrals to special education – June 30, 2013 and ongoing</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</p>	<p>goals contained in the District CSE Manual.</p> <p>See appendices PP and YY and A2. In the January initiation of the Strategic Planning process, the Student Achievement Task Force has a sub-committee that focuses on Multilingual/Multicultural Programs. The Task Force had held two meetings as of Jan. 24, 2013.</p> <p>The majority principals have completed the OATS course with the exception a few recently hired. Due to new SED training requirements for the <i>Diagnostic Tool for School and District Effectiveness</i>, seven (7) central office administrators will not complete their training by December 2012. Alternate training will be scheduled for this group and new building administrators hired for</p>	<p>update on the work cited in the plan.</p> <p>Both of the above documents will be thoroughly reviewed in the context of the support and service for the Priority Schools and instruction/services/supports for English learners and students with disabilities.</p> <p>Please provide an update of the work and progress of the Multi-lingual Principals’ Committee, including the status of the action plan to be incorporated into the Superintendent’s strategic plan. Meeting minutes, targets, and outcomes would be helpful.</p> <p>Please provide a copy of the review and analysis completed – as referenced being accomplished.</p> <p>While the Appendices are informative and include data, they lack a clear plan of what the plan for next steps are to address these data.</p> <p>Please advise on the next steps as a result of the review with principals and building-level CSEs on the policies and procedures of the school district related to pre-referral strategies and Least Restrictive Environment (LRE) goals contained in the District CSE Manual. Please clarify what is being done to support Priority Schools in this action step.</p> <p>Please advise on the June 2013 date to address the improvement on the accuracy of referrals to special education (e.g. what is the current work underway to improve referrals during the current school year).</p> <p>Please clarify what is being done to support Priority Schools in this action step.</p> <p>The APPR Plan has been approved. It is unclear at this time the status of the completion of the nine criteria for lead evaluator certification.</p> <p>An update on both administrator and teacher completed PD for the APPR process is requested.</p>
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BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

		Appendix C		<p>administrators – Dec. 2012</p> <ul style="list-style-type: none"> c. Negotiation of an agreement with the BCSA on the APPR Plan – December 2012 d. Continuation of efforts to negotiate an agreement with the BTF on the APPR Plan – July 2012 – Jan. 17, 2013 e. Identification of opportunity for APPR evaluation training for remaining central office and school-based administrators – March 31, 2013 <p>Consistent implementation of the APPR process will 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> <ul style="list-style-type: none"> a. Establishment of plan for training and technical assistance – Spring 2013 b. Conducting quality checks on inter-rater reliability of observations – Spring 2013 	<p>2012-13.</p> <p>The APPR Plan was negotiated with the BCSA and BTF, and was approved by the SED on January 17, 2013.</p> <p>A plan is currently being written in conjunction with consultants from Research for Better Teaching for spring 2013 and beyond.</p>	T	<p>The District is engaged in planning for the implementation of the APPR.</p>
8 Assessment	m. Establish a written calendar for turnkey training & on-going training and technical assistance on evaluation rubric (e.g., inter-rater reliability, calibration).	Nov. 1, 2012 Spring 2013 and ongoing	D. Sykes F. Wilson				
	a. Develop in writing, the vision, expectation, logistics and accountability for the new Benchmark assessments.	Nov. 1, 2012	F. Wilson G. Morris	<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> <ul style="list-style-type: none"> a. Oral articulation of vision and expectations for use of formative assessments – July – Oct. 2012 b. Provision of written vision, expectation, logistics, and accountability – Oct. 2012 c. Distribution of revised procedures and logistics – Jan. 2013 d. Administration of formative assessments – Jan. 2013 e. Use of data from formative assessments to determine student progress during CPT, as evidenced by observations and reports – Feb. 2013 	<p>The Superintendent articulated the vision and expectations for the use of district-wide formative assessments with all central office Teaching and Learning, IT and Office of Shared Accountability administrators in July 2012. The Superintendent articulated the same with principals, assistant principals and central office administrators on August 28, 2012. The written vision, expectation, logistics, and accountability were provided in writing on October 12, 2012.</p>	<p>There remains confusion and concern across schools regarding the logistics of the new formative assessments. However, this is a new district-wide assessment procedure being administered electronically (as well as paper and pencil in some grade levels). It is anticipated that a feedback session will be held to gather input on the administration of the new assessment.</p> <p>It is not yet clear how the data will be used to help Priority Schools target decision-making around instruction, scheduling, and intervention as needed.</p>	
	b. Provide professional development for Priority School principals as to how benchmark data are to be used to	Nov. 30, 2012	F. Wilson	<p>Overall benchmark and state assessment results will increase.</p> <ul style="list-style-type: none"> a. Provision of Data Dashboard PD to all principals and central office administrators – Oct. 2012 b. Provision of PLOs for all administrators and instructional staff – Oct. and Nov. 2012 c. Provision of PD on the Data Dashboard for all 	<p>Data Dashboard PLOs have been made available to all administrators and instructional staff in October and November 2012. On November 14, all principals and selected Central Leadership team members received training on the use of the Data Dashboard.</p> <p>Kris Cole provided a “Data Boot Camp” for all principals</p>	<p>Please advise on what additional training is being provided to Priority School Principals that is responsive to their current and individualized needs. The November 14th PD given was at a high level and resulted in additional questions and needs.</p> <p>Please advise as to how the impact and use of these PD</p>	

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

	accelerate student outcomes.	Appendices C, I, K, L, and M		principals and selected Central Leadership – Nov. 14, 2012 d. Provision of “Data Boot Camp” for all principals and selected Central Leadership – Dec. 18, 2012 e. Increase in state test results (DCIP) – June 30, 2013	on December 18, 2012. Community Superintendents and Academic Support Teams have completed School Support Plans and completed related action steps for all Priority Schools. (See Google Docs.) They continue to provide support to Priority Schools in high-leverage, targeted areas, including Data-Driven Instruction. The framework for this differentiated support was provided during the week of January 20, 2013. Evaluations of all formal PD efforts are being completed via the Professional Growth System (PGS).	efforts are being evaluated. How is the learning and understanding of data based decision-making being supported and followed up for Priority Schools? Please provide a summary of the evaluations completed via the PGS system on the formal PDs conducted for Priority School Principals.
9 operation & management	a. Directives that impact day- to-day functioning to schools will be memorialized in writing with copies to Superintendent and other appropriate designees for Priority Schools. b. All school staffing to be completed by HR with input from principals.	Effective Immediately Appendices Q and UU Oct 15, 2012 Appendix P	All Cabinet Members D. Brown	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. a. Distribution of Community Superintendents’ Weekly Newsletter – Oct. 2012 and ongoing b. Distribution of Weekly Race to the Top Newsletter – Oct. 2012 and ongoing c. Distribution of the above and other directives, policies and practices in writing – Oct. 2012 and ongoing The Office of Human Resources will ensure that vacancies in Priority Schools are filled expeditiously regardless of the time of year. a. Authorization of principals to select from among pre-screened candidates to fill true vacancies in their schools – Aug. 2012 b. Expeditious filling of vacancies, given ample talent pool and funding – Aug. 2012 and ongoing c. HR assumption of responsibility for all staffing functions, with input from principals as appropriate – Oct. 15, 2012 d. Restructuring of HR Department to facilitate expeditious staffing – June 2013	This has been accomplished and is ongoing. The Superintendent’s designees are memorializing directives clearly in writing and maintaining copies. Beginning in August 2012, all principals were authorized to select personnel for all school vacancies, following a central office pre-screening for appropriate certification and content area knowledge. As of October 15, 2012, the Human Resources Department assumed responsibility for all staffing functions, with input from principals. The HR Department is being restructured to facilitate this. The current process for placement decisions was reviewed in October 2012. In the same month, the district distributed its current data on special education enrollments and closed off enrollments at Priority Schools that approach higher rates than the prior school year.	In addition to the weekly newsletter and RTTT newsletter, it would be helpful to receive real-time copies of memos and correspondence of additional directives, policies, and practices that impact Priority Schools. This will provide better understanding and address the communication gap that exists around activities supporting this action step. When complete, please provide the reorganization/restructuring of HR that further supports the accomplishment of this action step, particularly as it relates to Priority Schools.

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

<p>c. Review and analyze student placement decisions for general and special education and English learners.</p>	<p>Nov. 1, 2012</p> <p>Appendices O, FF and NN</p>	<p>W. Keresztes F. Wilson</p>	<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 – Oct. 2012 Provision of guidance to Central Registration Center (CRC) leadership to facilitate NCLB School Choice placements – Sept. – Dec. 2012 Review of quarterly student placement reports – Nov. 1, 2012 and ongoing Provision of guidance to CRC leadership to better inform parents of options for student placement during registration – Dec. 2012 	<p>Discussions are ongoing with the Director of Central Registration to problem-solve current issues of Public School Choice, accuracy of student placement information due to the new information systems, Registration Gateway and Infinite Campus, and placement of students at Priority Schools. Central Registration and IT will provide quarterly reports on student placement at Priority Schools to inform future planning.</p>	<p>Please provide the electronic quarterly reports referenced here (c).</p> <p>It is not yet clear what the plans are to impact and change this significant impact of placements at Priority Schools.</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>	<p>Jan. 2013</p> <p>Appendices VV and WW</p>	<p>W. Keresztes</p>	<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"> Exploration of services – Nov. 2012 Expansion of services: Ready Freddy and Get Schooled attendance programs – Sept. 2012 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) – Dec. 2012 Expansion of services: Placement of a Parent Facilitator in each school – Dec. 2012 Launch of phase 1 of the District Student Monitoring System, with teacher and student surveys sent – Dec. 18, 2012 	<p>By November 30, 2012, and in collaboration with Say Yes to Education Buffalo, the district shall assign Site Facilitators responsible for supporting implementation of the district Student Monitoring System and development of school and community-based social-emotional student supports to 27 schools. Other student support efforts continue to be under way in each school as well (e.g. counselors, social workers, Parent Facilitators, psychologists, etc.)</p> <p>Site Facilitators have been hired and assigned to all Cohort 1 Say Yes to Education schools (a total of 13) and all Closing the Gap schools (a total of 14 schools). An additional school has been identified for CTG service.</p> <p>A Parent Facilitator has been placed in every school.</p> <p>As of the end of December 2012, year-to-date student attendance in Priority Schools had improved from 88.80% to 90.75%, with Burgard High School demonstrating the highest gains district-wide (i.e. 80.20% to 88.55%).</p> <p>As of the end of December 2012, the District showed a 21.8% decrease in short-term suspensions compared to the same time in 2011. (The DCIP target is a 10% reduction in short-term suspensions.)</p>	<p>Please provide how support is being provided to Priority Schools that are not a part of the Say Yes cohort.</p> <p>Please advise what is specifically being done to support Priority Schools around attendance and chronic absenteeism.</p> <p>How is the role and impact of the Parent Facilitator being evaluated in the Priority Schools to ensure return on investment and improved student outcomes?</p>

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – January 7, 2013

					As of the end of December 2012, the Priority Schools showed a 22.8% decrease in short-term suspensions compared to the same time in 2011. (The DCIP target is a 10% reduction in short-term suspensions.)	
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