

April 30, 2013

To: John King, Commissioner

From: Judy Elliott, Distinguished Educator 

Re: Second Quarterly Action Plan Update - Buffalo City School District

Attached please find the second quarterly Action Plan Status Update for the Buffalo City School District. This is a progress monitoring update that is formative in nature. It is a snap shot of the work in progress at this point in time.

Staff provided the information in the column entitled 'Status Update as of April 30, 2013.' Throughout the process for this status update, timelines were set, drafts were exchanged and much input and clarification on the update took place in a very collaborative manner.

Staff is to be commended for their efforts and availability in providing information and clarification throughout the update process. This update better reflects an iterative and open process that allowed all staff responsible for areas of work to be directly involved.

Superintendent Brown, Interim Deputy Guinn and myself met on April 23rd to discuss a final draft of the update. After that meeting revisions continued and were completed by staff. The final status update was sent, according to the agreed upon timeline, to the Superintendent on Sunday April 28th. Superintendent Brown provided an update to Board of Education members in small groups on Monday April 29th.

The status update lists many activities that have been conducted and are underway by central office. Supporting documents/appendices were submitted and are referenced in this update, but are not included. However, they remain available for your review upon request.

Each action step has been highlighted in green, yellow or red. Green representing accomplished, yellow in progress, and red not yet progressing. It should be noted that many areas marked yellow are well underway and in progress. For example, the budgeting process in Area 1 is well underway and in process and will not be completed to fruition until next school year. As the District continues work on the systems and structures reflected in the Action Plan, it will concentrate as well on the areas marked red for further targeted work and intervention.

A survey was sent to all Priority School Principals in March and data are included in the Action Plan update. The survey provided each principal (27 of 28 completed it) with the opportunity to provide perspective and experience regarding progress

made during the first half of the school year. An Executive Summary and results of the March Priority School Principal Survey is attached to this update.

The information provided by the survey provides a holistic view of the progress and on-going need of the priority schools. The additional data and information provides the District the opportunity to monitor and adjust supports as needed to ensure strong accountability and differentiated service and support for the Priority Schools.

In general, the District has made progress in several areas to include the development of a central office reorganization plan, planning for a Leadership Academy, and a phase in model for earned accountability. Under the direction of the Superintendent, all these plans are now in the planning process. The support and collaboration of Cross and Joftus and AIR are evident and commendable in providing and guiding and facilitating work efforts in the areas noted above.

In summary, the Action Plan was originally and collaboratively designed to help move the Buffalo City School District forward. It serves as a blueprint of the work that needs to be done to improve systems, structures, accountability and support for all schools, and specifically the 28 Priority Schools.

The first and now second quarterly update continues to provide the District the opportunity to proactively plan for the summer and upcoming school year to more efficiently and effectively support the 28 Priority Schools.

Should you have any questions or additional requests regarding this update, please contact me, or Superintendent Brown at your convenience.

Cc: Pam Brown, Superintendent

BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – April 30, 2013

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of April 30, 2013	DE Comments
I Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment.	October 1, 2012	D. Brown	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>1.a</p> <p>The 2013-14 School Based Budget Development Guide (see Budget Book) was developed by Barb Smith, CFO, with input from the Budget Steering Committee. The budget steering committee began work in November 2012 to revisit the Baseline staffing formulas that have been finalized in the Budget Development Guide beginning on page 2 (section 3). The steering committee members are:</p> <ul style="list-style-type: none"> • Barbara Smith, CFO • Darren Brown, Ex. Director of Human Resources • Dr. David Mauricio, Peg Boorady, and Casandra Harrington – Community Superintendents • Angela Cullen, Director – Office of School Performance • Keith Robertson, Director of Staffing for Budget • Dr. William Kresse, Principal – City Honors (gr. 5 – 12) • Terri Schuta, Principal – South Park High School (gr. 9 – 12) • Dawn Dinatale, Principal, Makowski #99 (gr. pre-k – 4) • Valerie Kent, Principal, School #18 (gr. pre-k – 8,) • Greg Mott, Principal – Grabiarz #79 (gr. pre-k – 8) <p>After the 10th day of school, in September 2013, an audit of classrooms in every school building will take place. A minimum number of students that a classroom must have in order to continue will be established. Individual meetings will take place with each principal that has a classroom(s) that are not at or above this threshold. Sections of courses may be closed as a result.</p>	<p>The CFO is to be commended on leading the development of a written Budget book to guide school-based budgeting for the 2013-14 SY. Inclusive in this development was a group of representative principals. There are several areas within the budget book that can be improved upon for next year – including a clearer expectation of the non-negotiables (p8-10) in terms of FTE allocation as well as job descriptions.</p> <p>It will be important that District consider an appeals process by which principals may use to request a service or material not on the published list for Title I or III.</p> <p>There remain several unanswered questions related to the budget book – including the process for opening and discontinuing classes (Appendix C in Budget Book). For example, what is the process for year-end review of this new course? What are the outcomes/criteria that are delineated and needed to make the decision to continue or drop the new course?</p> <p>At this time, the District is beginning to examine policies and practices for a clear and defined process for auditing under enrolled classrooms for closure.</p> <p>Note: A more complete assessment of action step 1a, b, and c will be conducted once the budget process for SY2013-14 is complete and implemented.</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 	<p>1.b.</p> <p>A Steering Committee for School Based Staffing and Budgeting was formed in November that included five Principals, the Community Superintendents, the CFO, the Executive Director of Human Resources and the Director of Staffing for Budget. The Committee met six times to discuss school autonomy, weighted student funding, baseline staffing ratios, training for principals, use of data to make staffing and budget decisions and related topics.</p> <p>The Executive Director of Human Resources presented a high level overview of the staffing and budgeting process at the</p>	<p>Again, the CFO and Director of HR, along with the steering committee worked diligently to work toward the creation of school based budgets on per pupil expenditure for Title I and III.</p> <p>This is a new budgeting process for the District. Staff worked to deliver information and guidance to principals to orient them to the new process.</p> <p>Note: A more complete assessment of action step 1a, b, and c will be conducted once the budget process for</p>

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				<p>the budget process – Feb. 28, 2013</p> <ul style="list-style-type: none"> 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>Principals’ meeting February 12th, and the Chief Financial Officer and Director of Staffing for Budget presented more details at the March 12th Principals’ meeting. The Principals were provided copies of the baseline staffing ratios as well as a sample School Budget Worksheet. The Director of Staffing for Budget walked the Principals through an example of how to complete the Worksheet. Samples of this information can be found on pages 2 through 4 and Appendix B of the Budget Guide.</p> <p>On March 21st, each Principal was sent their individual School Budget Worksheet which includes allocations for the General Fund baseline staff, per pupil flexible supplemental allocations which includes \$250,000 for each SIG school coming off of their grant for the first time, Title I, Title III and Textbook and Supply Enhancement allocations. A copy of the School Based Budget Development Guide was also sent .</p> <p>On March 26th, the Community Superintendents and Director of Staffing for Budget met with the principals to review their school-based budget forms and provided guidance on the development of their budgets.</p> <p>Community Superintendents prepared the agenda in consultation with the CFO and the Executive Director of Human Resources for the monthly principals’ meetings where the budget process was shared.</p> <p>AIR will reinforce the school-based budgeting training through ongoing supports for priority school leadership teams in the leadership academy and coaching work planned for the upcoming school year for SIG schools.</p> <p>The progress on the development of the Earned Autonomy includes the completion of the Non- Negotiables document. This document includes the identification of the District Curriculum and the expectation that all schools will utilize this standard as a foundation in the implementation of the Common Core to meet the needs of all students. An example of the specific components include: Implement the district's curriculum with skilled fidelity by utilizing Common Core Learning Standards to supplement the curriculum and implementing 2-3 high impact instructional strategies.</p> <p>The next step in the process is to provide professional development in implementation of the non- negotiables. This</p>	<p>SY2013-14 is complete and implemented.</p>
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<p>Appendices 1 & 2 Budget Folder</p>	<p>c. Provide budget training and oversight to all central and school personnel to develop data-based accountability & oversight.</p>	<p>Beginning January 2013</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"> Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing Provision of professional development on the budget process – Feb. 28, 2013 Priority Schools’ development of proposed budgets based on relevant data – April 30, 2013 Review and approval of Priority Schools’ budgets by the Superintendent or designees – May 31, 2013 Ongoing review of the use of Priority Schools’ budget to achieve specific targets and ensure regulatory compliance – June 30, 2013 and ongoing 	<p>will include the reasoning behind these initiatives and how the strategies will lead to improved student achievement. The training will also provide guidance to Priority and Focus schools on how the expectations outlined in the Earned Autonomy Phase-In Model will support their work in school improvement. The Systemic Support Grant administered by AIR will assist the district in the development of and implementation of the training. The next training will occur at the next principals' meeting <u>on May 22, 2013</u>.</p> <p>I.c The Executive Director of Human Resources presented a high level overview of the staffing and budgeting process at the Principals’ meeting February 12th, and the Chief Financial Officer and Director of Staffing for Budget presented more details at the March 12th Principals’ meeting. The Principals were provided copies of the baseline staffing ratios as well as a sample School Budget Worksheet. The Director of Staffing for Budget walked the Principals through an example of how to complete the Worksheet. Samples of this information can be found on pages 2 through 4 and Appendix B of the Budget Guide On March 21st, principals received the Budget Guide with the Budget Staffing Worksheets. The Guide provides information on the allowable use of funds. On March 26th, the Community Superintendents and Director of Staffing for Budget met with the Principals to review their school-based budget forms and provided guidance on the development of their budgets. From April 18 – May 3, 2013 there will be individual principal meetings to review and get approval from the Community Superintendents for their school-based budgets. Principals will identify relevant data, SCEP goals and rationale for their budgets. The Director of Staffing for Budget and the subject area administrators will be present at this meeting.</p>	<p>The District, under the leadership of the CFO and HR Director, is to be commended for its efforts and planning of transitioning to per pupil based budgeting. While it is still in process (e.g., budget development, recalculation of Title I funds, technical assistance, and final approval) the Budget Handbook and professional development provided to Principals, while comprehensive and complex to some, has provided a structure to replicate for upcoming years.</p> <p>It is recommended that after the budgeting cycle is complete that a focus group or survey be sent to Principals to solicit input on the process and ways to build upon it for next year. In this first year of site based budgeting, schools have limited autonomy in making decisions around expenditures. With the oversight the Community Superintendent and respective staff, Principals’ budgets are being approved. It is anticipated that the personnel that sign off on these final budgets will be accountable for their oversight and successful implementation.</p> <p>It will be important for the District to consider an appeal process to allow schools to request a variance in the use of Title I and III dollars different from what is listed. For example, if they desire to use a different program or material for EL or at risk students. Given this is the first year of this budget process as well as the development of earned autonomy, it is highly recommended that the District monitor and use data to</p>
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<p>Appendix 24 CAO Folder</p> <p>Appendix 28 CAO Folder</p>	<p>d. Move toward a decentralized school-based system of professional development.</p>	<p>March-Sept. 2013</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>1.d BCSD is moving towards a decentralized system of professional development to build site-based capacity for delivery of professional development at the school level through:</p> <ol style="list-style-type: none"> 1. The NYSED Network Team Institutes Ambassador Program, which provided training for school and district staff to afford school-based CCLS turnkey training. District staff and school ambassadors attended training February 2013 NTI training and will be attending all future trainings per NTI calendar. Eight schools are participating in a statewide pilot of the newly developed ELA and Literacy Curriculum for grades P-2 . One ambassador from each grade level will be attending the NTI pilot trainings. <p>Outcomes from the Ambassador Training include:</p> <ul style="list-style-type: none"> • Read-aloud components have been infused into k-2 curriculum implemented throughout the district in buildings supported by ambassadors and observed during instructional rounds and DTSDE reviews. Also, coaches have been trained by district support staff who attend ambassador training • February 26, 2013 – 3 ambassadors attended NYSED rubric training at Erie 1 BOCES with content administrators and Math district support teachers to deepen their knowledge of how the assessments align with CCLS. • February 2013 – RtT Math Project Administrator/ Ambassador Program Organizer <ul style="list-style-type: none"> ○ Worked with ambassadors at school 27 to develop plans to turnkey the information from NTI. ○ Met with BMT from school 17 to go through the information from NTI since there was no math representation from school 17 • Teacher Center classes on CCLS are offered and being by presented by ambassadors: <ul style="list-style-type: none"> ○ January 15 – February 26 <ul style="list-style-type: none"> ▪ Differentiating Mathematics Instruction <ul style="list-style-type: none"> ❖ Focuses on differentiating mathematics instruction ❖ Course is facilitated by the ambassador from School 18 ○ March 19 – April 23 	<p>ensure return on investment of the implementation of its current programs and identified “non-negotiables.”</p> <p>Note: A more complete assessment of action step 1a, b, and c will be conducted once the budget process for SY2013-14 is complete and implemented.</p> <p>Evident by the activities updated in 1d, there are efforts and planning underway with the Ambassador Program. Centrally, Teacher Center PD is being offered by Ambassadors on CCLS for ELA and Math. Enrollment and participation by level – e.g. High School, elementary, is not currently known.</p> <p>Written information on the plan for communication, goals, and expectation district wide of the Ambassador Program is requested.</p> <p>It will be critical to support Priority schools to plan and development individual school based PD, based on data, for the upcoming school year. Since this too is a new process for schools, it is anticipated that support is may be necessary.</p> <p>Please provide any written documentation that supports the model for technical assistance available to support schools as they transition to more site-based PD.</p> <p>The District is in process of developing a systemic plan for the use and implementation of the Ambassador Program.</p> <p>The District reports that site-based PD for Priority Schools will be based on defined parameters (TBD) around student achievement on ELA, Math assessments, and Regents results. Once developed, please provide a copy of such parameters.</p>
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	<p>Appendices 3, 18, 19 CAO Folder</p> <p>Appendix 11 CAO Folder</p>				<ul style="list-style-type: none"> ▪ Strategies for Implementing Common Core Mathematics Standards Grades K – 5 <ul style="list-style-type: none"> ❖ This course is based on strategies that were presented at NTI trainings ❖ The course facilitator is the ambassador from school 53 <ol style="list-style-type: none"> 2. Professional development was presented on the school based budgeting process with the intent of providing principals with the tools necessary for them to develop school-based budgets. 3. In conjunction with Cross and Jofus, AIR, and the Interim Deputy Supt plans are under way to finalize the system of earned autonomy in the upcoming school year. <p>In March and April, AIR began working with the CAO, Community Superintendents, Associate Superintendent to develop the structure and timeline for the Leadership Academy for all non EPO Priority Schools. The schools will be grouped by SIG Cohort Status. Additional principal coaching supports provided based on data reviews. Topics that will be covered include planning, staff PD, budget planning and developing the skills and capacity of team members to be able to realize the goal of earned autonomy.</p> <p>In May, Priority Schools will receive additional support from AIR through school visits by leadership coaches. AIR will assign leadership coaches to priority schools to assist with and align the work required in the school improvement plans. The leadership coaches are former turnaround principals (Appendix 24 and 28)</p> <p>During the summer, the Leadership Academy will kick off with several days of training and planning. A draft calendar for the 2013-14 SY has been developed and is being reviewed as part of the District-wide PD calendar for 2013-14 SY. The calendar will be distributed during the August District Leadership Retreat</p> <p>The district issued an RFP to solicit proposals for educational partners for the Priority Schools in January 2013, to ensure schools had access to quality providers. The District, through an RFP process, created an “approved” provider list of organizations the schools could partner with in their provision of PD. The Districts intends to re-issue the RFP to capture additional providers, specifically in gap areas.</p>	<p>Central District staff, with the facilitation of AIR, is beginning to develop systems of support for Priority Schools.</p> <p>It is critical that the District begin to build capacity, under the tutelage of AIR in order to create skill building, leadership, and sustainability of the work underway. For example, the leadership coaches are AIR personnel. Much can be learned from this process and experience of these former turnaround principals.</p>
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Appendix 30	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.	January 2013	F. Wilson	<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. 	<p>In February, all Focus and Priority schools were issued SIG 1003(a) funding to support on site targeted professional development in areas of need as identified in their SCEP and/or to assist with the school review process. Principals were provided an amount based on their status and student enrollment, with priority schools receiving the larger amount.</p> <p>In February, following the submission of the most recent SIG applications, all Priority Schools were convened and provided with initial support to help them build out their SIG plans, including PD plans. The Priority Schools will continue to receive support to identify training needs as they develop their plans to implement SIG and through the year-long Leadership Academy funded under SIG.</p> <p>1e. BPS staff reviewed Targeted Assistance programs of the big five NY school districts to determine if it meets the needs of students:</p> <ul style="list-style-type: none"> • The Director of the Federal and State Programs will use the Federal/state identified the process by which the 15 Targeted Assistance schools will use to apply to become School-wide programs. • An addendum to priority and focus school SCEPs addressing the required information will serve as documentation of how funds and services are utilized and monitored in their school-wide Title I programs. The District Title I Office is developing the addendum according to guidance received from the NYSED Title I Office. <p>Recommendations for the 2013-14 school year:</p> <ul style="list-style-type: none"> • Move toward all schools becoming school-wide programs to provide Title I schools with the flexibility to offer interventions for ALL students. Also, Federal, State and local funds can be consolidated for maximum effectiveness if criteria are met. • The remaining six targeted assisted schools who are in good standing will also conduct a needs assessment which they will use in the Title I school-wide application process. 	<p>While an RFP was issued for Educational Partners, those approved show a significant lack of experience/expertise with EL, At-risk, Special Education, Student Support, Data Driven Instruction. These providers are to be used for ‘larger’ contracts for delivery of professional development.</p> <p>The District is in process of re-issuing an RFP for additional Educational Partners that will enhance and expand the expertise of the current pool. In collaboration with AIR, a rubric has been developed to vet and screen the additional potential applicants for this pool.</p> <p>It is important for the District to provide clear guidance on the use of additional funds allocated for PD.</p> <p>Please advise if these schools will be school wide beginning in 2013 SY or 2014 SY.</p>
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2 Organization	<p>a. Establish monthly 'Principal Meetings' for Priority School principals to build skills and capacity to use data to drive instructional decisions.</p> <p>Appendices 1, 2, 6, 7 CAO Folder</p> <p>Appendices 11-15 CAO Folder</p>	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>2.a A calendar of monthly Principals' Meetings was developed and distributed in September 2012. Meetings held in October, November, December and January focused on the use of data to drive instruction</p> <p>Priority School Principals continue to attend regular meetings targeted to their needs at least monthly. The meetings are designed to meet the specific challenges and needs of Priority School and the use of data to inform instructional planning and school-wide improvement. The Principal Survey indicates that 74.1% of principals agree/ strongly agree that Principal Meetings are relevant, differentiated, and matched to principal needs. Written comments on the Principal Survey include –</p> <p>“The meetings are more strongly focused on instructional leadership and best practices than meetings in the past. I think we have learned a lot related to the Common Core State Standards this year.”</p> <p>The Principal Survey indicates that 59.2% of the principals agree/strongly agree that monthly general principal meetings have improved their skill set and knowledge of how to accelerate improved outcomes for students. Written comments on the Principal Survey include –</p> <p>“There is always some area I leave our meetings with that immediately implement into my building practice.”</p> <p>“The professional development session with Kim, related to implementation of the Common Core Shifts in ELA and Math, was an effective way to start the school year, getting us re-focused on the important work of full implementation of the NYS Common Core Standards. Much of the professional learning has helped me to think about my vision for the school and how to get organized around improving student proficiency rates, and goals of preparing students to be college and career ready. Some of the meetings have focused on group collaboration and differentiated</p>	<p>The District has undertaken monthly Principal Meetings this year. In general, 71% of the Priority School Principals agree/strongly agree that monthly <i>general</i> Principal Meetings are relevant, differentiated, and matched to principal needs.</p> <p>Written comments excerpts on the survey for monthly general principal meetings include -</p> <p>“While principals' meetings are relevant, we need more time to think through and work through a topic rather than going through a list of agenda items.”</p> <p>“Helpful but more differentiation/in-depth PD is and support after the meetings is needed.”</p> <p>“Many of the topics have been covered in previous trainings. I believe we need much more differentiated sessions. For example, the data training was a waste of valuable time for principals that have been through an extensive data training as cohort 1 PLA schools.”</p> <p>See Priority School Principal Survey for complete results.</p>

				<p>approaches to learning new material.”</p> <ul style="list-style-type: none"> January 7th – Priority School Principals and their school leadership teams met during an all-day meeting led by American Institutes for Research. Principals and their school teams were led through a guided review of their school-wide data in order to identify and prioritize areas for improvement and turnaround. During this time, Priority school principals and their School Leadership Teams (SLTs) used the data to write SMART goals and objectives for school improvement. In the event of a principal’s absence, the principal will send his designee. The designee will turnkey the information. If necessary, there will be follow up with the principal by the community superintendent to offer additional support. All documents related to the professional development session are always emailed to principals. <p>During the Priority School Principal meeting on March 7th, American Institutes for Research facilitated training for the Priority School Principals on using the results from the first district-wide interim assessment (Acuity) to make instructional improvements. The training included “unpacking” the assessment analysis sheet and instructional plan; developing an action plan that includes prioritized next steps and actions to support teachers’ change in practice; and identifying bridges and barriers to using data for instructional improvements</p> <p>Taskforce service opportunities were made available to principals for which action plans were created to address school-based needs. The focal points were high school, bilingual and ESL programs and supports. Principals attended voluntary meetings before, during and after-school to collaborate on their needs.</p> <p>The Multilingual Taskforce Action Plans (Bilingual and ESL) identify the action steps that were identified by the principals and administrators from the multilingual department. High School overage ESL and SIFE students, who are new to the Buffalo Public Schools, will be assigned to the S.T.A.R. Academy beginning in July to fill the 100 seats that will be reserved for ELLs.</p> <p>2.b. Priority school principals will have improved opportunities for networking through the Principal Leadership Academy that will be a quarterly PD session that includes cross-school collaboration</p>	<p>The District is to be commended for providing Taskforce opportunities. Many of the action steps on both the Bilingual and ESL action plans need immediate attention if there is to be any impact on next year service delivery to these students.</p>
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<p>b. Establish a year-long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school).</p> <p>Appendix 2 CAO Folder</p>	<p>October 1, 2012</p>	<p>F. Wilson</p>	<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> <ul 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>time. The first academy is scheduled the last week of June.</p> <p>2.c Subcommittees of the High School Principal’s Committee commissioned by the Superintendent and the Board met during January and February to address the criterion-based policy issues that impact non-criterion schools, especially Priority schools. The subcommittees were comprised of principals and central office staff. The committees were facilitated by Dr. David Mauricio, Community Superintendent. We are moving ahead with criteria-based and CTE program enhancements.</p> <p>A meeting was held on April 25th, 2013 with C.T.E. high school principals to garner their input relating to the draft CTE Admissions Criteria Policy. Next steps to improve access to CTE programs were developed.</p>	<p>In general, 59% 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.</p> <p>Written excerpts from the survey include: “There is always some area I leave out meetings with that immediately implement into my building practice.”</p> <p>“Topics are many times a repeat of other specific trainings already provided; hence differentiation is needed in order to match the readiness level of each principal/building and move forward from there.”</p> <p>“Time spent out of a building is precious and must be utilized to the fullest benefit.”</p> <p>See Priority School Principal Survey for complete results.</p> <p>Please provide information about ‘criteria-based and CTE program enhancements’ noted. Please provide the written policy changes or recommendations for the upcoming SY (e.g., how unfilled seats are filled, procedures for mid-year transfers, new enrollment process).</p> <p>As a result of meetings held with a principal committee to garner input on providing support to overage/under-credited students new to the district or transfers from current high schools who usually are placed in priority schools, the STAR academy. Once developed please provide written information (enrollment process, entrance, exit criteria, programmatic information) about STAR.</p>
<p>c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority Schools.</p> <p>Appendices 9-11, 18 & 19</p> <p>Appendices 3-5 CAO Folder</p>	<p>Dec. 1, 2012</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> <ul 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 	<p>A meeting was held on April 25th, 2013 with C.T.E. high school principals to garner their input relating to the draft CTE Admissions Criteria Policy. Next steps to improve access to CTE programs were developed.</p>	<p>Please provide information about ‘criteria-based and CTE program enhancements’ noted. Please provide the written policy changes or recommendations for the upcoming SY (e.g., how unfilled seats are filled, procedures for mid-year transfers, new enrollment process).</p> <p>As a result of meetings held with a principal committee to garner input on providing support to overage/under-credited students new to the district or transfers from current high schools who usually are placed in priority schools, the STAR academy. Once developed please provide written information (enrollment process, entrance, exit criteria, programmatic information) about STAR.</p>

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<p>3 Articulation/ Coord</p>	<p>a. Define, in writing, the autonomy and decision making authority of Priority School principals.</p> <p>Appendices 3-5 CAO Folder</p> <p>Appendix 9 CAO Folder</p>	<p>Nov. 1, 2012</p>	<p>P. Brown</p>	<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. (NOTE: Currently school-based budgets do not exist. The ability to impact and change current instruction and support structures is limited for SY2012-13.)</p> <ol style="list-style-type: none"> Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard) – Oct. 31, 2012 Clear oral and written articulation of policies, guidelines, and performance standards for the role of principal – November 1, 2012 and ongoing Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing Provision of professional development on the budget process – Feb. 28, 2013 Establishment and implementation of a system of earned autonomy for professional development decision-making – March 15, 2013 and ongoing Meeting multiple SCEP targets – June 30, 2013 	<p>3.a The Superintendent and Cabinet members have been working with Cross and Joftus to create a multiyear phase in plan for school principals to have “earned autonomy”. A series of ongoing meetings were held in February to a launch a project plan.</p> <p>Feb 5 – There was an Initial meeting led by Scott Joftus where three documents were reviewed regarding the proposal for Earned Autonomy.</p> <p>Feb 8 - sub group meeting to review proposal and add additional details</p> <p>February 11 - meeting to provide feedback and address additional questions or concerns</p> <p>February 19 – review of revised materials</p> <p>Feb 28 - Started drilling down some details for the Earned Autonomy Proposal:</p> <ul style="list-style-type: none"> * Discuss Earned Autonomy Proposal * Define non-negotiables * Identify pool of resources to be selected by schools * Review budget <p>The new School Based Budgeting Process clearly articulates the autonomy of principals in how to use budgets and funding sources allocated beyond the baseline. Principals have autonomy to use these funds to identify positions to support their school improvement needs.</p> <p>The Interim Deputy Superintendent met with the Cross and Joftus team to finalize the components of the Earned Autonomy process. The progress on the development of the Earned Autonomy includes the completion of the Non- Negotiables document. This document includes the identification of the District Curriculum and the expectation that all schools will utilize this standard as a foundation in the implementation of the Common Core to meet the needs of all students. An example of the specific components include:</p> <p>Implement the district's curriculum with skilled fidelity by utilizing Common Core Learning Standards to supplement the curriculum and implementing 2-3 high impact instructional strategies.</p> <p>The next step in the process is to provide professional development in implementation of the non- negotiables. This will include the reasoning behind these initiatives and how the strategies will lead to improved student achievement. The training will also provide guidance to Priority and Focus schools on how the expectations outlined in the Earned Autonomy Phase-In</p>	<p>The District has embarked on planning for ‘earned autonomy’ for schools. Supported by Cross & Joftus written documentation exists on a multi-phased model for schools. It is highly recommended that input from site principals be sought for input and feedback on the ‘earned autonomy’ process.</p> <p>As it stands, it is a 3-phase model that provides little opportunity for autonomy/decision making for Priority Schools.</p> <p>It is not yet clear of a Theory of Action exists for implementing a differentiated school support model.</p> <p>The district needs to address several enabling structures/systems that are necessary to roll out of the ‘earned autonomy’ system to include, but not limited to:</p> <ul style="list-style-type: none"> - A student information system and aligned dashboard that is accurate and usable at the classroom, department/grade level, school and District levels. -A human capital managers support system for Principals - A financial system that supports differentiated budgeting and real time tracking of expenditures - A central leadership culture that is differentiated service and support to schools and student focus vs. compliance driven. - Coordinated within and across department/office work ethic to ensure directions and requests to sites are unified, coherent, and timely for schools. <p>It is critical that the planning for ‘earned autonomy’ be considered and aligned within the context of the reorganization.</p> <p>It is important that the District consider specific targets for the identified components of the phase in model. For example, the growth of academic achievement set for each school, the selection of ‘high impact’ instructional strategies.</p> <p>It is recommended that Principals will be included in and serve as advisors for this planning process for PD.</p>
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<p>b. Provide, in writing, clear and timely communication and information regarding district policies, practices, and procedures to be followed.</p>	<p>Nov. 1, 2012 and on-going</p>	<p>P. Brown</p>	<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> <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 	<p>plan for the use of their resources. A March AIR planning meeting determined the need for development of a training manual to be created. AIR staff will work with district leadership in the spring semester to create the manual and school staff will be trained over the summer.</p> <p>3.b Priority School principals in consultation with School Leadership Teams developed site-specific professional development plans based on student data using Title IIa and 1003(a) monies.</p> <ul style="list-style-type: none"> • Targeted PD Memo 030713.doc • Title IIa PD funding .doc • 1003(a) memo 74.pdf • Please see Governance, -CAO Folder - #3, #18, #19, #21, #22 <p>Priority School principals receive timely communication and information regarding policies, initiatives, and guidelines through the Community Superintendents Weekly Bulletin.</p> <ul style="list-style-type: none"> • CS Weekly Bulletin 2012-2013.doc <p>The Leadership and Operations Handbook is continuously updated and is available online to provide clear written guidance related to school operations and management issues. updated and is available online to provide clear written guidance related to school operations and management issues.</p> <p>File leadership & operations handbook 2012-2013.pdf</p> <p>http://www.buffaloschools.org/DocumentLibrary.cfm?subpage=87134&adminActivate=1</p> <ul style="list-style-type: none"> ○ Click on Office of School Performance ○ Type in Password bpswelcome (lower case) ○ Click on Leadership and Operations Handbook ○ Open - File leadership & operations handbook 2012-2013.pdf 	<p>Please provide samples of elementary, Middle and High plans for Priority Schools that were developed as a result of this funding provided in March</p> <p>The Community Superintendents Weekly Bulletin is a consistently delivered written resource for updates and upcoming events.</p> <p>The Leadership and Operations Handbook appears to be thorough in its coverage of school operations and management issues.</p> <p>For this Action Step - the Priority School Survey showed that, in general, 58% of principals perceived that policies and procedures were not provided in a timely manner and 70% perceived that the district did not provide sufficient time for principals to respond to district requests. (See Priority School Principal Survey for complete results.)</p>
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<p>4 Leadership</p> <p>Appendix 14 CAO Folder</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"> a. 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 b. Restructuring, refocusing and clarification of roles of Central Leadership – Oct. 15- July 1, 2013 c. Identification and development of Academic Support Teams – Oct. 15, 2012 d. Development and articulation of Instructional Rounds process for Priority Schools – Oct. 15, 2012 e. Establishment and implementation of “Early Response System” for Priority Schools – Oct. 24, 2012 and ongoing f. Implementation of the Instructional Rounds process – November 2012 and ongoing g. Development of individualized School Support Plans for Priority Schools – Nov. 2012-Jan. 2013 h. Weekly review of evidence and trends from Instructional Rounds, followed by action steps – Nov. 2012 and ongoing i. Meeting multiple DCIP targets – June 30, 2012 	<p>4.a The superintendent introduced the Reorganization at the Board of Education Meeting on March 27. Phase One in support of the Strategic Plan is the reorganization of cabinet level staff to:</p> <ul style="list-style-type: none"> • Provide outstanding support to schools • Improve strategic planning and implementation • Adapt best practices from comparable district and other organizations • Identify cost savings <p>Features of the Reorganization:</p> <ul style="list-style-type: none"> • Reinstates the Deputy Superintendent Position. The position has been posted and candidates to be interviewed have been identified. A Deputy Superintendent will be hired by May 2013. http://buffaloschools.applicantstack.com/x/openings • An increase in the number of school leadership administrators from three to four allowing for a more intensive focus and support system for each school <p>New positions posted April for:</p> <ul style="list-style-type: none"> • Chief of Curriculum Assessment & Instruction • Chief of School Leadership • Chief of Special Projects • Chief of Talent Management • Supervising Principal (4 positions) See website Phase Two, a complete organizational structure and staffing plan for the central office is to be rolled out in late spring. <p>In September, administration of the NYSED “Overview of School (CCSS) Implementation” survey was sent to all schools and 100% of the schools responded. An analysis of the survey data together with work conducted with the State Education Department, at the Reform Support Network Convening in Washington DC, served to shape the BCSD Instructional Rounds process. The Student Achievement Partnership “Instructional Practice Evidence Guide for CCLS” was used as the foundational tool for conducting Instructional Rounds. The Rounds began in mid-October as a means to evaluate the implementation of Common Core instructional shifts in the building. This process began prior to the introduction of NYS implementation of the DTSDE as process to evaluate school effectiveness. Originally, the Instructional Rounds process was developed to support the deliverables of the New York’s Vision and Metrics for Implementing CCSS, APPR and DDI for SY 2012-2013. In February, the District-led School Review process began and Common Formative Assessments were rolled out. This led to a shift in focus for the Instructional Rounds process to examining</p>	<p>The Superintendent, in the consultation and collaboration with Cross & Jofus, released a reorganization of Central Office in March. Currently, positions are posted for the cabinet level.</p> <p>It is expected that the new organization structure will provide better coordination and collaboration across departments and other offices to provide coherent and differentiated accountability and support to schools. It is critical that all aspects of this Action Plan be considered within the context of both phases of the reorganization.</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 Performance to Priority Schools.</p> <p>Appendices 1, 2, 6-9, 15-16 CAO Folder</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 & Jofus) – March 2013 Improvement of student outcomes across multiple measures – June 30, 2013 	<p>the DDI process during CPT/GLM and using the data from the Common Formative Assessments. The two processes will be reviewed and integrated for the next phase of the supports for our Priority schools in the 2013-2014 SY.</p> <p>51.8% of Priority School principals surveyed indicated that in general, there is marked improvement from previous years, in the service and support from the District to the schools.</p> <p>4.b The superintendent has meetings scheduled bi-weekly with individual cabinet members and a weekly meeting with senior instructional staff for regular reviews of schools support plans and updates regarding priority schools.</p> <p>In addition the superintendent has assigned responsibility for the review and revision of action plans to the interim deputy superintendent. The action plans are currently being reviewed in relation to supporting the targets in the strategic plan.</p> <p>Each month individual school suspension and attendance reports are presented and discussed at Cabinet to monitor progress toward maintaining targets goals in the DCIP. Other data points include January high school Regents data, data on the percentages of students who completed Say Yes college scholarship applications, Acuity CFA benchmark results and FAFSA completion. We have reviewed the status of seniors regarding college and vocational applications. The data is also used to identify areas of needs for individual schools and determine where to distribute resources. The reports are also distributed to all principals and Teaching and Learning staff to assist in monitoring progress and identify areas requiring action.</p> <p>The Community Superintendents and Academic Support Teams have conducted Instructional Rounds in each of the Priority Schools. Site-specific School Support Plans are developed in collaboration with the School Leadership Team and include clearly defined action steps, individuals responsible, timeline and expected outcomes. School Support Plans are reviewed at the weekly Academic Support Team meetings to update the status of the action steps and identify district-wide trends.</p> <ul style="list-style-type: none"> The Academic Support Team provides school specific support visits two-three times per week. See Academic Support Team Differentiated Support Plan.doc (Appendix 	<p>A consistent and on-going challenge is the need to better coordinate information and communication across offices. A consistent practice is one office working from different, or not current information. It is not unusual for one office to notify the schools of a directive without notifying all departments directly impacted by such a directive.</p> <p>The District is undertaking efforts to revise its attendance taking procedure to provide greater accuracy, resume chronic absence reporting, and minimize errors.</p> <p>Given the upward trends in the data for incidents, long and short-term suspensions, what problem solving is taking place to address these areas of high rates?</p> <p>There are a significant number of students being suspended for 3,5, and 6 or more days. Both short and long-term suspensions have been increasing monthly since October.</p> <p>It is anticipated that once the DCIP and SCEP revisions are underway that the ‘instructional round’ process will shift to be more coordinated with the DTSDE process</p>
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	<p>c. Provide training & coaching to develop the skill set of the Central</p>	<p>October 30 & on-going</p>	<p>F. Wilson M. Boorady C. Harrington</p>	<p>Central leaders will support schools under their</p>	<p>#1)</p> <ul style="list-style-type: none"> • One week after the school has participated in CFA testing Central Office supports will be deployed to the building to assist in the examination of the data and the development of action plans to address deficit areas. This is a memo designed to draw the principal’s attention to the Acuity data. See Acuity Focus Instructional Rounds.docx (Appendix #2) • Differentiated School Support Teams <p>As a result of walkthroughs, principals collaborated with their Community Superintendent to develop a differentiated support plan that outlines actions and evidence of successful implementation across multiple domains (e.g. discipline, attendance, achievement, parental engagement) was indicated by 51.8% of the principals surveyed.</p> <p>Through the Systemic Support grant, AIR is working with a cross-functional district team to establish a coherent system of support. With the recent announcement of the reorganization, BCSD and AIR staff is meeting weekly to outline these supports. In addition, AIR is working directly with the community superintendents and the SIG schools to develop specific implementation plans to commence this summer.</p> <ul style="list-style-type: none"> · On April 12th, the team convened to review Systemic Supports, SIG, and the earned autonomy model from Cross and Joftus and determined priority focus areas. · On April 17th and April 23rd, the team will reconvene to outline specific supports for schools and ensure alignment <p>4.c</p> <p>To develop the skill set of the Central Leadership team, which provides direct support to schools, all Teaching and Learning staff participated in daylong training sessions on using the Diagnostic Tool for School and District Effectiveness (DTSDE). Specific activities in the past two months have included:</p> <ul style="list-style-type: none"> • Feb 19 – All day session on using a Data Driven Instruction (DDI) process to pre-review school documents was conducted by a consultant from Research for Better Teaching (Appendix #12) • Feb 20 – All Teaching and Learning Staff attended all day turnkey training on the process for conducting a district-led review using the DTSDE tools • Feb 26-28 on site DTSDE Practicum for District-Led 	<p>and be more fluid and tailored to school needs.</p> <p>Data use and support for schools continue to an area of growth for the District as it shifts to a data driven system. It is critical for the District to build a coherent approach; including building capacity for schools to analyze and develop action plans to respond to areas of need based on CFA results.</p> <p>The District, in collaborative support and guidance of AIR, has begun to plan for systemic service and support to Priority Schools. It is anticipated that as a results of these planning sessions a written plan of specific supports for schools that aligned with earned autonomy, will be developed.</p> <p>It is important that these trainings include not only Teaching & Learning staff but also those that directly</p>
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<p>Appendices 1a, 10-13 CAO Folder</p>	<p>Leadership team to include use of data to drive instructional decision-making and support.</p>		<p>D. Mauricio</p>	<p>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"> a. District data review for Central Leadership – July 2012 b. District Data Review for Central Leadership, principals and assistant principals – Aug. 28, 2012 c. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 d. Holding of Data Boot Camp for principals and Central Leadership – Dec. 18, 2012 e. Access to PD sessions for all administrators and staff – Oct. 2012 and ongoing f. Development and monitoring of data-informed School Support Plans – Nov. 2012 and ongoing 	<p>School Review was conducted at School #45 (Appendix 10)</p> <ul style="list-style-type: none"> • On March 15th, AIR conducting a training for the Teaching and Learning department at BPSD regarding formative assessment data use which complimented the training that was provided directly to the principals. (Appendix 1a) <p>The direct focus on building the capacity of District Leadership to use data in support of priority schools is continuing in BPSD, and the impact on priority schools is becoming evident. Data from the March Priority School Survey indicates that 55.5% of Priority School principals already feel more supported than they in comparison to the previous year. 59.2% indicated that there is sufficient support and follow-up to implement the support plan. Continued supports for the district and school teams are planned throughout the summer.</p> <p>Beginning in the month of February the community superintendents have conducted weekly meetings with the Chief Technology Officer to enhance the usefulness of the Data Dashboard resulting in the following specific modifications:</p> <ul style="list-style-type: none"> o We are improving the data views to include three years of state assessment data that can be “drilled down” to the student level. This will assist in SCEP development and the DDI process. o A “graduation meter” prototype is being developed that will provide real time projections of graduation status for four cohorts. The plan is that the charts will allow principals and administrators the ability to drill down to student names. This will allow school personnel to know which students are on-track, slightly off-track and significantly off-track based on credits and Regents assessments. <p>4.d The instructional rounds provided by community superintendents are to provide direct assistance and support to schools by creating a differed support plan that outlines the strengths and opportunities for growth in the instructional program. The first part of the support plan includes findings from the school’s academic, mark reporting, SWD and ELL, and other demographic data as related to improving student achievement in ELA,</p>	<p>support and supervise principals.</p> <p>Please consider having a Principal Advisory group involved in giving input on these modifications to the dashboard as well as early warning system views</p>
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	<p>d. Community Superintendents to write, in collaboration with Priority School principals, differentiated support plans that include evidence of successful implementation.</p> <p>Appendices 1, 6-9 CAO Folder</p>	<p>October 19, 2012</p>	<p>M. Boorady C. Harrington D. Mauricio W. Keresztes</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> <ol style="list-style-type: none"> Development of School Support Plan template and data-gathering process – Oct. 2012 Provision of assistance to Priority School principals in analyzing data to develop SCEPs, which include supportive activities – Oct. 2012 Implementation of Instructional Rounds to further assess individual schools’ needs – Nov. 2012 and ongoing Development of School Support Plans – Nov. 2012-Jan. 2013 Weekly review of School Support Plan implementation – Nov. 2012 and ongoing Monthly review of student outcome measures/targets – Oct. 2012 and ongoing Survey of Priority School principals – Mar. and June 2013 Performance improvement across multiple measures – June 30, 2012 	<p>mathematics, and Regents courses.</p> <p>The second part of the support plan comes from classroom observations findings as related to implementation of CCLS</p> <p>In September, administration of the NYSED “Overview of School (CCSS) Implementation” survey was sent to all schools and 100% of the schools responded. An analysis of the survey data together with work conducted with the Stated Education Department, at the Reform Support Network Convening in Washington DC, served to shape the BCSD Instructional Rounds process. The Student Achievement Partnership “Instructional Practice Evidence Guide for CCLS” was used as the foundational tool for conducting Instructional Rounds. The Rounds began in mid-October as a means to evaluate the implementation of Common Core instructional shifts in the building. This process began prior to the introduction of NYS implementation of the DTSDE as process to evaluate school effectiveness. Originally, the Instructional Rounds process was developed to support the deliverables of the New York’s Vision and Metrics for Implementing CCSS, APPR and DDI for SY 2012-2013. In February, the District-led School Review process began and Common Formative Assessments were rolled out. This led to a shift in focus for the Instructional Rounds process to examining the DDI process during CPT/GLM and using the data from the Common Formative Assessments. The two processes will be reviewed and integrated for the next phase of the supports for our Priority schools in the 2013-2014 SY.</p> <p>The DTSDE School Review reports together with the instructional rounds data will be used to support the planning and writing of the School Comprehensive Education Plan (SCEP) over the summer. Schools with SIG funds will work through the process with additional support from AIR. The district central leadership staff will create targeted professional development plans based on the reports and work with the school leadership team to provide individualized school support based on recommendations. The reports will also serve to recommend school staff for participation in the “Studying Skillful Teaching” course offered by Research for Better Teaching over the summer.</p>	<p>The Priority School Principal survey showed that the vast majority of building principals indicated that they had collaborated with their community superintendents to develop a support plan, with 51% indicating that the plan was either developed or was development and was being implemented.</p> <p>Eleven percent (11%) of principals indicated that the plan had yet to be developed. Sixty percent (60%) of the principals did not believe that the district was providing timely and responsive services to the buildings.</p> <p>However, 60% of principals did believe that the district is providing services and support specifically for the differentiated support plan. In addition, the majority of the principals (60%) believe that the district services for the support plan will result in improved student outcomes.</p> <p>Thirty-seven (37%) of the Priority schools indicated that a plan has been developed and was being implemented.</p> <p>Excerpt comments from the survey include: “I am waiting for the community superintendent to follow through on their part of the plan. It has been 2 months.”</p> <p>“We have experienced one walkthrough. The plan is in progress at the building level through the efforts of those in the building. Some district level supports have yet to be supplied.”</p> <p>“A plan has been developed with my Community Superintendent based upon the initial Instructional Round; however, the plan doesn’t include evidences of successful implementation across multiple domains.”</p>
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					<p>A Priority School principal survey, developed by the Distinguished Educator, was sent out in March. Results of the survey indicated that 74.1% of the respondents believe that monthly general principal’s meetings are relevant, differentiated, and matched to principals needs and 59.2% of the respondents believe that their skill set in and knowledge of how to accelerate improved outcomes for students increased. In addition 51.8% of the principals have collaborated with the community superintendents to develop a differentiated support plan that outlines actions and evidence of successful implementation across multiple domains. Plans are in progress with 37.0% of the principals.</p>	<p>{Please see survey results for a complete review of results}</p> <p>The melding of the current process of ‘instructional rounds’ and the DTSDE and SCEPS will be necessary to create aligned and coherent building plans and respective supports.</p> <p>In coordination with AIR and the support of the Systemic Supports grant, the District is beginning conversations about aligning this work centrally.</p> <p>The District should revise the DCIP before advising schools on SCEP revisions. Without a comprehensive and robust DCIP, the schools are unable to develop an aligned SCEP.</p> <p>It is recommended that Principals be included in the planning for the school leadership team training on the eventual revision of SCEPs.</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>Appendix 5 CAO Folder</p>	<p>October 19, 2012</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> <ol style="list-style-type: none"> Provision of a preview of the data dashboard for Priority School principals to receive their feedback and suggestions – Oct. 2012 Provision of a preview of the data dashboard for educators to receive feedback and suggestions – Oct. 2012 Launch of a more comprehensive Data Dashboard – Oct. 19, 2012 	<p>Priority School administrators and 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>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 Cole).</p> <p>5.b Community Superintendents and Academic Support Teams continue to regularly access and reference the Data Dashboard during their school visits and discussions with school leadership teams. 81.5% of the principals reported: “I regularly make decisions for my school, based on data, aimed at accelerating improved student outcomes.”</p> <p>Data Dashboard training is also ongoing at the district and school level. On a regular basis, district data coaches have been visiting schools and providing hands on support to more effectively use</p>	<p>The Use of Data domain is one that requires <i>urgent attention</i> by the district leadership team. The questions in this domain focused on the implementation and use of the “data dashboard.” The majority (56%) of the principals indicated that their leadership team had received training on the implementation and use of the data dashboard. The fact that 44% indicated that their teams had not received training may be one reason why the perceptions of the principals was not overwhelmingly positive.</p> <p>However, even the responses of the principals whose teams <u>did</u> receive training indicated an urgent need for additional training and support.</p> <p>The vast majority (78%) of the principals indicated that the data dashboard was rarely or never used to support data-based discussions with the staff.</p> <p>Perhaps this is due to the fact that approximately three-fourths of the principals indicated that the data-dashboard is not used for on-going training or discussions of the use of data to inform instruction.</p> <p>Sixty-three (63%) of the principals indicated that they</p>
	<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>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</p>		

<p>Appendices 7, 9, 13, 15 CAO Folder</p> <p>Appendix 19 Educational Services</p>			<p>referrals, support services, parent participation).</p> <ol style="list-style-type: none"> 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 Provision of access to PD sessions for all administrators and staff – Oct. 2012 and ongoing Monthly review of student outcomes – Oct. 2012 and ongoing Improvement in student outcomes across multiple measures – June 30, 2012 <p>See attendance and suspension indicators above.</p>	<p>data from the dashboard to effectively inform planning and instruction. Since January priority schools have received supplemental coaching. Supplemental coaching is provided by RBT. Evidence of this is located in Appendix 13.</p> <p>Research for Better Teaching is continuing to train and support School-Based Inquiry Teams (SBIT) in the Data Driven Inquiry (DDI) Process. At the district level SBIT team members participate in daylong professional development sessions on using Data Driven Dialogue (DDD) to review student work and examine data from Common Formative Assessments and other academic data. In between classes each school receives an on-site visit by the consultant to watch the data team apply the DDD process for examining student work. Listed below is an excerpt of schools that have been visited by the RBT trainers during their cohort time. All cohort schools that have participated in the DDI training from RBT receive follow-up on site coaching visits from trainers.</p> <p><u>Data Dashboard trainings:</u> <i>Data Coaches Site visits:</i> 1/14/13 #79 1/16/13 #79 1/23/13 #79 2/5/13 #69 2/12/13 #69 2/25/13 Academy School #131@#40 3/1/13 #61 4/11/13 #156 4/12/13 #66 4/25/13 EdVantage support at #415 4/29/13 EdVantage support at #415</p> <p><u>Teacher SLO Help Sessions:</u> Overview of teacher SLOs Data dashboard review Acuity data reporting review, sessions scheduled include: <u>4/8-4/12/13:</u> 3-6pm (voluntary, teachers received PD175 credit only) * approximately 130 teachers attended ERD- April 22 Superintendent's Conference Day- April 23 ERD- May 1 Superintendent's Conference Day- May 2 ** assigned by principal based on list provided to them on Monday 4/15 ** Online SLO course available 3/28- 5/3/13 (#17975)</p>	<p>are not confident that the data on the dashboard are current and accurate.</p> <p>The District continues to train all teachers in the SLO process. Principals received a list of teachers that were not yet been trained. In turn, these teachers were signed up for April and May training. The Districts reports that at the time of this report approximately 90% of teachers have been trained.</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>Appendices 1, 2a, 7a, 8a, 9, 19 CAO Folder</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> <ol 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>The Student Monitoring System (SMS) developed in collaboration with Say Yes Buffalo is scheduled for implementation this summer. The SMS will monitor student outcomes among key areas and assign interventions designed to address individual student needs. The individual plans for students will describe the student as thriving, on track to thrive, or unsuccessful in the key area. The purpose of the SMS is to reverse trends that inhibit student success (i.e., poor attendance, suspensions).</p> <p>5.c In response to continuing demands to meet the growing need for data in a DDI environment, the district has planned the following actions to address known issues and feedback from users. Specifically;</p> <ol style="list-style-type: none"> a. See Example in Appendix 1. <p>As a part of the Systemic Supports grant, the BCSD is supporting all priority schools (SIG and Non-SIG) in using the data from the Data Dashboard to identify students that are at risk and to assign and monitor interventions to those students. This work aligns with the Say Yes initiative to roll-out new data components (Student Monitoring and Intervention System) this summer that will provide an initial cohort of schools with a more holistic view of the student including annual student and parent survey data and community intervention data. Since January, principal training has occurred, with follow-up training planned. In addition, the District, AIR, and Say Yes, have aligned the data priorities for one cohesive system. Specifically:</p> <ul style="list-style-type: none"> • On a regular basis, district data coaches have been visiting schools and providing hands on support to more effectively use data from the Dashboard to effectively inform planning and instruction. Since January priority schools have received this supplemental coaching. • On March 7th, professional development was held for priority school principals around using formative assessment data. Principals were tasked with developing a plan for using this data with their teachers and are expected to report on the implementation of this plan in the upcoming May Priority Principals meeting. • Community Superintendents met with school 	<p>It is unclear how the SMS aligns with the data dashboard, SST processes, “instructional rounds” and DTSDE. It is critical to align these systems and supports into a coherent platform.</p> <p>It is highly encouraged that a group of advisory principals and teachers be sought to gather direct feedback on the data dashboard for its utility and possible updates/expansion.</p> <p>Conversations are underway to coordinate and align the District’s dashboard that was rolled out in October, with a separate Dashboard that was launched in December by Say Yes.</p> <p>The IT department currently has contracted with Connecting Educational Leadership and Technology (CELТ) to provide an additional lens on aligning the current dashboards with the Strategic plan.</p> <p>While the District works to identify metrics and indices into one uniform dashboard, training cannot be planned or proceed. Currently, the dashboard that was launched in October remains live.</p>
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	<p>d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark assessments. Appendices 2, 3, 8, 10, 11, 16, 17, 18, 19</p>	<p>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> <ol style="list-style-type: none"> a. Distribution of written expectations for the new benchmark assessments – Oct. 2012 b. Development of an assessment calendar, including formative assessments – Nov-Dec. 2012 c. Distribution of written procedures and logistics for new formative assessments – Jan. 15, 2013 d. Development and administration of the new formative assessments – Jan. 2013 e. Use of formative assessment results and other relevant data to inform PD, support 	<p>administrators and their DDI teams to support this work.</p> <ul style="list-style-type: none"> • This summer, training is planned for school leadership teams to build upon the principal training specifically in the area of using data to identify students who may be at risk and assign student interventions in an aligned way. <p>On April 9th, The BCSD, AIR, and Say Yes teams all met to identify additional data to be added to the Data Dashboard and to develop a common understanding and priority level regarding data availability and use.</p> <p>5.d District leadership and AIR have used the formative assessment results and other data to inform the professional development, support and coaching of Priority schools by delivering the following differentiated supports:</p> <ul style="list-style-type: none"> · March 7th - Using Acuity Data to Inform instructional decision-making and school improvements · March 15th - District training of Teaching & Learning staff (Supervisors and Directors of core content area) – Using Acuity data to inform targeted support. <p>The second administration of CFA for high schools occurred from April 11-19th and data availability begins on April 24th. The Principals are expected to work with their DDI teams to analyze the results, including a comparative analysis between CFA 1 and CFA 2.</p>	<p>The Priority School Principal survey revealed the majority of the principals are not confident in the use of neither the benchmark assessments nor the analysis and use of data around those benchmark assessments.</p> <p>Excerpts of survey comments include: “We should have been given training on acuity first, then administer the assessments to students, were told to give the students the assessment, then we were trained on how to use the data. Nice program, but we should have been frontloaded.”</p> <p>“I still do not believe all teachers, parents and students are clear on the vision for the assessments. This causes the credibility of the assessment to be in question. “</p> <p>“I am teaching myself.”</p> <p>Given that this is a new assessment and timelines were significantly condensed between administration 1 and 2, little time was available for training and PD on the use of results. While funds were allotted to schools for PD the</p>
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BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – April 30, 2013

				and coaching – Feb. 2013 f. Achievement of DCIP objectives on summative assessments (i.e. ELA, Math and Science) – June 30, 2013		logistics of implementing PD in 3 weeks prior to the second administration was challenging for sites. Moving forward, it will be critical for the District to deliver PD and direct instruction on the use of these formative assessment data as one indicator of student learning. It is anticipated that this will be done at the Leadership Academy under the guidance of AIR.
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. Appendices 3 and 4 CAO Folder	Dec. 1, 2012	F. Wilson A. Botticelli	All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards. a. Implementation of School Opening Readiness process, including principal reporting on textbooks via Survey Monkey – Aug.-Sept. 2012 b. Provision of CCLS-aligned instructional units to teachers in specified content areas – Sept. 2012 and ongoing c. Review of school budget allocations for textbooks and materials – Sept. 2012 d. Provision of additional materials to support the learning of the CCLS – Feb. 2013 and ongoing	6.a The superintendent has set a priority to appropriate funds to provide required textbooks for every student for the 2013-14 SY. An RFP was sent to vendors requesting materials on March 20, 2013. Vendors sent proposals that demonstrated alignment to the CCSS. Any new textbooks should have web-based resources and media. Proposals have to attest to the scientific research base of the program and its proven effectiveness in school districts with similar demographics. All claims must be substantiated by data. A textbook inventory has been conducted at the high schools to determine where books are required. A similar inventory will be conducted at the elementary level after the state assessments. In addition a textbook tracker system will be in place that will accurately manage and track textbooks and provide reports at the district and school level. The survey administered in March 2013 to Priority School principals indicated a 93% awareness level of the District professional development and technical assistance that is available to support the implementation of CCLS. In addition 93% indicated that professional development resulted in a better understanding of how to lead the staff in supporting the shifts to CCLS. This knowledge acquisition will lead to the ability to evaluate materials to support CCLS. 6.b The 2012-13 PD plan is an ongoing process that is driven by the	The RFP referenced is for K-6 reading. Has additional information been gathered for other textbooks and material? Is there any consideration of moving toward digital based textbooks and materials by providing technology to students? Much of the CCSS is available digitally and may not require the purchase of new textbooks. The Priority School Principal Survey indicates that 59% of the principals report that they do not have the materials to implement common core. Excerpt comments from the survey: “Continually short textbooks with no remedy across all departments. Some departments are more helpful/visible than others in addressing these concerns/needs.” “The degree to which materials, resources, and textbooks are aligned is still in question.” “We have the materials to support the approved district programs. Those programs are not aligned to the common core.” {Please refer to the complete survey for comprehensive results.} The District is process of reviewing applications for the RFP for textbook tracker system. A District wide plan is to be developed to bar coding books. Since this is a major undertaking, it will be critical for the District to develop a comprehensive written plan, including a communication strategy for schools, to implement the bar coding process across all schools.

<p>b. Create a written plan for professional development and technical assistance to ensure a robust transition to CCSS.</p> <p>Appendices 1-2 CAO Folder</p>	<p>October 1, 2012</p>	<p>F. Wilson F. Lamparelli</p>	<p>Classroom observations will consistently show implementation of CCSS and the shifts in pedagogy. Student outcomes will improve.</p> <ol style="list-style-type: none"> Completion of a written PD plan to facilitate the transition to CCLS – Oct. 1, 2012 Articulation of a written plan for technical assistance through Instructional Rounds and School Support Plans – Oct. 1, 2012 Increase in consistency of the use of the CCLS in classrooms, as evidenced by observations – March 2013 Improvement of student outcomes (DCIP) – June 30, 2013 	<p>release of CCLS materials provided at the NTI sessions. To ensure that our schools have the latest offerings, directors, supervisors, support teachers and teacher ambassadors attend all NTI meetings in order to provide robust turnkey training of SED materials to implement solid CCLS instruction in classrooms. In between NTI sessions, participants meet to further develop the curriculum modules and to create the PD plan and its rollout to teachers. This is done through after-school PD, grade level and CPT support, Superintendent Conferences Days and Early Release Days, etc.</p> <p>All priority and focus schools are required to have a school review using SED’s Diagnostic Tool For School and District Effectiveness Toolkit (DTSDE). Tenet 3 in the toolkit focuses on examining the school for a rigorous and coherent curricula and assessment that are appropriately aligned to the CCLS for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes. The data from these schools reviews, together with the release of NTI/CCLS materials and the adoption of CCLS textbooks, will be used as the basis for 2013-14 written comprehensive PD plan under the Superintendent’s Re-organization Plan.</p> <p>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 as included in the Earned Autonomy Plan and non-negotiables.</p> <p>During the District Self Reviews, the DTSDE classroom visits are looking for and reporting on CCLS shifts as defined by Tenets 3 and 4. Technical assistance and school-based instructional coaches will help support implementation of the CCLS instructional shifts as part of the Superintendent’s reorganization plan.</p> <p>Principals’ survey indicates 92.6% of principals are aware of PD and Technical Assistance.</p> <p>The Superintendent appointed school leadership teams to attend NYSED Network Team Institutes Ambassador Program. This provides training for school and district staff to afford turnkey training on CCLS implementation and design of curricula materials. This training also serves to support CCLS instructional practices at their schools. School leadership teams were selected from all schools to participate with additional spaces allotted for</p>	<p>Based on the Priority School survey results, there is a need for supplemental materials needed for CCLS.</p> <p>There is a need for these materials and professional development to be developed for CCLS at the secondary level.</p> <p>The District has begun to provide centralized PD and support via the Ambassador Program. There are a variety of vehicles being offered to provide additional PD (e.g., after-school PD, grade level and CPT support, Superintendent Conferences Days and Early Release Days). Centrally offered PD has focused on K-6. It is unclear what central PD offerings are available for 7-12.</p> <p>While it is unclear at this time what CCLS materials/textbooks will be provided as a result, it is expected that a written PD plan will be completed that goes beyond a calendar of offerings (e.g. current PD plan for 2012-13SY).</p>
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					<p>priority school staff. Appendices 1 and 2</p> <p>In response to the DE’s comments of January 31st an update regarding the Ambassador Training program follows: Ambassador Training Update – District staff and school ambassadors attended training February 2013 NTI training and will be attending all future trainings per NTI calendar. Eight schools are participating in a statewide pilot of the newly developed ELA and Literacy Curriculum for grades P-2. One ambassador from each grade level will be attending the NTI pilot trainings.</p> <p>Outcomes from the Ambassador Training include:</p> <ul style="list-style-type: none"> • Read-aloud components have been infused into k-2 curriculum implemented throughout the district in buildings supported by ambassadors and observed during instructional rounds and DTSDE reviews. Also, coaches have been trained by district support staff who attend ambassador training • February 26, 2013 – 3 ambassadors attended NYSED rubric training at Erie 1 BOCES with content administrators and Math district support teachers to deepen their knowledge of how the assessments align with CCLS. • February 2013 – The RtT Math Project Administrator/ Ambassador Program Organizer who is the CCLS Project Administrator is responsible for: <ul style="list-style-type: none"> ○ Working with ambassadors at school 89 to develop plans to turnkey the information from NTI. ○ Meeting with BMT from school 17 to go through the information from NTI since there was no math representation from school 17 • Teacher Center classes on CCLS are offered and being by presented by ambassadors: <ul style="list-style-type: none"> ○ January 15 – February 26 <ul style="list-style-type: none"> ▪ Differentiating Mathematics Instruction <ul style="list-style-type: none"> ❖ Focuses on differentiating mathematics instruction ❖ Course is facilitated by the ambassador from School 18 ○ March 19 – April 23 <ul style="list-style-type: none"> ▪ Strategies for Implementing Common Core Mathematics Standards Grades K – 5 <ul style="list-style-type: none"> ❖ This course is based on strategies that were presented at NTI trainings 	
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7 Instruction	<p>a. Review and analyze the impact of the current promotion policy and practices on student achievement.</p> <p>Appendix #13</p>	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> <p>a. Provision of a multi-tiered system of supports, instruction and intervention –</p>	<p>7.a</p> <p>One of the current practice for increasing student achievement and promotion is the use of the Response to Intervention model. The State has mandated RtI for grades K-4; the District has extended it to grade 6 for all students, not just LD students. For grades seven and eight, there is not a formal RtI model. However in most cases, there is an AIS class period. Several academic interventions that can be used with struggling students in grades 7 - 8 have been identified for use during the AIS period. These include:</p> <p>Supplemental materials in core content areas</p>	<p>Please provide information that addresses this action step – review and analyze the impact of current district promotion/retention policies across all grade levels.</p> <p>The District, under the leadership of Ann Botticelli, has embraced a re-examination of its current practices around RtI. Several subcommittees have been meeting to address a myriad of ways to refresh current efforts – to include data aggregation of students receiving interventions.</p>

			<p>Dec. 14, 2012</p> <p>b. Review and analysis of promotion policy and practices – Jan. 31, 2013</p> <p>c. Recommendation of policy changes regarding promotion and retention, if appropriate – March 2013</p> <p>d. Policy-based decision making for retention and repeating of course work – June-Sept. 2013</p>	<p>teacher identified materials scheduling options including additional class period (Lab) small group instruction co-teaching extended time beyond the regular school day and school year provision of student support services AIS teacher providing contact time within class structure</p> <p>Based on the work of Distinguished Educator with the Director of Curriculum, a committee has been formed to review RtI procedures and student needs across the grades in order to make recommendations for enhancements. The enhancements would include a multi-tiered system of supports, entrance and exit criteria, instruction and intervention, progress monitoring and data collection to ensure fidelity of implementation of RtI across the grades. This would include central oversight of the data to monitor the impact of the fidelity of implementation and impact on student outcomes. The committee has the following subcommittees: Enhance the infrastructure Code student placement in Infinite Campus</p> <ul style="list-style-type: none"> • determine alignment to State course codes – <i>completed</i> • update Infinite Campus, schools schedule appropriately – <i>in process</i> • Create reports to track student progress • Ensure mClass and dashboard data integration (establish automatic timeframes?) • Realign assessment administration windows – <i>completed</i> • Provide progress monitoring reports to schools, IR teams – <i>fall 2013</i> • Determine consistent process to streamline ODR data entry • DIBELS Next is under consideration for 2013-2014 <p>Incorporate DDI process into RtI framework Currently we have checkpoint process in place</p> <ul style="list-style-type: none"> ▪ Incorporate behavioral data into placement protocols – <i>in process</i> ▪ Incorporate CFAs into placement protocols – <i>in process</i> ▪ Create narrative and data process template for schools – <i>in process</i> ▪ Create narrative to accompany RTI protocols ▪ Crosswalk placement data with CSE referrals, CFAs, attendance, State assessment scores, DIBELS/IDEL, mClass math 	<p>It is of concern that there currently lacks a structure or framework of RtI at the middle and high school levels. While it is stated, "...in most cases there is an AIS period" there lacks a standard protocol approach in delivering a multi-tiered system of instruction and intervention.</p> <p>The current lack of entrance and exit criteria for students in need of such classes at the secondary level and the lack of central oversight for the results of these classes need be addressed for next year.</p> <p>The items listed as 'academic interventions' for the AIS period are structures and do not address student needs.</p> <p>It is critical for BPS to create a district-wide multi-tiered system of instruction and intervention prek-12, inclusive of EL, Special education services, and highly able students. Inclusive in this framework is systemic PD for school based leadership teams and central oversight for the implementation.</p> <p>Available and aligned coherent and accurate data systems are vital to the establishment of a successful District-wide RtI framework.</p>
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	<p>b. Explore Adult Education and CTE as alternative paths for 5th year seniors.</p>	<p>Nov. 1, 2012</p>	<p>W. Keresztes</p>	<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"> a. Review of criteria and application processes for the District’s CTE programs – Nov. 15, 2012 b. Review of Adult Education/GED programs to determine expansion needs and viability 	<ul style="list-style-type: none"> ▪ Collect and review monthly DI feedback form ▪ Revise student data folder contents – <i>complete</i> <p>Share data with Instructional Rounds teams</p> <p>Provide professional development</p> <ul style="list-style-type: none"> • Training for new teachers • DIBELS Next training – summer, fall 2013 • Meet with every literacy coach to review CCLS/RTI support plans - <i>completed</i> • Provide specific activities to reinforce identified skills linked to ISF, PSF, LNF, NWF, ORF, Number and Operations, and Fluency - ongoing • Train School Based Inquiry Teams (SBIT) <ul style="list-style-type: none"> • Logistics (funding, PGS, locations, etc.) • Reconceptualize framework • Infuse DDI process into RtI framework • Strategies to address student weaknesses <p>Instructional Rounds Teams</p> <ul style="list-style-type: none"> • Verify checkpoint implementation, progress monitoring <p>A plan of action for the committee has been drafted. April 9th was held to discuss strategic planning for RTI.</p> <p>7.b. A recent SED field memo issued in January 2013 on district and school accountability determinations based on the 2011-12 SY results is currently being reviewed by the HS committee in relation to the impact of ESEA waiver on the District’s 2010-11 Promotion Regulation (7210R).</p> <p>b. See attachment for program sites, enrollment numbers, and planned expansion for 2013-2014. The calculation for High School Equivalency diplomas awarded will not occur until July 2013 when examinations have been completed and diplomas issued by NYSED.</p> <p>These courses are designed to assist students 16-21 years old with math, reading, and writing skills in preparation for taking and passing the GED exam. Instruction focuses on improving basic skills, reading of science & social studies materials, as well as analytical and general study concepts. The NYS GED exam is</p>	<p>There is a planned expansion of High School equivalent classes at 3 High Schools – Bennett, Academy 131, and South Park. Only students enrolled at these High Schools may attend the classes.</p> <p>There is a Senior Credit Review that is conducted at the beginning of the Senior year – that verifies the number of credits and courses scheduled for Senior Year. It includes a student conference and notification to parents. If deficient options are provided to recoup needed credits. It will be important to review these</p>
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<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>as alternative paths for 5th year seniors – Feb. 15, 2013</p> <p>c. Increase of access to CTE programs based on student demand – Aug. 2013</p> <p>d. Decrease in percentage of credit-deficient 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> <p>a. Review of current criteria and application processes for all District CTE programs – Nov. 15, 2012</p> <p>b. Development of sample District “Road Shows” to familiarize middle school students with CTE program options – Dec. 21, 2012</p> <p>c. Increase in the percentage of CTE applicants who are admitted to programs – Aug. 2013</p> <p>d. Increase in CTE graduation rate – Sept. 2013</p>	<p>offered once per month. The test includes Language Arts, Reading & Writing, Math, Science & Social Studies. The exam is 10 hours in length. (Adult Education Catalog is attached). Appendix 22</p> <p>7.c CTE Committee Update The committee continues to meet regularly. Kathy Heinle presented to the Student Achievement Committee on February 6, 2013. A summary of her presentation follows:</p> <p>Committee: Increase Access to Career & Technical Education (CTE)</p> <p>1. Presentation was made outlining success of CTE programs to date –</p> <table border="1"> <thead> <tr> <th></th> <th>BPS</th> <th>State Target</th> </tr> </thead> <tbody> <tr> <td>• Attained a HS diploma:</td> <td>78.49%</td> <td>58.00%</td> </tr> <tr> <td>• Passed ELA:</td> <td>92.02%</td> <td>72.25%</td> </tr> <tr> <td>• Passed Math:</td> <td>83.01%</td> <td>73.75%</td> </tr> <tr> <td>• Industry Assessment</td> <td>58.47%</td> <td>57.27%</td> </tr> </tbody> </table> <p>Post High School Placement 93%</p> <p>NY State Performance reports for 2010-11 program year</p> <p>2. Recommendation of the Committee -</p> <ul style="list-style-type: none"> ▶ Revise Criterion for Career & Technical Education Programs- <ul style="list-style-type: none"> ▶ To be more holistic and equitable ▶ Update Board Policy ▶ Expand Career & Technical Education in the district with a K-12 model with Career Exploration starting as early as Kindergarten ▶ Develop process to add or remove programs to meet industry needs <p>The Superintendent has convened a meeting on April 25, 2013 to discuss the status of the CTE Committee recommendations. An update will be provided to the BOE following the meeting.</p> <p>3. Phase in of Recommendations-</p> <ul style="list-style-type: none"> ▶ High School <ul style="list-style-type: none"> ◦ Enhanced Industry Experience ◦ Addition of Special Ed programs in all schools for equity 		BPS	State Target	• Attained a HS diploma:	78.49%	58.00%	• Passed ELA:	92.02%	72.25%	• Passed Math:	83.01%	73.75%	• Industry Assessment	58.47%	57.27%	<p>data to ascertain the effectiveness of this approach resulting in improved graduation rates.</p> <p>The District is in the early stages of developing an early warning system for grades 9-12 that will allow students, and teachers to monitor on-track/off track for graduation.</p> <p>While this committee has been meeting since fall 2012, it is unclear of its status in recommending policy changes for CTE criteria and application processes. Principal surveys and input from High School principals on the CTE work group has been solicited.</p> <p>It appears that greater oversight and leadership is needed to complete this review and revision process.</p> <p>There is uniform agreement that CTE programs are under enrolled and students are under informed of options. While several recommendations from the Committee have been presented, to date, the decision-making has stalled. The critical issue is equity and access to programs for students.</p>
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	<p>d. Explore opportunities to provide more GED options within the district.</p> <p>e. Analyze the current use and impact of NOVA net in Priority Schools for students in need of credit recoupment and acceleration.</p> <p>Appendices 2, 7-9, 25, 26, 27</p>	<p>January 14, 2013</p> <p>March 15, 2013</p>	<p>W. Keresztes</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> <p>a. Determination as to opportunities to provide more GED options within the District – Jan. 14, 2013</p> <p>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.</p> <p>a. Assessment of the need for credit recoupment and acceleration – Jan. 31, 2012</p> <p>b. Analysis of use and impact of Nova Net – Mar. 15, 2013</p> <p>c. Increase of access to accelerated</p>	<ul style="list-style-type: none"> ▶ Re-Design Middle School Model <ul style="list-style-type: none"> ◦ Career and Skill Focus ▶ Early Intervention starting at Kindergarten <ul style="list-style-type: none"> ◦ Career Exposure starting with 4-6 grades ◦ Expanding to K-4 <p>7.d Completed in January. The program is budgeted in the 2013-14 SY. Two additional GED programs will be opened at Bennett and Academy #131 next year. We will re-work details of other programs in order to accomplish this. As a result, a total of 3 GED programs (including South Park HS) will be housed in traditional high schools.</p> <p>7.e A Credit Accrual Program was established to allow seniors to gain high school credits to meet graduation requirements by June or August. The students selected were one to three credits short of meeting the requirements this year (see attachments):</p> <ul style="list-style-type: none"> • McKinley Program update to Board • Discovery School 43 presentation on high school options FINAL.pptx <p>Per previous comments, a copy of the requested Credit Recovery audit is attached. The audit also includes the district response. Please be aware that few districts are able to manage the SED request that only teachers certified in the specific area monitor students when completing independent online coursework. To date, no guidance exists from SED on how to operationalize their directives. For example, if a computer lab has 3 students scheduled for credit recovery in 3 different content areas, the district would need to assign 3 teachers to monitor those students to remain in compliance with SED directives.</p>	<p>It is critical to monitor the implementation and enrollment of students into these two additional GED opportunities. At the conclusion of this school year, data will be requested on the existing GED programs in terms of enrollment and completion rates.</p> <p>Please provide information regarding the current enrollment of students in the Credit Accrual Program (enrollment, attendance, by High School in attendance).</p> <p>Please provide written information on this program – enrollment process, intake process, enrollment cap transfer, entrance and exit criteria for students, as well as the assurance that it will be a fluid option for students. For example – while this is an interesting option – it could very quickly become the size of a school itself – 70% of Lafayette could fill it now.</p> <p>It will be critical to avoid potential unanticipated outcomes of students being sent to STAR (similar to Alternative Education) without a pathway back to a comprehensive High School. It is unclear if STAR has its own BEDS/School code or number.</p> <p>Per the audit, the use of teacher aides are allowed to</p>
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BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – April 30, 2013

<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>W. Keresztes</p>	<p>coursework – Aug. 31, 2013 d. Increase in number of students recouping credit toward graduation requirements – Aug. 31, 2013</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</p>	<p>We are now developing an RFP that requires vendor provision of certified teacher direct assistance during the seat time through chat or other methods. This would also enable us to implement 24/7 access—a request from Priority School Principals. Our expectation is that by 2013-2014, the finding in the audit will be satisfied.</p> <p>The purpose of the RFP is to reduce current costs for online credit recovery and to satisfy the audit finding regarding real-time subject specific certified teacher support. Inclusion of an online credit recovery program will be a non-negotiable item for Priority School daytime schedules.</p> <p>7.f Fall 2012 enrollment numbers by continuum will be updated at the conclusion of the school year after the Annual Review process is completed.</p> <p>The school district will also develop an RFP for a comprehensive review of special education programs. A prior review was conducted in 2007. The findings emphasized reorganization of the Committee on Special Education (CSE) and led to the establishment of student support teams. (For reference the study is attached). Appendix 23</p> <p>Regarding written directions related to LRE, the CSE manual of the district was updated last fall to further detail student-centered decision-making related to LRE and was distributed during the first semester. No further edits will occur until this summer. Ordinarily we prefer to update the manual only once per school year to avoid any confusion.</p> <p>7.g Per request, attached is the memorandum summarizing the recommendations of the Task Force. The Task Force was primarily established to identify facilities requirements for the programs. The group also discussed the specific needs and challenges faced by students who enter the programs and the supports that are currently effective and providing interventions. The entry/exit policy is currently being developed and is anticipated to be completed by July. (The working draft is attached as reference). Year-end attendance</p>	<p>manage the use of online programs as long as they are under the supervision of a certified teacher. Given the RFP process is underway – will BPS utilize the teaching aide allowance while the RFP process is underway for the 2013-14 SY?</p> <p>It is imperative that the on line option for credit recovery be available across all High Schools during the day -- as well as before and afterschool if possible. While an RFP is underway, it will be important to ensure that the online option during the day is in place for next school year utilizing the flexibility allowed under the audit.</p> <p>Given that Buffalo is a member of the Council of Great City Schools, it is highly recommended that it contact Mike Casserly, Executive Director of the Council to engage a team of urban educators to conduct a comprehensive review of special education programs for Buffalo.</p> <p>For the next update, please provide an update on the co-teaching PD and data collection of student outcomes. Per conversation, continued PD was to occur as well as the review of student outcome data for students in co-teaching service delivery.</p>
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BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – April 30, 2013

<p>g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students.</p>	<p>Feb. 15, 2013</p>	<p>W. Keresztes</p>	<p>services.</p> <ul style="list-style-type: none"> a. Evaluation of the impact of current special education co-teaching model – Nov. 1, 2012 b. Comparison of reported numbers of students enrolled in the continuum of programs and services – Jan. 31, 2013 c. Dissemination of written directions on the LRE, role of CSE and student-centered decision making – Feb. 2013 <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> <ul style="list-style-type: none"> a. Establishment of a task force to evaluate the current Alternative Education model – Oct. 2012 b. Task force’s provision of recommendations to the Superintendent – Jan. 31, 2013 c. Implementation of adopted recommendations to ensure consistency of instructional services to alternative education students – Feb. 2013 <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> <ul style="list-style-type: none"> a. Evaluation of the role, function and 	<p>summaries for alternate instruction attendance for suspended students will become available after June 30. (Appendix 24)</p> <p>7.h Intervention Tracking System forms have been delivered electronically in Excel. Our goal is to have all formats exportable to the data dashboard. All principals may provide input into the improvement of CSE forms/documents.</p> <p>Per additional requested evidence for 7h-k, the focus has been on improving standards for SWD initial referral identification. The attached documents reflect the communication and training that has occurred since January in the following areas:</p> <ol style="list-style-type: none"> 1. Revising Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs) so they reflect the input and feedback from principals and SST staff with regard to measurable objectives for such plans (See attachment 7h-k) 2. Operationalizing a tracking system for both general education students and existing SWDs receiving Tier 2 interventions. The goal is to better equip schools to resist premature identification of General Education students or premature requests for more restrictive settings for SWDs by producing comprehensive information on student functioning. The tracking system was developed by a team of SST staff and is consistent with the Say Yes Student Monitoring System (SMS) under development. (See attachment 7h-k) 3. Ongoing professional development with our national consultant and local staff on SST development. Consistent with our improvement in Tier 2 prevention to avert premature SWD identification, attached is a sample ppt. from a recent training. (See attachment 7h-k) 4. Updated documents developed by SST and district staff making the data-collection process more effective for staff. Documents related to initial referrals and/or requests for more restrictive 	<p>Please ensure that the entrance/exit strategies are data based and consider multiple measures.</p> <p>Please provide an update on site based instructional delivery and staffing for suspended students (per the Action Step). This is in regard to the current alternative education model at school sites for suspended students. Sites provide transportation one way and part time FTE are assigned to schools to provide instruction to suspended students that attend.</p> <p>Please provide information on many students are actually enrolled vs. attend the services. Please provide information to support the return on investment of this current site based model of alternative education. This is especially critical given the high number of short and long -term suspensions that have increased monthly since October.</p> <p>There is significant evidence that the District, under the leadership of Dr. Keresztes, is proactively reexamining current practices and polices as it relates to SST, CSE, RtI/interventions, and data collection around referral rates and proactive strategies to prevent invalid referrals for special education consideration/eligibility.</p> <p>Presentations have been made to Priority School Principals regarding the necessary offering of a continuum of services, including Resource Room services. This information, while not new, was in question as to the clarity and understanding by the Priority Schools as to the legal obligation to provide if students are to be provided the Least Restrictive Environment.</p> <p>As a result, the Priority School Principal survey shows that 81% of principals’ agree/strongly agree that resource room services are allowed and can be provided for students that qualify for it at their school.</p> <p>In addition, a March presentation at the Priority School Principals meeting introduced and solicited input from</p>	
<p>h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.</p>	<p>Jan. 15, 2013</p>	<p>W. Keresztes</p>	<p>W. Keresztes</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> <ul style="list-style-type: none"> a. Evaluation of the role, function and 	<p>summaries for alternate instruction attendance for suspended students will become available after June 30. (Appendix 24)</p> <p>7.h Intervention Tracking System forms have been delivered electronically in Excel. Our goal is to have all formats exportable to the data dashboard. All principals may provide input into the improvement of CSE forms/documents.</p> <p>Per additional requested evidence for 7h-k, the focus has been on improving standards for SWD initial referral identification. The attached documents reflect the communication and training that has occurred since January in the following areas:</p> <ol style="list-style-type: none"> 1. Revising Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs) so they reflect the input and feedback from principals and SST staff with regard to measurable objectives for such plans (See attachment 7h-k) 2. Operationalizing a tracking system for both general education students and existing SWDs receiving Tier 2 interventions. The goal is to better equip schools to resist premature identification of General Education students or premature requests for more restrictive settings for SWDs by producing comprehensive information on student functioning. The tracking system was developed by a team of SST staff and is consistent with the Say Yes Student Monitoring System (SMS) under development. (See attachment 7h-k) 3. Ongoing professional development with our national consultant and local staff on SST development. Consistent with our improvement in Tier 2 prevention to avert premature SWD identification, attached is a sample ppt. from a recent training. (See attachment 7h-k) 4. Updated documents developed by SST and district staff making the data-collection process more effective for staff. Documents related to initial referrals and/or requests for more restrictive 	<p>Please ensure that the entrance/exit strategies are data based and consider multiple measures.</p> <p>Please provide an update on site based instructional delivery and staffing for suspended students (per the Action Step). This is in regard to the current alternative education model at school sites for suspended students. Sites provide transportation one way and part time FTE are assigned to schools to provide instruction to suspended students that attend.</p> <p>Please provide information on many students are actually enrolled vs. attend the services. Please provide information to support the return on investment of this current site based model of alternative education. This is especially critical given the high number of short and long -term suspensions that have increased monthly since October.</p> <p>There is significant evidence that the District, under the leadership of Dr. Keresztes, is proactively reexamining current practices and polices as it relates to SST, CSE, RtI/interventions, and data collection around referral rates and proactive strategies to prevent invalid referrals for special education consideration/eligibility.</p> <p>Presentations have been made to Priority School Principals regarding the necessary offering of a continuum of services, including Resource Room services. This information, while not new, was in question as to the clarity and understanding by the Priority Schools as to the legal obligation to provide if students are to be provided the Least Restrictive Environment.</p> <p>As a result, the Priority School Principal survey shows that 81% of principals’ agree/strongly agree that resource room services are allowed and can be provided for students that qualify for it at their school.</p> <p>In addition, a March presentation at the Priority School Principals meeting introduced and solicited input from</p>
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<p>function of Committee on Special Education (CSE) and SST.</p> <p>j. i. Evaluate and analyze the current instruction, training, supervision, and</p>	<p>Feb. 1, 2013</p> <p>Nov. 1, 2012</p>	<p>Keresztes</p> <p>W. Keresztes F. Wilson</p>	<p>membership of and support provided by SSTs – Jan. 15, 2013</p> <p>b. Guidance, training and technical assistance for SSTs – March 1, 2013</p> <p>c. Improvement of student outcomes (e.g. increased percentage of accurate referrals to special education) – June 30, 2013</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> <p>a. Review of role and function of the CSE and SST – Jan. 30, 2013</p> <p>b. Positive feedback from SST focus group on the role of the SSTs in Priority Schools – April 2013</p>	<p>environments were revised based on SST input. These will be reviewed with building staff and principals annually for improvement. (See attachment 7h-k)</p> <p>The Priority School Principal survey shows that 74% of principals’ all/most schools have a clear understanding of the role, function, and purpose of SST and CSE processes (including team memberships).</p> <p>81.4% of the principals reported in The Priority School Principal survey that school staff has a clear understanding of the Least Restrictive Environment and the role of CSE.</p> <p>7.j-i Outcomes of standardized assessment results and item analyses were used to establish priorities for instructional programming involving students in self-contained special education classes. Our shifts for 2012-2013 focused on selecting tools that provided enhanced opportunities for teachers to improve direct and explicit instruction. Programs also were selected for the opportunities for independent learning provided to students. The materials, whether instructional products for students or support materials for teachers, also needed to be aligned with expectations in the CCLS. As a result, a variety of new curricular programs (see 7J(b)) have been implemented and will be assessed at the conclusion of the school year.</p> <p>• (See attached file: CurrSpecClass2-13.doc)</p> <p>7.j-i</p>	<p>principals regarding the integration of behavior and instruction into the SST process. To date, the SST process has, by practice, solely focused on behavior. The feedback from principals was positive and informative as many were integrated both already. Additional PD and support to SSTs was discussed and to be rolled out in cohorts with PD provided in collaboration with sites that are already doing this work.</p> <p>As a result, the Priority School Principal survey shows that 78% of principals’ agree/strongly agree that the SST is valuable in supporting teachers and students and ensuring that interventions are implemented with fidelity.</p> <p>However, excerpt comments from the survey show that current model of SST and CSE chair being one person has created significant challenges to delivering robust SST processes at the schools.</p> <p>“Our SST is overwhelmed with CSE duties. I have recently met with Ann Adams to improve our system. Recent SST training has also provided the team with needed professional development which should promote improvements.”</p> <p>“My SST team is only part-time. With a building that has 25% of our students identified with disabilities it is hard for the team to provide interventions. Most of their time is spent with the CSE component.”</p> <p>“The strength of the SST team/level of training/ability to lead challenging CSE meetings and determine proper student supports remains a concern.”</p> <p>Accordingly, please provide an update of I – b.</p> <p>a. Positive feedback from SST focus group on the role of the SSTs in Priority Schools – April 2013</p> <p>The District has provided data to support the work in this Action Step. As a result specific documents show specific programs that are to be implemented and</p>
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<p>service delivery for students with disabilities to understand the lack of achievement.</p> <p>ii Evaluate and analyze the current instruction, training, supervision, and service delivery for English learners to understand the lack of achievement.</p>	<p>Nov 1, 2012</p>	<p>F. Wilson T. Alsace</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"> a. Evaluation and analysis of the achievement and reasons for the underperformance of students with disabilities (SWDs)– Nov. 1, 2012 b. New recommendations for improvement of programs and services for SWDs - Feb. 2013 c. Improvement of multiple outcomes among SWDs, as per DCIP targets – June 30, 2013 <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> <ol style="list-style-type: none"> a. Evaluation and analysis of the achievement and reasons for the underperformance of English Language Learners (ELLs) – Nov. 1, 2012 b. New recommendations for improvement of programs and services for ELLs – Feb. 2013 c. Improvement of multiple outcomes among ELLs, as per DCIP targets – June 30, 2013 	<p>A multi-lingual principal’s committee was developed to allow principals to provide input on the district trends and needs of ELL students; create action plans to address the needs over time; and collaborate with the Boards’ Multi-lingual Education Advisory Committee (MEAC). Principals meet with a community superintendent, director and supervisor of the multilingual department and support staff from the Regional Bilingual Education Resource Network (R-BERN). The contents of the action plans are being included in the District Strategic Plan. See attached action plans.</p> <ul style="list-style-type: none"> • Multilingual Action Plan ESL.docx Multilingual Action Plan Bilingual.doc <p>7.k</p> <ol style="list-style-type: none"> a. No significant change exists in these numbers. Attached is another snapshot that shows a 2% increase in these numbers. The CSE reports that these are related primarily to charter school returns and new move-in students. (See attached file: All Services 12-13 Updated 4-23-13.xls) b. Principals are participating in school-based PD. Our preference is to conduct such PD with each school team so principals may identify barriers to success unique to their buildings. Attached is an update to our training implementation on ICT and general CSE processes (LRE, provision of services, compliance, etc.) (See attached file: update on 	<p>reinforced particularly in self-contained classrooms.</p> <p>For the next update – please provide information to support implementation, training, and oversight of the recommendations for improved programs and services for SWD. Additionally, student achievement data for students with disabilities will be requested.</p> <p>Please see the Multilingual ESL and Multilingual Bilingual documents in this folder for specific questions and clarifications.</p> <p>While the district is to be commended for conducting these committees, it is unclear of their impact on programming and service delivery to students.</p> <p>The EL programming and coordination across offices and in turn schools is of great concern. Given the increase in EL students and the concentration of these populations at several sites, the lack of coordination of systemic supports at schools and the fidelity of program implementation (e.g., SIOP) is concerning.</p> <p>While Task Forces for Bilingual and ESL work to develop action plans there does not appear to be a Central Office structure to provide leadership and decision making to put into place recommendations and written action plans. For example, under the leadership of Dr. Alsace, a comprehensive and thoughtful EL Action Plan for 2012-13 was developed. To date, the District has not acted upon or implemented its scope of work.</p>
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<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</p>	<p>Dec. 31, 2012</p> <p>Oct.15 & Dec. 2012,</p>	<p>W. Keresztes</p> <p>D. Sykes</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> <ul style="list-style-type: none"> a. Review and analysis of special education enrollment, referrals and exit rates in Priority Schools – Dec. 20, 2012 b. Provision of PD to principals regarding pre-referral strategies and LRE – Feb. 2013 c. Provision of PD on differentiation – March 2013 d. Increase in monitoring of student progress to determine appropriate times for less restrictive environment or exiting from services – March 2013 and ongoing e. Improvement on accuracy of referrals to special education – June 30, 2013 and ongoing 	<p>additional ict offerings for priority schools for wk & kc.docx)</p> <p>c. Differentiation is a component of the school-based training cited above.</p> <p>d. Monitoring is substantial at this point. We currently plan to have the NYSED Regional Office (Batavia) support our evaluation of these specific procedures when we conduct the Comprehensive Review of MDRs (Manifestation Determination Reviews) beginning in May.</p> <p>e. The 2/26 and 4/12 CSE training conferences with Kim Breen, our national consultant, focused on reducing premature referrals for special education. The trainings emphasized model secondary interventions for students prior to consideration for CSE referral. Attached are summary statements from the PGS evaluation system. (See attached file: Comments from Participants from Recent SST Training (2012-2013).docx)</p> <p>7.1</p> <p>APPR was negotiated with BCSA and BTF and approved by NYSED on January 17, 2013.</p> <p>Staff members certified by the Buffalo Public School District as lead evaluators for conducting teacher evaluations as defined by Commissioner Regulation 30-2.9:</p> <p>Forty-one (41) elementary principals – 100% certified</p> <p>Fifty (50) Elementary assistant principals – 100% of the 2011-12 SY assistant principals are certified. Nine (9) elementary assistant principals hired after September 2012 are currently participating in Lead Evaluator Certification training scheduled to be completed by May 10, 2013.</p> <p>Eighteen (18) secondary principals – 16 certified (89%) The two principals not certified have participated in all 30-2.9 training sessions but have not yet met the standard for conducting classroom observations. Both will continue to work towards certification though coaching and by working in Buffalo’s</p>	<p>The work addressing this action step is well underway. The next status update should include the data that reflect k-a. k-d., and k-e. to reflect the sum efforts of the efforts under taken in these areas.</p> <p>The District has continued its due diligence to complete the certification process of its Principals and Assistant Principals. It continues to monitors new hires for both</p>
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<p>Appendix 3 CAO Folder</p>	<p>process.</p>	<p>respectively</p>		<p>Implementation of the evaluation process will commence upon final approval of the APPR.</p> <ol style="list-style-type: none"> a. Completion of APPR evaluation training by most principals – Oct. 2012 b. Completion of APPR evaluation training by remainder of principals, most assistant principals and all except seven (7) central office administrators – Dec. 2012 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>Professional Growth System platform for and observation process similar to the observation utilized in the engage^{ny} calibration process utilizing components of the NYSUT 2012 Teacher Practice Rubric.</p> <p>Thirty-one (31) secondary assistant principals – All but one of the 2011-12 SY assistant principals are certified (97%). Four (4) secondary assistant principals hired after September 2012 are currently participating in Lead Evaluator Certification training scheduled to be completed by May 10, 2013. The one assistant principal continues to work towards certification though coaching and by working in Buffalo’s Professional Growth System platform for an observation process similar to the observation utilized in the engage^{ny} calibration process utilizing components of the NYSUT 2012 Teacher Practice Rubric.</p> <p>Two principals on assignment are certified. One is currently substituting for a principal out on maternity leave and another for a principal out on extended sick leave. In addition 24 Central Office content area administrators are certified as lead evaluators and five more are scheduled to complete training by May 10, 2013</p> <p>Three Community Superintendents and the Associate Superintendent are certified as lead evaluators for both teacher and principal observations.</p> <p>The Chief Academic Officer is certified as a lead evaluator for principals.</p> <p>By certifying all of Central Office content area administrators the Buffalo City School District is able to ensure all teacher and principal evaluations are conducted by a certified evaluator. All training and certification records are stored in the Professional Growth System (PGS) and available from the Department of Staff Development.</p> <p>March of 25-28: Am & PM sessions were held for SLO refresher classes for Building. Administrators</p> <p>A mandatory administrators meeting is planned for the end of April where expectations, timelines, and new processes related to teacher evaluations will be discussed. A schedule of the May and June technical assistance professional development sessions will be distributed. These sessions will support evaluators in the writing and rating of the 60 points of other measures using the</p>	<p>positions to ensure they are enrolled in the certification process for the teacher evaluation under the APPR. Additionally, a Central Office repository of certified evaluators has been built.</p> <p>Please provide a written summary of how teachers and principals will be rated under the new APPR (3012-c).</p> <p>Given the written concerns of SED regarding the ‘side agreement’ with union dated January 15, please advise the steps taken to ensure BPS is in compliance with 3012-c for the current and out years of the APPR.</p>
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	<p>m. Establish a written calendar for turnkey training & on-going training and technical assistance on evaluation rubric (e.g., inter-rater reliability, calibration).</p> <p>Appendices 1, 5-6 CAO Folder</p>	<p>Spring 2013 and ongoing</p>	<p>D. Sykes F. Wilson</p>		<p>NYSUT 2012 Teacher Practice Rubric.</p> <p>7.m Central Leadership Team meets monthly for ongoing development and management of all components related to the annual professional performance review (APPR) for principals and teachers to implement Education Law §3012-c and Commissioner’s Regulations.</p> <p>Plans for the 2013-14 SY related to training on the topics of Teacher Evaluation are currently in development to support Teacher Observations, Student Learning Objectives, and Inter-rater Reliability.</p> <p>Teacher Observations – Research for Better Teaching will provide a year-long training for identified District trainers to teach the Observation and Analysis of Teaching course. The trainers will be certified during the 13-14SY as part of capacity building for a sustainable District-Led Lead Evaluator Certification process. Additional staff development plans has been created to ensure training in all nine criterion in CR30-2.9.</p> <ul style="list-style-type: none"> • Student Learning Objectives – see section 5.b <p>Inter-rater Reliability - The engage^{ny} Teaching Learning Solutions (TLS) and the Community Training and Assistance Center, Inc (CTAC) materials together with the True North Logic web-platform will be used to build capacity for inter-rater reliability training. Buffalo staff leading the Inter-rater Reliability training will be participating as part of the Western Region Teacher Lead Evaluator Facilitation Team. All Lead Evaluators will participate during the summer of 2013. The Calibration Results will determine next steps for each participant.</p> <p>Weekly work session meetings continue to be held with True North Logic for ongoing development and management of all components related to the annual professional performance review (APPR).</p>	<p>The District is putting structures in place to address training related to the APPR process – certification and training for observations, SLOs and inter-rater reliability/calibration.</p>
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BUFFALO PUBLIC SCHOOLS – ACTION PLAN STATUS UPDATE – April 30, 2013

	Appendix 12 CAO Folder			<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>Weekly meetings held every Wed with BCSA from 9-11 for management of all components related to the annual professional performance review (APPR) for principals to implement Education Law §3012-c and Commissioner’s Regulations.</p> <p>Regular meetings with the BTF for management of all components related to the annual professional performance review (APPR) for teachers to implement Education Law §3012-c and Commissioner’s Regulations: Feb 14, 19, 20, 22</p> <p>February 1, 2013 APPR Procedures and Guidance Memo was sent out to all administrators</p> <p>APPR guidelines presented by Director of Human Resources at the February 12 principal meeting</p>	
<p>8 Assessment</p>	<p>a. Develop in writing, the vision, expectation, logistics and accountability for the</p>	<p>Nov. 1, 2012</p>	<p>F. Wilson G. Morris</p>	<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>	<p>8. a-e During the Priority School Principal meeting on March 7th, in conjunction with District leadership, consultants for American Institutes for Research provided training for Principals on the use</p>	<p>The District is to be commended for its effort to move toward a more data driven focus. The benchmark assessment is new to the District</p>

<p>new Benchmark assessments.</p> <p>b. Provide professional development for Priority School principals as to how benchmark data are to be used to accelerate student outcomes.</p> <p>Appendix 1 & 2 CAO Folder</p>	<p>Nov. 30, 2012</p>	<p>F. Wilson</p>	<p>a. Oral articulation of vision and expectations for use of formative assessments – July – Oct. 2012</p> <p>b. Provision of written vision, expectation, logistics, and accountability – Oct. 2012</p> <p>c. Distribution of revised procedures and logistics – Jan. 2013</p> <p>d. Administration of formative assessments – Jan. 2013</p> <p>e. Use of data from formative assessments to determine student progress during CPT, as evidenced by observations and reports – Feb. 2013</p> <p>Overall benchmark and state assessment results will increase.</p> <p>a. Provision of Data Dashboard PD to all principals and central office administrators – Oct. 2012</p> <p>b. Provision of PLOs for all administrators and instructional staff – Oct. and Nov. 2012</p> <p>c. Provision of PD on the Data Dashboard for all principals and selected Central Leadership – Nov. 14, 2012</p> <p>d. Provision of “Data Boot Camp” for all principals and selected Central Leadership – Dec. 18, 2012</p> <p>e. Increase in state test results (DCIP) – June 30, 2013</p>	<p>of results from the first district-wide interim assessment (Acuity) to make instructional improvements. The training included the following components: 1) Identifying school-wide prioritized areas for improvement; 2) “Unpacking” the assessment analysis sheet and instructional plan that outlines the changes in teacher practice based on data; 3) developing an action plan that includes prioritized next steps and actions to support teachers’ change in practice; and 4) Identifying bridges and barriers to using data for instructional improvements</p> <p>The agenda of this meeting (March 7th) was determined by the results of the second formative assessment data (Acuity). The Priority School Principal meeting focused on district-level priorities based on a district-wide analysis of the Acuity data to model how schools were to implement these same strategies at the school level.</p> <p>8.b. 96% of Priority School principals surveyed indicated that through professional development and training that they know how to use benchmark data to accelerate student outcomes. 96.3% of principals said professional development was provided or in progress. Written comments include the request for more differentiated support/assistance in needed. Data Managers/Coaches to assist buildings/teachers principals are sorely needed.</p> <p>The Chief Technology Officer is continuing to work with District staff to enhance the usefulness of the Data Dashboard resulting in the following specific modifications:</p> <ul style="list-style-type: none"> The process for getting input and feedback from principals and teachers on the usefulness and possible revision of the Data Dashboard will be a survey. Worked closely with CTB McGraw Hill and Versifit, our Data Dashboard vendor, to load all of the data from the MOY and EOY Common Formative Assessments (CFA) for ELA, Mathematics, and Science for all grades taken Improved data views to include three years of state assessment data that can be “drilled down” to the student level. 	<p>second semester.</p> <p>The process, logistics, and training regarding the new District-wide common formative assessment should be reviewed and revised, with input from sites, to ensure an improved administration for next SY.</p> <p>The results of the Priority School Principal Survey indicated the need for additional training with particular focus on which strategies to use (e.g., small group, reteach) after looking at the data.</p> <p>Additional training is being planned for delivery to support use of data to drive instructional decision-making across all schools. It is anticipated that the upcoming Leadership Academy will provide more time and in-depth opportunity to</p>
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<p>9 Operation & Management</p>	<p>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.</p> <p>b. All school staffing to be completed by HR with input from principals.</p>	<p>Effective Immediately</p> <p>Oct 15, 2012</p>	<p>All Cabinet Members</p> <p>D. Brown</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> <ol style="list-style-type: none"> Distribution of Community Superintendents’ Weekly Newsletter – Oct. 2012 and ongoing Distribution of Weekly Race to the Top Newsletter – Oct. 2012 and ongoing Distribution of the above and other directives, policies and practices in writing – Oct. 2012 and ongoing <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. 2012 Expeditious filling of vacancies, given ample talent pool and funding – Aug. 2012 and ongoing HR assumption of responsibility for all staffing functions, with input from principals as appropriate – Oct. 15, 2012 Restructuring of HR Department to facilitate expeditious staffing – June 2013 	<p>All communication as reported in the December update continue to be sent out. According to principals surveyed 63% indicated that District policies are provided in writing, in a clear and concise manner.</p> <p>9.b Human Resources is one of the first departments in phase II of the central office reorganization. Several discussions have taken place, working with Cross & Jofthus, to identify best practices nationwide for the HR structure. On March 1, 2013, Darren Brown, Executive Director of HR met with Scott Jofthus and Meghan Neary (HR consultant working with Syracuse public schools during their HR reorganization), and Lori Ludwick (Cross & Jofthus associate) to discuss the final stages of the HR reorganization in Buffalo.</p> <p>The new structure will have dedicated staff assigned to Community Superintendents to support the various HR functions of the schools assigned to that Community Superintendent (soon to be Chief of School Leadership). The Principal will know exactly who to call in the event of an extended teacher absence, leave, retirement, etc. HR will take it from there and supply quality candidates from the subject area candidate pool to interview with the Principal and the school leadership team.</p> <p>The HR departmental reorganization will be complete (by the date indicated on the action plan – June 2013) in order to</p>	<p>This domain is an area that continues attention by the District leadership team. Priority School Principals (51%) noted improvement in this area over previous years, and they still perceive the need for improvement and greater communication/clarity in a number of critical areas. (See Priority School Principal survey for complete results).</p> <p>As the reorganization of HR continues in collaboration with Cross & Jofthus, please consider involving principals as stakeholders /consumers to provide feedback on the impact of the new structure on sites.</p> <p>A clear need exists to improve communication regarding procedures for hiring staff and placement of staff in schools. Improvement has been noted in this area, but a great deal of variability in perceptions of process/procedures/communication exists across schools and principals.</p> <p>59% of Priority School Principals surveyed indicated that the process for hiring and filling vacancies in my school are much improved and clearer.</p> <p>Excerpt Comments from the Survey include: “I have seen a lot of improvement since the hiring of Darren Brown. He is very responsive and clear.”</p>

<p>c. Review and analyze student placement decisions for general and special education and English learners.</p> <p>Appendices #1 and #2</p>	<p>Nov. 1, 2012</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"> a. Review and analysis of student placement decisions – Oct. 2012 b. Provision of guidance to Central Registration Center (CRC) leadership to facilitate NCLB School Choice placements – Sept. – Dec. 2012 c. Review of quarterly student placement reports – Nov. 1, 2012 and ongoing d. Provision of guidance to CRC leadership to better inform parents of options for student placement during registration – Dec. 2012 	<p>accomplish staffing and teacher transfers for the 2012-2014 school year.</p> <p>9.c. A district-led review (external to the dept) was conducted of student placement decisions to inform current issues of public school choice. Central Registration and IT will continue to provide monthly reports to inform future placement of students at Priority Schools.</p> <p>For special education placements only—schools that are above the district average in SWD enrollment rates and that may surpass their prior year’s rate have SWD enrollments suspended unless extenuating circumstances exist for an individual family or student. Circumstances include sibling priority, proximity to the neighborhood, or special supports available at a particular school. Decisions to enroll SWDs when enrollments are temporarily suspended are made collaborative between the principal and special education department. The basis for ascertaining special education rates is the bi-annual enrollment analysis (attached) published by the Office of Shared Accountability. Appendix 3</p> <p>9.d</p>	<p>“We had problems with a special ed teacher out ill, ELA teacher out ill, Physical ed teacher...he accepted an assistant principal position, ESL teacher just interviewed for supervisor position ...he was selected.... Science teacher out ill...a kindergarten teacher out on maternity....a science teacher out on maternity...all of these teaching position only have subs. No certified teachers. An assistant principal out on workman's comp. We just received our CSE designee in Feb. What a year!”</p> <p>“This year, the building administration has been a part of the process for filling the vacancies.”</p> <p>More than 60% of the principals indicated that they need additional information, in writing, regarding the placement procedures for English Language Learners and students considered for special education. The focus of the comments made by principals is the need for a greater match between student needs and the actual placements (ELL and Students with Disabilities).</p> <p>Please provide update for EL placement/enrollments. Please provide update for general education student placement.</p> <p>Please provide the quarterly reports collected thus far for Priority Schools for both SWD and ELs per the action step.</p> <p>Please advise on the problem-solving and planning process that the District will engage in to proactively manage SWD enrollment rates for 2013-14 SY.</p>
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	<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>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> <ul style="list-style-type: none"> a. Exploration of services – Nov. 2012 b. Expansion of services: Ready Freddy and Get Schooled attendance programs – Sept. 2012 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) – Dec. 2012 d. Expansion of services: Placement of a Parent Facilitator in each school – Dec. 2012 e. Launch of phase 1 of the District Student Monitoring System, with teacher and student surveys sent – Dec. 18, 2012 	<p>As requested, attached is a comprehensive report on district activity regarding attendance improvement</p> <p>The report summarizes the recent status of attendance services, the reforms in attendance reporting, and the initiatives implemented by the district to attain attendance improvement. Significant emphasis is placed on early intervention and the potential impact, for example, of the Ready Freddy campaign piloted in the summer of 2012.</p> <p>While it is too soon to cull data related to parent facilitators, administrators, teachers, and parents generally report that the impact is powerful and essential to parental engagement and communication. We will work to establish attendance improvement tasks to the Parent Facilitator role in 2013-2014.</p> <p>The Student Monitoring and Intervention System (SMIS) is a tool to address individual student academic, social, emotional, physical and mental health needs and consequently provide needed supports. In this way, we can help students in the Buffalo public schools to successfully navigate the pathway to college.</p> <p>SMIS is founded on research-based indicators of student readiness for graduation and post-secondary careers. The system compiles academic data and parent and teacher information to generate recommended programming and support for the academic success of each student. The data will be accumulated and added to each year, as your child grows with us. Survey work continues through June.</p>	<p>The report on district activity for attendance is helpful in laying out priorities. It is thorough in its approach. There are several questions embedded in the document Key will be the updates on the work underway. While there a several other key activities outlined, the timelines for delivery are unidentified.</p> <p>It will be helpful to establish benchmarks and indices to ensure full appreciation of outcomes related to the placement of parent facilitators in Priority schools.</p>
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**Priority School Principal Survey
March 2013**

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 District-based Survey Monkey site. All responses were anonymous and the respondents were aware that their identities could not be identified.

Response Rate: 27 of 28 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.

Summary of Results

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

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

Note: Principals were asked to provide both quantitative ratings and qualitative comments in addition to the ratings. The content of the comments is an important piece of information in order to understand the specific needs and views of building principals. *The number of principals providing qualitative comments on a particular domain is an important indicator of the degree to which that domain is viewed more urgently by the principals.* The quantitative ratings must be interpreted within the context of the qualitative comments. Failure to do so will result in a misinterpretation of the survey.

An asterisk (**) indicates that one or more questions in the domain received a high (more than 35%) number of principals providing comments. Please see the Attached Survey for the full range of comments.

Organization (**)

The primary focus of this domain was on the value and function of principal meetings. In general, the principal meetings are perceived to be relevant and increase the principal skill set to accelerate student performance. More than one-third of the principals chose to submit comments that reflected their overall evaluation. These comments are important in that they reflect the significant concerns of those principals. Principals did not believe that the principal meetings provided opportunities for cross-school collaboration. Additionally, principals voiced their confusion regarding practices focused on placement and transfer of students.

Articulation and Coordination (**)

Principals reported that they most often used data to make decisions regarding acceleration of student performance and generally agreed that district policies were clear and concise as well as provided in writing. In general, 58% of principals perceived that these policies and procedures were not provided in a timely manner and 70% perceived that the district did not provide sufficient time for principals to respond to district requests. Finally, principals strongly disagreed that levels of principal autonomy and authority were well defined and provided in writing.

Leadership (**)

This domain focused primarily on principal perceptions regarding the development of and district support for the building differentiated support plans. The vast majority of building principals indicated that they had collaborated with their community superintendents to develop a support plan, with 51% indicating that the plan was either developed or was development and was being implemented. Only 11% of principals indicated that the plan had yet to be developed. While 60% of the principals did not believe that the district was providing timely and responsive services to the buildings. However, 60%

of principals did believe that the district is providing services and support specifically for the differentiated support plan. In addition, the majority of the principals (60%) believe that the district services for the support plan will result in improved student outcomes.

Use of Data (**)

This domain is an area that will require *urgent attention* by the district leadership team. The questions in this domain focused on the implementation and use of the “data dashboard.” The majority (56%) of the principals indicated that their leadership team had received training on the implementation and use of the data dashboard. The fact that 44% indicated that their teams had not received training may be one reason why the perceptions of the principals was not overwhelmingly positive. *However, even the responses of the principals whose teams did receive training indicated an urgent need for additional training and support.*

The vast majority (78%) of the principals indicated that the data dashboard was rarely or never used to support data-based discussions with the staff. Perhaps this is due to the fact that approximately three-fourths of the principals indicated that the data-dashboard is not used for on-going training or discussions of the use of data to inform instruction and 63% of the principals indicated that they are not confident that the data on the dashboard are current and accurate. In addition, the majority of the principals are not confident in the use of the benchmark assessments nor the analysis and use of data around those benchmark assessments.

Curriculum (**)

More than 90% of the principals indicated that they were aware of the professional development and support available in the district for implementation of common core and had attended Professional Learning Opportunities focusing on how to lead building implementation of the common core. However, slightly more than half of the principals indicated that they do not have the materials to implement common core.

It is clear that significant differences exist across buildings regarding the role of the SST and CST the perceptions of the principals regarding how much support the SST and CSTs provide. These significant differences across in the roles of the SST and CST and how to support them can set the stage for significant differences in the quality of the school experience across schools. Note: although a wide range of responses were provides for these questions, the majority of building principals believe that the CST and SST are valuable to support interventions for students who need more than core instruction.

Instruction

This domain focused only in the use of resource rooms and least restrictive environment. Principals perceived that they had a good understanding of the topics covered in the Instruction domain. More than 80% of the principals indicated that they had a good understanding of how to use resource rooms and that staff understood the concept of Least Restrictive Environment and the role of the CSE.

Assessment

The professional development/training on the use of benchmark data to accelerate student performance is on-going at the present time. ALL of the comments focused on the need for additional training with particular focus on which strategies to use (e.g., small group, reteach) after looking at the data.

Operation and Management (**)

This domain is an area that will require *urgent attention* by the district leadership team. This domain Principals noted improvement in this area over previous years but they still perceive the need for improvement and greater communication/clarity in a number of critical areas. More than 60% of the principals indicated that they need additional information, in writing, regarding the placement procedures for English Language Learners and students considered for special education. The focus of the comments made by principals is the need for a greater match between student needs and the actual placements (ELL and Students with Disabilities). A clear need exists to improve communication regarding procedures for hiring staff and placement of staff in schools. Improvement has been noted in this area, but a great deal of variability in perceptions of process/procedures/communication exists across schools and principals.

Summary

The Principal Survey sought to assess perception of principals regarding their understanding of district policies/procedures, their sense of support from the district, satisfaction with professional development/training/support and communication. Overall, improvement was noted in a number of areas over the past year. The topics covered in the Instruction Domain and the Curriculum Domains were rated more highly than other areas. The importance of the SST and CST in the development and support of interventions for students needing more than core instruction was noted.

The survey results identified some areas that, based on the quantitative ratings and the focused content of the principal comments, require immediate attention by the district leadership team. These areas received both the lowest quantitative ratings as well as comments submitted by the greatest number of principals responding.

1. Much more training and support for the use of the data dashboard and the use of the benchmark assessments is needed. The use of accurate data both to inform and evaluate instruction is a hallmark of effective schools. At the present time the schools are not using these data to inform instruction and the data appear not to be trusted as accurate.
2. More training and support regarding placement of ELL and Students with Disabilities clearly is needed. A consistent concern voiced by principals is the apparent disconnect between actual student needs, the placements made and the instructional plans (IEPs) for those students. This is an area in which the principals clearly indicated both their need for skill training and support in order to ensure both quality instruction and acceleration for these students.
3. Principals consistently requested improvement in the frequency and timeliness of communication with the district office. They are requesting that critical directives and policies/procedures be placed in writing. In addition, the principals are requesting more timely communication from the district with more time provided for principals to respond.

Priority School Principal SURVEY RESULTS

March, 2013

PAGE: ORGANIZATION DOMAIN

1. Monthly general Principal Meetings are relevant, differentiated, and matched to principal needs.		
	Response Percent	Response Count
Strongly Disagree	3.7%	1
Disagree	22.2%	6
Agree	66.7%	18
Strongly Agree	7.4%	2
	Comment Hide replies	13
<p>1.The meetings are more strongly focused on instructional leadership, and best practices than meetings in the past. I think we have learned a lot related to the Common Core Standards this year. Tue, Mar 19, 2013 2:40 PM Find...</p>		
<p>2.No comments Mon, Mar 18, 2013 10:28 AM Find...</p>		
<p>3.Are relevant but not timely. Differentiated between high school and elementary schools only Fri, Mar 15, 2013 2:39 PM Find...</p>		
<p>4.The large group meetings at times are not conducive to learning. Thu, Mar 14, 2013 6:34 PM Find...</p>		
<p>5.While principals' meetings are relevant, we need Thu, Mar 14, 2013 6:01 PM Find...</p>		

more time to to think through and work through a topic rather than going through a list of agenda items.

-
- 6.**The district is melting down and we are having a mandatory sexual harassment seminar. Two months to go and we have no Answers with teacher evaluations. Who it's going where next year? Thu, Mar 14, 2013 10:19 AM [Find...](#)
-
- 7.**Meetings have been helpful with area directors, however I feel time to express Principal Concerns is still needed. Thu, Mar 14, 2013 8:59 AM [Find...](#)
-
- 8.**Helpful but more differentiation/in-depth PD is and support after the meetings is needed Thu, Mar 14, 2013 8:53 AM [Find...](#)
-
- 9.**Many of the topics have been covered in previous trainings. I believe we need much more differentiated sessions. For example, the data training was a waste of valuable time for principals that have been through an extensive data training as cohort 1 PLA schools. Tue, Mar 12, 2013 4:32 PM [Find...](#)
-
- 10**The topics are hastily presented and there is a lack .of crucial information. There are Principal's Meetings that completely ignore topics that are announced Tue, Mar 12, 2013 5:46 AM [Find...](#)

soon after the meeting.

10 responses per page 25 responses per page

<

1

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answered question	27
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	3.7%	1
Disagree	37.0%	10
Agree	48.1%	13
Strongly Agree	11.1%	3
	Comment	10
	Hide replies	

1.The professional development session with Kim, related to implementation of the Common Core

Tue, Mar 19, 2013 2:40 PM [Find...](#)

Shifts in ELA and Math, was an effective way to start the school year, getting us re-focused on the important work of full implementation of the NYS Common Core Standards. Much of the professional learning has helped me to think about my vision for the school, and how to get organized around improving student proficiency rates, and goals of preparing students to be college and career ready. Some of the meetings have focused on group collaboration and differentiated approaches to learning new material. We at least have opportunities to have discourse around teacher supervision and instructional strategies and practices that can help us to improve student learning outcomes. The enabling conditions are being established for collaboration.

- | | | |
|-------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------|
| 2.Information worthwhile however no time to process and or. Implement | Fri, Mar 15, 2013 2:39 PM | Find... |
| 3.Only the math training was valued. | Thu, Mar 14, 2013 10:19 AM | Find... |
| 4.There is always some area I leave our meetings with that immediately implement into my building practice. | Thu, Mar 14, 2013 8:59 AM | Find... |
| 5.Topics are many times a repeat of other specific trainings already provided; hence differentiation is | Thu, Mar 14, 2013 8:53 AM | Find... |

needed in order to match the readiness level of each principal/building and move forward from there. Time spent out of a building is precious and must be utilized to the fullest benefit.

6.Most topics are topics already covered during other trainings. Tue, Mar 12, 2013 4:32 PM [Find...](#)

7.The information on monitoring common core implementation of math was helpful. Tue, Mar 12, 2013 5:46 AM [Find...](#)

8.See above Sat, Mar 9, 2013 1:41 PM [Find...](#)

9.Many of us already bring a skill set and knowledge that gets impacted by the barriers we face. I think the meeting would be more effective if we continue to focus on not only PD for ourselves but also how we're supported in eliminating/reducing those barriers. Fri, Mar 8, 2013 1:21 PM [Find...](#)

10It would be nice to look at school data and discuss .building data. Fri, Mar 8, 2013 10:57 AM [Find...](#)

answered question	27
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	11.1%	3
Disagree	55.6%	15
Agree	33.3%	9
Strongly Agree	0.0%	0
	Comment Hide replies	10

1.The cross-collaborative process is in its infancy stages of development, but I think if we continue to have opportunities for open, non-threatening dialogue, we will begin to see a synergy around Principal sharing of their own best practices and what really works for moving buildings forward, but I am optimistic

Tue, Mar 19, 2013 2:40 PM [Find...](#)

2.No time to collaborate. Groups are randomly put together

Fri, Mar 15, 2013 2:39 PM [Find...](#)

3.When?

Thu, Mar 14, 2013 10:19 AM [Find...](#)

<p>4.We do not have the time to collaborate during those meetings. However, time has been given for others to share best practices of their schools.</p>	<p>Thu, Mar 14, 2013 8:59 AM Find...</p>
<p>5.While topics presented can be used across schools, time to do such is a vital missing component. Even if some of the meeting time could be allocated to more in-depth sharing of best practices or for time to collaborate on an implementation or action plan, this would be beneficial.</p>	<p>Thu, Mar 14, 2013 8:53 AM Find...</p>
<p>6.There is mainly lectures with little time to collaborate.</p>	<p>Tue, Mar 12, 2013 4:32 PM Find...</p>
<p>7.The sharing on teams that support student improvement by Cassandra Harrington's Principals was very beneficial.</p>	<p>Tue, Mar 12, 2013 5:46 AM Find...</p>
<p>8.I would like more time to share how we are accomplishing certain goals to possibly learn ideas from our colleagues.</p>	<p>Sun, Mar 10, 2013 7:35 PM Find...</p>
<p>9.I actually don't see the need for cross-collaboration as many issues we have our related to our school configurations.</p>	<p>Fri, Mar 8, 2013 1:21 PM Find...</p>
<p>10Most of the information is lectured to us and .presented with power point but there has not been the time to collaborate and develop strategies.</p>	<p>Fri, Mar 8, 2013 10:57 AM Find...</p>

answered question	27
skipped question	0

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

	Response Percent	Response Count
Strongly Disagree	48.1%	13
Disagree	37.0%	10
Agree	11.1%	3
Strongly Agree	3.7%	1
	Comment	9
	Hide replies	

1 This has not happened.

Tue, Mar 19, 2013 2:40 PM [Find...](#)

2 I WOULD LIKE A SAY IN THE PLACEMENT OF .SPECIAL EDUCATION STUDENTS. OFTEN THE PLACEMENT CREATES PROBLEMS IN CLASSROOMS. STUDENTS MAY HAVE A HISTORY TOGETHER FROM A PREVIOUS SCHOOL ETC.

Fri, Mar 15, 2013 2:40 PM [Find...](#)

<p>3School 12 is a mess both for general Ed and special .placement.</p>	<p>Thu, Mar 14, 2013 6:34 PM Find...</p>
<p>4The most absurd statement. There is a total .disconnect between This department and the rest of the world. The most ridiculous part It's no one is doing anything about it. This has been going on for years.</p>	<p>Thu, Mar 14, 2013 10:19 AM Find...</p>
<p>5Placement procedures appear to be inequitable. .Priority schools receive some of the lowest functioning/ill-prepared students in the district both in September and during the school year as students are removed from Charter Schools, Criterion Schools, or are new -in-district students. Overage freshman issues need to be addressed swiftly and severely so as not to set schools up for failure given graduation requirements, i-day rule enrollment, and cohort issues.</p>	<p>Thu, Mar 14, 2013 8:53 AM Find...</p>
<p>6It is a "hit or miss " policy. There is little .communication of why placements are made.</p>	<p>Tue, Mar 12, 2013 4:32 PM Find...</p>
<p>7Students come with no warning and inadequate .documentation.</p>	<p>Tue, Mar 12, 2013 5:46 AM Find...</p>
<p>8More caution is needed in placement decisions .regarding students from outside the district,</p>	<p>Sun, Mar 10, 2013 7:35 PM Find...</p>

appropriate grade level placement based on age, and special education considerations.

9 There is no clarity, transparency, consistency here at .all. Fri, Mar 8, 2013 1:21 PM

answered question	27
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	18.5%	5
Disagree	81.5%	22
	Comment	8
	Hide replies	

1 We've been told verbally what we can do but not in .writing. With The exception on the 2013 school budgets. That was given in writing. Having a say in our school budgets is a big step forward. however, we are told how to utilize our staff which paralyzes us at times. Fri, Mar 15, 2013 2:39 PM [Find...](#)

For example, what coaches may or may not do, how to use ITCs during Test administration. I understand federal regulations, for example Pre-k aides but if there aren't any fed or contractual guidelines allow us to utilize our staff the way we see fit.

<p>2While we are moving towards principal decision .making, we are far from being there. Little input is asked from principals. When we sit on a committee it does not appear our thoughts are heard as things remain the same. Lack of good written communication is still a problem.</p>	Thu, Mar 14, 2013 6:37 PM	Find...
<p>3Principal autonomy has increased and is .communicated in writing. However, many times, autonomy is in the form of a directive being handed down with a short window to reply/develop/implement the task. Additionally, limited support is provided to complete the task.</p>	Thu, Mar 14, 2013 9:01 AM	Find...
<p>4I have not seen a shift of more decision making power .for principals. Hopefully, school based budgeting will move us in the right direction.</p>	Tue, Mar 12, 2013 4:43 PM	Find...
<p>5There is no autonomy. There is just less structure. The .requirements of after-school were not written out. RFPs are issued that relate to our programming, and we are</p>	Tue, Mar 12, 2013 5:49 AM	Find...

not consulted. The acuity testing was poorly implemented with little communication and no principal input. There is less autonomy than ever.

6 I'm not sure what type of autonomy and decision .making is referred to.	Sun, Mar 10, 2013 7:47 PM	Find...
7 Principal autonomy and decision making authority has .been provided via the School-based Budgeting power point presentation.	Sat, Mar 9, 2013 2:10 PM	Find...
8 I haven't seen it. .	Fri, Mar 8, 2013 1:23 PM	Find...

answered question	27
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	7.4%	2
Disagree	11.1%	3
Agree	55.6%	15
Strongly Agree	25.9%	7
	Comment Hide replies	12

<p>1.I have been given more autonomy to engage data driven decisions aimed at increasing achievement at my school. This is refreshing. I am excited about the School Based Budgeting decision making autonomy I will be engaged in in staffing for school year 2013-2014.</p>	<p>Tue, Mar 19, 2013 2:48 PM Find...</p>
<p>2.If the district would create an assessment calendar for the year when common formative assessments should be administered. We can better plan grade level meetings ahead of time.</p>	<p>Fri, Mar 15, 2013 2:39 PM Find...</p>
<p>3.I don't have the autonomy to make decisions regarding staffing. I would like to increase F.T.E.'s in areas where my students need the most help.</p>	<p>Thu, Mar 14, 2013 6:03 PM Find...</p>
<p>4.Besides grade level or vertical teams, data is useless. Infinite campus support is non existent with inaccurate data. Who is kidding who with data analysis.</p>	<p>Thu, Mar 14, 2013 10:25 AM Find...</p>
<p>5.Data drives the decision making from attendance to achievement to parent involvement.</p>	<p>Thu, Mar 14, 2013 9:15 AM Find...</p>
<p>6.Decisions are data-based in this school. Resources</p>	<p>Thu, Mar 14, 2013 9:01 AM Find...</p>

needed are not always supported/supplied by the district in a timely manner or at all. It is understood that resources are limited but we do not ask for a lot...when we do and requests are put off or unfilled, forward progress is impeded.

7.Data is central to my practices to improve student achievement. Tue, Mar 12, 2013 4:43 PM [Find...](#)

8.The greatest difficulty in this area is time. So many managerial tasks related to testing, afterschool programming, and day to day problem solving, etc. create a barrier to the degree of data analysis and action planning necessary. Sun, Mar 10, 2013 7:47 PM [Find...](#)

9.I sometimes make school, data-based decisions, aimed at improving student outcomes; however, these decisions are often times derailed by competing district initiatives/decisions. Sat, Mar 9, 2013 2:10 PM [Find...](#)

10This is an area which I need to continue to address. Fri, Mar 8, 2013 5:50 PM [Find...](#)

10 responses per page 25 responses per page

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1

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answered question	27
skipped question	0

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

	Response Percent	Response Count
Never	0.0%	0
Rarely	37.0%	10
Often	51.9%	14
Always	11.1%	3
	Comment	7
	Hide replies	

1The document library has become an excellent resource for retrieving documents and policies related to daily operations management and is now included as a link on the District homepage. Almost everything related to building based policies and procedures can be found here. Great work. Tue, Mar 19, 2013 2:48 PM [Find...](#)

2Policies for current topics. I believe the student support department led by Dr. Kereztes is solid. He provides mostly all directives in writing. he immediately provides Fri, Mar 15, 2013 2:39 PM [Find...](#)

pd on a new topic or reg. he is accessible at all times. I am confident when I call him I will receive clear and accurate info and support.

3 This is not consistent and truly depends of the .department. Some departments (Pupil Personnel Services) clearly provide written policies and others do not. Often policies and procedures are not timely, are unclear and have not been approved by all stakeholders. This causes principals to backtrack and/or communicate unclear directives to school staff.	Thu, Mar 14, 2013 9:15 AM	Find...
4 Policies and procedures are shared. .	Thu, Mar 14, 2013 9:01 AM	Find...
5 There appears to be no structure for authorizing district .policies.	Tue, Mar 12, 2013 5:49 AM	Find...
6 Since Dr. Brown's directive earlier in the year, policies .and procedures are now provided in writing. However, at times, the emails/memos contain conflicting information or else lack important details. As a result, principals have had to expend valuable time further investigating, calling, emailing, etc. to seek clarity and determine answers regarding these vague correspondences. For example, there was initial confusion during the CFA #1 administration regarding	Sat, Mar 9, 2013 2:10 PM	Find...

whether or not remote computer sites could be established using lap tops. One email indicated no, another stated yes. After several emails and a few days later, it was ultimately determined that remote sites could be utilized. Another example is whether or not primary teachers could utilize Infinite Campus mark reporting and grade book. Although we were informed that they could, to date, primary students have not received progress reports or report cards. These are just two of many examples.

7Some policies are very clear and provided in the .leadership and operations handbook, however it is not comprehensive. Some policies and procedures are unclear. I have requested that the policy for returning a student back to a previous school after they have been assigned to #40 or #44 be put in writing. Additionally, many policies related to human resources are unclear.

Fri, Mar 8, 2013 3:38 PM [Find...](#)

answered question	27
skipped question	0

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

	Response Percent	Response Count
Never	3.7%	1
Rarely	55.6%	15
Often	37.0%	10
Always	3.7%	1
	Comment Hide replies	7
<p>1 Policies on student placement and allocation of .resources have not been delineated or clearly defined. Tue, Mar 19, 2013 2:48 PM Find...</p>		
<p>2 It's seldom in a timely fashion. Last minute information, .requests, changes, etc. Sun, Mar 17, 2013 1:46 PM Find...</p>		
<p>3 Not very proactive.. I know CFAs are new but that info .was given piecemeal. I understand NYSED expects info ASAP for example the CSEP; so I think it's important to note in the email that due to the state there isn't enough turn around time thus this is due....but I feel on many occasions we are expected to turn around products, info, pd plans, etc within 5 days. To some people this might be enough time. But I feel this doesn't Fri, Mar 15, 2013 2:39 PM Find...</p>		

allow me any time to process, discuss with all stakeholders and in turn the product isn't my best work or the not the most effective plan, high quality etc. Also, I have had to cancel meetings, etc. In summary, when possible provide us two weeks , at least, to turn around projects, plan etc.

4 Some policies/procedures are shared in a timely .fashion/manner. Others seem to be given at a time withAM little response time allowed to implement. Emergencies are understood, but the frequency of short turn-around items is too great.	Thu, Mar 14, 2013 9:01	Find...
5 Often policies are forwarded after expected .implementation. At times, they are implemented withoutPM regard implications that effect students and personnel	Tue, Mar 12, 2013 4:43	Find...
6 This year, I feel that we are being bombarded with so .much that is new from the State on down through the district, that we cannot keep up at the building level. CCLS, afterschool, SIG, SCIP, Data Analysis, SLO testing, CFA testing, JIT, PLO planning. I feel that nothing can be done well, just the minimum to get by before the next task is due.	Sun, Mar 10, 2013 7:47 PM	Find...
7 There has been improvement in this area. .	Sat, Mar 9, 2013 2:10 PM	Find...

answered question	27
skipped question	0

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

	Response Percent	Response Count
Strongly Disagree	7.4%	2
Disagree	37.0%	10
Agree	51.9%	14
Strongly Agree	3.7%	1
	Comment	8
	Hide replies	

1Of that which has been provided to me I am aware, Tue, Mar 19, 2013 2:48 PM [Find...](#)
.

2Student support department is solid. The ESL director Fri, Mar 15, 2013 2:39 PM [Find...](#)
.is very knowledgeable and approachable. However
her Department does not have enough support
personnel to support this ever growing demographics.
I also feel this departments lacks clear policies and
procedures on grading. and does not have a base

curriculum that teachers can start with and later differentiate to meet the needs of their students. Furthermore, the department is not proactive and or innovative to meet the needs of newcomers, etc. They are stagnant. I am unsure if it is a lack of personnel, passion and or lack of accountability on student outcomes.

3 Who's running the district? There it's no clear agenda .for change. We have lost two years with no commitment from the board.	Thu, Mar 14, 2013 10:25 AM	Find...
4 It often take time to decipher the true intended .message behind policies. Principals often have to rely on colleagues and return phone calls to various departments to get clarity.	Thu, Mar 14, 2013 9:15 AM	Find...
5 Policies are published and rarely modeled or .enforced.	Tue, Mar 12, 2013 4:43 PM	Find...
6 The policies change frequently and appear to be .based on the whim of the person on the other end of the phone.	Tue, Mar 12, 2013 5:49 AM	Find...
7 Yet, still without supports. .	Mon, Mar 11, 2013 1:30 PM	Find...
8 Although not an option, I "somewhat agree".	Sat, Mar 9, 2013 2:10 PM	Find...

answered question	27
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	11.1%	3
Rarely	59.3%	16
Often	25.9%	7
Always	3.7%	1
	Comment	8
	Hide replies	

1 There has been improvement in this area, but there are still important items that need a really quick turnaround, and for a Principal, we simply need at least a five day lead time when required to make important decisions that involve us gathering appropriate data and information to make those decisions.

Tue, Mar 19, 2013 2:48 PM [Find...](#)

<p>2One day notices art best. Debra Sykes is the worst .and she knows when the training is coming.</p>	<p>Thu, Mar 14, 2013 10:25 AM</p>	<p>Find...</p>
<p>3We are given 1 to 2 days to respond to request from .our school. At times these requests have come with letterhead dated weeks/ months before we receive it.</p>	<p>Thu, Mar 14, 2013 9:15 AM</p>	<p>Find...</p>
<p>4Requests are frequent and many times with a short- .turn around time. Many times the justification given is that we (principals) are needed to provide these items quickly so that District-level personnel have enough time to complete their task; a difficult rationale to understand at times given the all the demands on principals.</p>	<p>Thu, Mar 14, 2013 9:01 AM</p>	<p>Find...</p>
<p>5There is rarely evidence of long term planning at the .central office level. Once again , decisions are made top down with little collaboration. As a result, schools must rush through to meet deadlines set forth by central office. Historically this practice continues ..</p>	<p>Tue, Mar 12, 2013 4:43 PM</p>	<p>Find...</p>
<p>6There have been a number of tasks this year that we .have been given that required an unreasonable amount of time to complete. Emails sent in the morning requesting a response before I even have time to read my email at the end of the day.</p>	<p>Sun, Mar 10, 2013 7:47 PM</p>	<p>Find...</p>

7 There has been improvement in this area.

Sat, Mar 9, 2013 2:10 PM [Find...](#)

8 I really believe this answer should be sometimes. It really depends on which department is requesting the information.

answered question	27
skipped question	0

PAGE: LEADERSHIP DOMAIN

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

	Response Percent	Response Count
Strongly Disagree	22.2%	6
Disagree	37.0%	10
Agree	40.7%	11
Strongly Agree	0.0%	0
	Comment	13
	Hide replies	

1. Much better than last year,

Tue, Mar 19, 2013 2:52 PM [Find...](#)

2. We are trying but there is still too much red tape.	Sat, Mar 16, 2013 10:54 AM Find...
3. When I've reached out to people they have responded. I am not sure how they can be proactive.	Fri, Mar 15, 2013 2:40 PM Find...
4. However, this area has improved greatly.	Thu, Mar 14, 2013 6:04 PM Find...
5. Who would do this?	Thu, Mar 14, 2013 10:26 AM Find...
6. Often support staff and teaching and learning staff are unavailable. Teaching and learning staff need to be out in schools supporting the improvement of student outcomes. These services are not proactive.	Thu, Mar 14, 2013 9:27 AM Find...
<p>IT equipment and repair services take weeks and/or months to receive.</p>	
<p>Paraprofessional assignments are still incomplete.</p>	
<p>There is not an adequate pool of qualified teachers. When a vacancy occurs throughout the year, it takes weeks and/or months to fill.</p>	
<p>Parents Involvement/Title 1 Monies have been tied up all year. Supplies from November have still not arrived.</p>	

7.Reaction/answer to requests are many times slow or non-existent. Thu, Mar 14, 2013 9:05 AM [Find...](#)

8.At the building level it is not evident that the district has a defined vision. Tue, Mar 12, 2013 4:51 PM [Find...](#)

9.After instructional rounds there is support scheduled, but very often the person providing the support has to cancel. Tue, Mar 12, 2013 5:50 AM [Find...](#)

10I mostly agree, but feel that directors in areas other than ELA and Math need to take a stronger role in providing instructional support to struggling teachers in priority schools to allow principals to spend our instructional energy on Language Arts and Mathematics. Sun, Mar 10, 2013 7:52 PM [Find...](#)

10 responses per page 25 responses per page

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1

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answered question	27
skipped question	0

12. As a result of the walk throughs, I have collaborated with my Community Superintendent to develop a differentiated support plan that outlines actions and evidence of successful implementation across multiple domains (e.g. discipline, attendance, achievement, parental engagement).

	Response Percent	Response Count
Plan is Not Yet Developed	11.1%	3
Plan is In Progress	37.0%	10
Plan is Developed	18.5%	5
Plan is Developed and Being Implemented	33.3%	9
	Comment Hide replies	8

1 My Community Superintendent has been highly effective, and has ensured that I receive the necessary human and material resources to address the plan developed from the Instructional Rounds. Our action plan is about 90% complete at this time. I believe we will see tremendous results as a result of this level of support.

Tue, Mar 19, 2013 2:52 PM [Find...](#)

2

[Find...](#)

<p>.to the school and district initiatives to move all students forward, progress monitoring is done to check for implementation, and we as a school are not there yet.</p>	<p>AM</p>
<p>3The team came in with a focus, instead of focusing on our school's need. Based on their predetermined objective a plan was developed and implemented. I love. The instructional rounds. The concept is great. Moving forward I wish. They would ask me about an area I need support based on my data, observations, etc.</p>	<p>Fri, Mar 15, 2013 2:40 PM Find...</p>
<p>4I am waiting for the community superintendent to follow through on their part of the plan. It has been 2 months.</p>	<p>Thu, Mar 14, 2013 6:38 PM Find...</p>
<p>5We have experienced one walkthrough. The plan is in progress at the building level through the efforts of those in the building. Some district level supports have yet to be supplied.</p>	<p>Thu, Mar 14, 2013 9:05 AM Find...</p>
<p>6We have had one walk through which served as an overview of classrooms visited. It has not had the the instructional impact it was intended to have.</p>	<p>Tue, Mar 12, 2013 4:51 PM Find...</p>
<p>7A plan has been developed with my Community</p>	<p>Sat, Mar 9, 2013 2:19 PM Find...</p>

.Superintendent based upon the initial Instructional Round; however, the plan doesn't include evidences of successful implementation across multiple domains.

8Unless this question is referring to Instructional Rounds, then this plan has not been developed. Fri, Mar 8, 2013 1:25 PM [Find...](#)

27
skipped question 0

13. There is sufficient support and follow up to implement the support plan.

	Response Percent	Response Count
Never	3.7%	1
Rarely	37.0%	10
Often	48.1%	13
Always	11.1%	3
	Comment Hide replies	4

1It was written in the plan, thus it was implemented. Fri, Mar 15, 2013 2:40 PM [Find...](#)

.		
2Support often comes back to the school as some .central office staff has been unavailable to provide AM support in a timely fashion.	Thu, Mar 14, 2013 9:27	Find...
3We have experienced one walkthrough. The plan is .in progress at the building level through the efforts of those in the building. Some district level supports have yet to be supplied.	Thu, Mar 14, 2013 9:05 AM	Find...
4We are moving in this direction. This is the first .time I have received support and follow up after a walk through. So, it is still early.	Fri, Mar 8, 2013 11:03 AM	Find...
	answered question	27
	skipped question	0

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	11.1%	3
Disagree	33.3%	9
Agree	48.1%	13
Strongly Agree	7.4%	2

<p>1This year was a late start for district .assessments, I am confident that next year results will be much greater when we start the school year off with the district created assessments in September, and everyone has a building calendar created for assessments, and the entire DDD process.</p>	<p>Mon, Mar 18, 2013 10:34 AM</p>	<p>Find...</p>
<p>2Somewhat?</p>	<p>Sun, Mar 17, 2013 1:47 PM</p>	<p>Find...</p>
<p>3There is no real difference because last year I'd .request support from central office very much like the rounds. And it was more helpful because it was specific to my needs. However, we've learned a lot from the walkthrough and discussions but I'm not sure if there will be a great impact on student outcomes.</p>	<p>Fri, Mar 15, 2013 2:40 PM</p>	<p>Find...</p>
<p>4This year we received funding for afterschool .program and monies for PLO for teachers.</p>	<p>Thu, Mar 14, 2013 9:27 AM</p>	<p>Find...</p>
<p>5I agree to an extent, yet support is at times still</p>	<p>Thu, Mar 14, 2013 9:05 AM</p>	<p>Find...</p>

.limited and takes a relatively long amount of time to coordinate/receive approval.

6Last year at this time, no support services were provided. To date, I have not received differentiated support and services; however, I am currently scheduled to meet with a special education specialist to devise a training plan. Sat, Mar 9, 2013 2:19 PM [Find...](#)

27

skipped question

0

PAGE: USE OF DATA

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

	Response Percent	Response Count
No	44.4%	12
Yes	55.6%	15
Comment Hide replies		8

1I was trained on the usage of DD, and turned key this training to my staff at GL Mtgs. Mon, Mar 18, 2013 10:36 AM [Find...](#)

2Presently my leadership team is participating in .data dashboard training.	Sun, Mar 17, 2013 1:49 PM	Find...
3It's not easy to navigate. It's not accurate. .	Fri, Mar 15, 2013 2:40 PM	Find...
4I have. This training has not been provided for .my assistant principal, guidance or ELA and Math Support Teachers. My staff has learned to use data dashboard by being self-taught.	Thu, Mar 14, 2013 9:44 AM	Find...
5Training has been supplied as a basic to .intermediate level. Reliability of the data is still in question.	Thu, Mar 14, 2013 9:07 AM	Find...
6Limited .	Wed, Mar 13, 2013 12:44 PM	Find...
7We have worked with it in building. .	Tue, Mar 12, 2013 5:52 AM	Find...
8I'm not sure if the other members of the team, .(reading coach, BMT) have received training.	Sun, Mar 10, 2013 8:04 PM	Find...
	answered question	27
	skipped question	0

16. The data dashboard is utilized on a regular basis to support data-based discussions with my staff.		
	Response Percent	Response Count
Never	7.4%	2
Rarely	70.4%	19
Often	14.8%	4
Always	7.4%	2
Comment Hide replies		10
1.Many have not been trained. We have planned some PD. We use it with our RTI team.	Sat, Mar 16, 2013 10:58 AM	Find...
2.It's not reliable and/or accurate. We use DIBELS, WNYRIC, m-class. Etc. Also, when teachers received training the data was not entirely updated. And so it was hard to sell. I believe it has great potential. It would be great to go to one place for all of our data. It needs a little more Attention and a new roll out.	Fri, Mar 15, 2013 2:40 PM	Find...
3.Too many errors to use at this time.	Thu, Mar 14, 2013 6:39 PM	Find...
4.We often use data dashboard for attendance and disipline data.	Thu, Mar 14, 2013 9:44 AM	Find...

We use wnyric, nystart, mclass, circles, dibels and acuity for academic data at this time.

5. Reliability of the data is still in question. Thu, Mar 14, 2013 9:07 AM [Find...](#)

6. The information is richer and more accurate in other sources. Tue, Mar 12, 2013 5:52 AM [Find...](#)

**7. We are using NYSTART, mclass, Acuity, sites for Sun, Mar 10, 2013 8:04 PM [Find...](#)
data also, Harcourt assessment data**

8. All of the data is not accurate. The purpose of the data dashboard is to have a single place to access assessment, attendance and behavioral data. Fri, Mar 8, 2013 3:43 PM [Find...](#)

I access assessment data through NYSTART and data warehouse, acuity data through acuity website and have started to compile behavioral and attendance data through infinite campus.

When all of the information in data dashboard is timely and accurate, I will use it.

9. We don't reference the data dashboard itself often because much of the data we look at is formative in nature. Fri, Mar 8, 2013 1:27 PM [Find...](#)

10We use it as part of the RTI process.	Fri, Mar 8, 2013 11:04 AM	Find...
.		
	answered question	27
	skipped question	0

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	18.5%	5
Rarely	59.3%	16
Often	18.5%	5
Always	3.7%	1
	Comment	4
	Hide replies	

1Always when our RTI team meets.	Sat, Mar 16, 2013 10:58 AM	Find...
.		
2DATA IS USED REGULARLY, BUT THE DATA IS .RETRIEVED FROM OTHER SOURCES.	Fri, Mar 15, 2013 2:59 PM	Find...
3attendance & discipline	Thu, Mar 14, 2013 9:44 AM	Find...

4Reliability of the data is still in question. We have developed our own in-house system for data collection and analysis to supplement NYS Assessment data, etc. Thu, Mar 14, 2013 9:07 AM

answered question 27
skipped question 0

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

	Response Percent	Response Count
Never	22.2%	6
Rarely	40.7%	11
Often	37.0%	10
Always	0.0%	0
	Comment Hide replies	4

1We are still leaning how to implement and update .data. Sat, Mar 16, 2013 10:58 AM [Find...](#)

2This information has gotten better. Thu, Mar 14, 2013 9:44 AM [Find...](#)

.	3	Reliability of the data is still in question.	Thu, Mar 14, 2013 9:07 AM	Find...
.	4			
.				
			answered question	27
			skipped question	0

19. I have been provided clear written documentation of the vision, procedures, logistics and expectations of the new benchmark assessments.			
		Response Percent	Response Count
No		59.3%	16
Yes		40.7%	11
		Comment	6
		Hide replies	

.	1	I have been teaching myself.	Sat, Mar 16, 2013 10:58 AM	Find...
.	2	We did receive the directions and expectations in writing. However I wish we also received the plan	Fri, Mar 15, 2013 2:40 PM	Find...

for what to do with results before giving the tests. Also, an assessment calendar for the year given in the beginning of the year will be greatly appreciated so that we can plan grade level meetings(DDI) around the administration of CFA.

3The procedures and logistics for the new assessments have not always been clear. With the first assessment we were notified an Friday at 3:00 that our testing materials could be picked up o for the assessment on Monday. Direction of tools to use and teacher manuals were unclear.

Thu, Mar 14, 2013 9:44 AM [Find...](#)

I still do not believe all teachers, parents and students are clear on the vision for the assessments. This causes the credibility of the assessment to be in question.

We have recently received expectations for the new assessments and PLO for teachers to implement this process. I would have liked this training to begin In January after the first assessments to given more time for

implementation of plans.

4The training was logistical. The teacher's weren't .trained on the format, level of questioning or criteria for success. It seemed like a last minute initiative. Wed, Mar 13, 2013 12:44 PM [Find...](#)

5While I understand the intent of the .assessments, I'm not confident that the amount of time used in scheduling, preparing testing materials, giving the test, preparing for intake, analysis of data provided and use of the data to drive instruction will actually meet our objective of better preparing our students to meet the Standards. Sun, Mar 10, 2013 8:04 PM [Find...](#)

6I have received written documentation regarding .the purpose, procedures, and logistics of the benchmark assessments. However, the procedures and logistics changed a few times. Phone calls to pick up the assessments were not received, etc. It has been only within the past few weeks that the importance of these assessments has been articulated as evidenced by the last minute trainings of principals, coaches, BMTs and BRTs on how to analyze and utilize the Sat, Mar 9, 2013 2:29 PM [Find...](#)

Acuity data.

answered question	27
skipped question	0

20. I have been provided timely training in the analysis and use of the new benchmark data to improve classroom instruction for students

	Response Percent	Response Count
No	59.3%	16
Yes	40.7%	11
Comment Hide replies		10

1. We should have been given training on acuity first, then administer the assessments to students, were told to give the students the assessment, then we were trained on how to use the data. Nice program, but we should have been frontloaded. Tue, Mar 19, 2013 2:55 PM [Find...](#)

2. I have been training myself/ Sat, Mar 16, 2013 10:58 AM [Find...](#)

3. IT WAS DONE BUT AFTER THE DATA WAS IN. Fri, Mar 15, 2013 2:59 PM [Find...](#)

4. We have been trained in the DDI by Nancy Love; however we never had time to get to the action plan now we are told to use the short cycle. This will help with our student outcomes.	Fri, Mar 15, 2013 2:40 PM	Find...
5. DDI training has been engaging and beneficial.	Thu, Mar 14, 2013 9:44 AM	Find...
6. Some training provided, timelines consistently change, teachers and students lose faith in the value of such as a result.	Thu, Mar 14, 2013 9:07 AM	Find...
7. Training was never school specific. It was an overview of the processes not how to implement the work.	Wed, Mar 13, 2013 12:44 PM	Find...
8. The teleconferences were limited.	Tue, Mar 12, 2013 5:52 AM	Find...
9. I feel capable, but do not feel I have the time to meet with my leadership team to successfully make instructional decisions. Administrators, coaches, and BMTs are being stretched to the max.	Sun, Mar 10, 2013 8:04 PM	Find...
10 See above.	Sat, Mar 9, 2013 2:29 PM	Find...
.		
	answered question	27
	skipped question	0

PAGE: CURRICULUM

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

	Response Percent	Response Count
No	59.3%	16
Yes	40.7%	11
	Comment Hide replies	11

1.We want to choose our own reading series. Harcourt is not Common Core aligned. The instructional supplements are behind the times now. They now have great Reading programs out there that involve rigorous, authentic text for text based evidence, close reading, and writing strategies. There is just too much available now for us to waste any more time with a reading program and assessments that don't align to the needs of our students and the Common Core Standards.

Tue, Mar 19, 2013 2:59 PM [Find...](#)

2.We are lacking in the bilingual (Spanish)

Sat, Mar 16, 2013 11:01 AM [Find...](#)

materials especially for interventions ...tier 2 and 3.

3. My school has all the textbooks it needs. There are materials that I would like to purchase as I know it will improve our students performance; however there are no funds available. Fri, Mar 15, 2013 2:40 PM [Find...](#)

4. Supervisors are not clear on student needs for special Ed and ell Thu, Mar 14, 2013 11:00 AM [Find...](#)

5. Continually short textbooks with no remedy across all departments. Some departments are more helpful/visible than others in addressing these concerns/needs. Thu, Mar 14, 2013 9:10 AM [Find...](#)

6. We need supplemental materials. Wed, Mar 13, 2013 12:53 PM [Find...](#)

7. We have the materials to support the approved district programs. Those programs are not aligned to the common core. Tue, Mar 12, 2013 5:55 AM [Find...](#)

8. A problem with MUNIS as a result of inadequate training resulted in a delay of a text book order. Mr. Brandy provided support recently to correct the problem. Sun, Mar 10, 2013 8:08 PM [Find...](#)

9. There is a need for more science textbooks. Fri, Mar 8, 2013 5:57 PM [Find...](#)

10The degree to which materials, resources, and .textbooks are aligned is still in question. Fri, Mar 8, 2013 1:29 PM [Find...](#)

10 responses per page 25 responses per page

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1

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answered question	27
skipped question	0

22. I am aware of a district developed professional development and technical assistance available to support the implementation of Common Core State Standards.

	Response Percent	Response Count
No	7.4%	2
Yes	92.6%	25
	Comment Hide replies	2

1The assistance is spread thin and the professional .development was not laid out in a year long plan. Tue, Mar 12, 2013 5:55 AM [Find...](#)

2A professional development handbook was Sat, Mar 9, 2013 2:36 PM [Find...](#)

released on Friday.

answered question	27
skipped question	0

23. I have attended Professional Learning Opportunities (PLOs) that have resulted in better knowledge and understanding in how to lead my building in supporting the shifts in Common Core State Standards.

	Response Percent	Response Count
No	7.4%	2
Yes	92.6%	25
	Comment Hide replies	2

1Ongoing in department meetings.

Wed, Mar 13, 2013 12:53 PM

[Find...](#)

2The most beneficial trainings have been provided my building coaches and working side-by-side with my teachers during grade level meetings. Although these trainings have proven fruitful, as the building leader, I should receive the CCSS training prior to my teachers.

Sat, Mar 9, 2013 2:36 PM

[Find...](#)

answered question	27
skipped question	0

24. 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	3.7%	1
Some Staff Have Clear Understanding	22.2%	6
Most Staff Have Clear Understanding	48.1%	13
All Staff Have Clear Understanding	25.9%	7
	Comment Hide replies	4

1We are playing catch up. We just received our .CSE designee person. Sat, Mar 16, 2013 11:01 AM [Find...](#)

2NEED MORE TRAINING Fri, Mar 15, 2013 3:00 PM [Find...](#)

.

3This is true at the building. School 12 administrators need to stop directing our SST staff on their job role and duties. Whenever there is not enough staff to complete work at the central level it is delegated to the buildings without regards to the amount of work already at the buildings, that includes working with teachers and students.

Thu, Mar 14, 2013 6:43 PM [Find...](#)

4Outstanding

Wed, Mar 13, 2013 12:53 PM [Find...](#)

answered question	27
skipped question	0

25. The SST is valuable in supporting teachers and students and ensuring that interventions are implemented with fidelity.

	Response Percent	Response Count
Strongly Disagree	7.4%	2
Disagree	14.8%	4
Agree	48.1%	13
Strongly Agree	29.6%	8
	Comment	7

1WE COULD BE MORE EFFECTIVE

Fri, Mar 15, 2013 3:00 PM [Find...](#)

.

**2There needs to be a priority to work with students
.instead of compliance of paperwork.**

Thu, Mar 14, 2013 6:43 PM [Find...](#)

**3My SST team is only part-time. With a building that
.has 25% of our students identified with disabilities
it is hard for the team to provide interventions.
Most of their time is spent with the CSE
component.**

Thu, Mar 14, 2013 9:49 AM [Find...](#)

**4The strength of the SST team/level of
.training/ability to lead challenging CSE meetings
and determine proper student supports remains a
concern.**

Thu, Mar 14, 2013 9:10 AM [Find...](#)

**5Our SST is overwhelmed with CSE duties. I have
.recently met with Ann Adams to improve our
system. Recent SST training has also provided the
team with needed professional development which
should promote improvements.**

Sun, Mar 10, 2013 8:08 PM [Find...](#)

**6The SST is valuable in supporting teachers and
.students but currently does not ensure that**

Fri, Mar 8, 2013 3:52 PM [Find...](#)

interventions are implemented with fidelity.
Monitoring interventions must be done by an administrator.

7We have had a problem with replacing our .designee this year ...we are very behind and out of compliance in a lot of areas. IE. Students....bilingual 6:1:1 are still sitting in regular ed. classes and it is March.

Fri, Mar 8, 2013 11:08 AM [Find...](#)

answered question	27
skipped question	0

PAGE: INSTRUCTION

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

	Response Percent	Response Count
Strongly Disagree	3.7%	1
Disagree	14.8%	4
Agree	48.1%	13
Strongly Agree	33.3%	9
	Comment	5
	Hide replies	

1I am aware of it now. .	Fri, Mar 15, 2013 2:40 PM	Find...
2That's not what district policy has been under .Frazier	Thu, Mar 14, 2013 11:02 AM	Find...
3Finally after several years of push back from the .district.	Wed, Mar 13, 2013 1:54 PM	Find...
4I only have one student with a resource room IEP. .		
5This revelation was just provided at the February .Priority Schools or Principals' meeting. Prior to this meeting, principals were told that resource room was no longer an option.	Sat, Mar 9, 2013 2:39 PM	Find...
	answered question	27
	skipped question	0

27. My school staff has a clear understanding of the Least Restrictive Environment and the role of CSE.			
	Response Percent	Response Count	
Strongly Disagree	3.7%	1	
Disagree	14.8%	4	
Agree	48.1%	13	
Strongly Agree	33.3%	9	
	Comment	1	
	Hide replies		
1COULD STAND TO BE REVIEWED			
.			
	Fri, Mar 15, 2013 3:01 PM	Find...	
	answered question	27	
	skipped question	0	

PAGE: ASSESSMENT

28. 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	3.7%	1
In Progress	88.9%	24
Completed	7.4%	2
	Comment Hide replies	4
1 We could benefit from additional PD on how to .create small groups, reteach, accelerateafter observing data	Fri, Mar 15, 2013 2:40 PM	Find...
2 Teachers need more training in this area. .Additional time for continued in-services.	Thu, Mar 14, 2013 9:53 AM	Find...
3 Agree, but more differentiated support/assistance .is needed. Data Managers/Coaches to assist buildings/teachers/principals are sorely needed.	Thu, Mar 14, 2013 9:11 AM	Find...
4 I received training on Thursday, March 7th. .Additional training would be helpful.	Sat, Mar 9, 2013 2:42 PM	Find...

answered question	27
skipped question	0

PAGE: OPERATION & MANAGEMENT

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

	Response Percent	Response Count
Never	0.0%	0
Rarely	40.7%	11
Often	55.6%	15
Always	3.7%	1
	Comment Hide replies	1

1Very often it appears that no one wants to put anything in writing or make a decision. Tue, Mar 12, 2013 5:57 AM [Find...](#)

answered question	27
skipped question	0

30. I understand the placement procedures for English Language Learners.

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

	Percent	Count
Strongly Disagree	22.2%	6
Disagree	40.7%	11
Agree	18.5%	5
Strongly Agree	18.5%	5
	Comment	2
	Hide replies	
1Placement procedures are not well-defined.	Thu, Mar 14, 2013 9:14 AM	Find...
2However, the placement of students is often not appropriate and does not meet student needs.	Mon, Mar 11, 2013 1:35 PM	Find...
	answered question	27
	skipped question	0

31. I understand the placement procedures for special education.		
	Response Percent	Response Count
Strongly Disagree	18.5%	5
Disagree	37.0%	10
Agree	25.9%	7
Strongly Agree	18.5%	5
	Comment Hide replies	5
<p>1We need to get pupil personal to understand. An elementary school should never have to a 16 year placed in an 8th grade 15:1 setting. Even if this was their last placement. We need to do something differently.</p> <p>Sat, Mar 16, 2013 11:14 AM Find...</p>		
<p>2I understand the law. However, it appears the .rules/ procedures developed by school 12 change at any given time.</p> <p>Thu, Mar 14, 2013 6:46 PM Find...</p>		
<p>3I understand the requirements for placement at .ach level. However, I do not understand how the special education department places students. There is not enough consideration for students</p> <p>Thu, Mar 14, 2013 11:33 AM Find...</p>		

needs when placing students in effective programs. I have received students whose IEP's do not match placement. I have received students whose CSE process and mandates have not been followed.

There is no coordination of services with Pre-K special education services.

4 Placement procedures are not well-defined. Thu, Mar 14, 2013 9:14 AM [Find...](#)

5 Again, the protocols and supports in place often do not meet the needs of some students. Mon, Mar 11, 2013 1:35 PM [Find...](#)

answered question	27
skipped question	0

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

	Response Percent	Response Count
Strongly Disagree	40.7%	11
Disagree	40.7%	11
Agree	14.8%	4
Strongly Agree	3.7%	1

Comment

[Hide replies](#)

3

1No. On another important issue...This department
.might be overwhelmed but there is no excuse on
how many of them treat our families. They are
very condescending and unprofessional. They
need training on how to serve our families and
schools. They are sometimes the first people our
families meet and "first impressions" are made.

Fri, Mar 15, 2013 2:40 PM

[Find...](#)

2Dysfunctional art best

Thu, Mar 14, 2013 11:06 AM

[Find...](#)

3Placement procedures are not well-defined.

Thu, Mar 14, 2013 9:14 AM

[Find...](#)

answered question

27

skipped question

0

33. The process for hiring and filling vacancies in my school are much improved and clearer.

	Response Percent	Response Count
Strongly Disagree	22.2%	6
Disagree	37.0%	10
Agree	40.7%	11
Strongly Agree	0.0%	0
	Comment	9
	Hide replies	

1We had problems with a special ed teacher out ill, Sat, Mar 16, 2013 11:14 AM [Find...](#)
 .ELA teacher out ill, Physical ed teacher....he
 accepted an assistant principal position, ESL
 teacher just interviewed for supervisor position
 ...he was selected.... Science teacher out ill...a
 kindergarten teacher out on maternity....a science
 teacher out on maternity...all of these teaching
 position only have subs. No certified teachers.
 An assistant principal out on workman's comp.
 We just received our CSE designee in Feb. What
 a year!

2I have seen a lot of improvement since the hiring Fri, Mar 15, 2013 2:40 PM [Find...](#)

.of Darren Brown. He is very responsive and clear.		
3Paraprofessionals placements are still not filled. . Vacancies are not filled in a timely manner. There is a lack of quality qualified candidates	Thu, Mar 14, 2013 11:33 AM	Find...
4HR does not get it .	Thu, Mar 14, 2013 11:06 AM	Find...
5Aside from an understanding of following .contractual obligations, hiring for vacancies is still driven by factors outside of the principal's control. This is occurring less than before, but it is still i need of improvement.	Thu, Mar 14, 2013 9:14 AM	Find...
6There is opportunity to screen candidates. The .timeline is still unpredictable.	Tue, Mar 12, 2013 5:57 AM	Find...
7I have been waiting for a special education .position to be filled for months.	Sun, Mar 10, 2013 8:14 PM	Find...
8This year, the building administration have been .a part of the process for filling the vacancies.	Fri, Mar 8, 2013 6:00 PM	Find...
9We have had a Special Ed. teacher out since .Sept. and have finally been able to hire someone for this position....it is March!	Fri, Mar 8, 2013 11:10 AM	Find...

answered question	27
skipped question	0

34. In general, there is marked improvement from previous years, in the service and support from the District to schools.

	Response Percent	Re Co
Strongly Disagree	11.1%	
Disagree	37.0%	
Agree	48.1%	
Strongly Agree	3.7%	
	Comment	
	Hide replies	

1I believe there is a genuine effort and an .expectation from Dr. Brown that Central office is to support schools. However, I believe there is not enough people from certain departments to support schools especially in areas that that school personnel do not have enough expertise in. For example meeting the needs of ELLs, special education and struggling readers . Also, I

Fri, Mar 15, 2013 2:40 PM [Find...](#)

truly believe there is a lack of urgency on behalf of certain support staff. Maybe because they hold low expectations and or they are not directly held accountable for school results.

2No trust among anyone. .	Thu, Mar 14, 2013 6:46 PM	Find...
3There is the intentions for improvement. There .are inconsistencies in this area.	Thu, Mar 14, 2013 11:33 AM	Find...
4Limited change. When you have people in central .office that have never Been a building administrator and they think they can run a building from City hall, we are in trouble	Thu, Mar 14, 2013 11:06 AM	Find...
5Autonomy has turned into more tasks expected .of the principal/administration/teachers with only a small difference in the level of support provided to schools.	Thu, Mar 14, 2013 9:14 AM	Find...
6I have not had problems obtaining support in the .past when requests were made and feel as supported this year. I still feel the need for more instructional support from directors when a need is communicated.	Sun, Mar 10, 2013 8:14 PM	Find...
7There is some improvement in response to e-	Fri, Mar 8, 2013 3:54 PM	Find...

mails and phone calls. I have hope there will be marked improvement but at this point I would say some improvement.