

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of July 18, 2014	DE Comments
I Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment	Ongoing	D. Brown	<p>The district will make decisions how to equitably staff schools and will adjust FTE accordingly. There will be a revisited/revised 'Budget Assumption' that is used to staff schools in an equitable and consistent manner.</p> <ul style="list-style-type: none"> a. Completion of FTE run – Oct. 1, 2012 b. Revisiting and possible revision of budget assumptions for staffing – March 1, 2013 c. Development of a more equitable staffing formula – March 1, 2013 <p>Provision of a more equitable preliminary staffing allotment to schools – March 15, 2013 COMPLETED SY 2012-13</p>	An updated FTE by school was run for 2013-14. On-going.	
	b. Create school-based budgets based on per pupil expenditure for Title I and III.	Ongoing	B. Smith	<p>Each Priority School will have its own budget with which to staff the school and provide professional development, and purchase materials based upon school needs.</p> <ul style="list-style-type: none"> a. Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing b. Provision of professional development on the budget process – Feb. 28, 2013 c. Development and articulation of district-wide system of focused/earned autonomy for decision making – March 15, 2013 d. Provision of preliminary budget allocation to each Priority School, based on per pupil e. Expenditure for Title I and III – March 15, 2013 <p>COMPLETED SY 2012-13</p>	The School Based Budgeting process has been completed for the 2014-15 school year. Each school submitted their proposed school-based budget that was developed in consultation with their School Based Management Team (SBMT). The proposed budgets were reviewed with the Chief of School Leadership (CSL) and department directors and supervisors. Final budgets have been submitted and approved. (See Attachment 1A)	
	c. Provide budget training and oversight to all central and school personnel to develop data-based accountability & oversight.	Ongoing	Chiefs of School Leadership	<p>All Central Office and site expenditure decisions will be based upon data and a set of parameters that guide the allowed use of funds per federal law.</p> <ul style="list-style-type: none"> a. Provision of professional development on the use of data to inform planning – Dec. 2013 and ongoing b. Provision of professional development on the budget process – Dec. 2013 and ongoing c. All schools' development of proposed 	The School Based Budgeting process has been completed for the 2014-15 school year. Each school submitted their proposed school-based budget that was developed in consultation with their School Based Management Team (SBMT). The proposed budgets were reviewed with the Chief of School Leadership (CSL) and department directors and supervisors. Final budgets have been submitted and approved. (See Attachment 1A)	The second year of school based budgeting is complete. While it was not without its challenges - most of the budgets have been worked through.

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				budgets based on relevant data – April 2014 d. Review and approval of all schools’ budgets by the Superintendent or designees – May 31, 2014 e. Ongoing review of the use of all schools’ budget to achieve specific targets and ensure regulatory compliance – June 30, 2014 and ongoing		
	d. Move toward a decentralized school-based system of professional development.	Ongoing	M. Pauly	Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result. a. Provision every school with an instructional coach to provide job-embedded PD to teachers (1:1/PLC/Afterschool)- Sept 2013 b. Instructional leadership team implements professional development aligned to their school improvement plan. – Oct 2013-June 14 c. Site Based instructional coaches complete the Year 1 of Coach The Coach PD Program that addresses the 10 roles of a coach (Killion) – Nov thru June 1 2014 d. Instructional coaches turnkeys learner outcomes from work sessions to build capacity within their individual learning environment– Nov - June 2014	<ul style="list-style-type: none"> • Priority Schools professional development and training evaluations are in the PGS system. • Every school has at least one instructional coach to provide job-embedded PD to teachers. • CSLs ensured instructional leadership team implementation of professional development aligned to improvement plans. • Site based instructional coaches completed the CTC PD program. • Instructional coaches shared learner outcomes to build capacity in their assigned schools. • Though PD is facilitated by Curriculum, Assessment & Instruction (CAI) and the Supervisor of PD, approximately 75% of PD is building-driven. Schools identify needs based on data. SIG schools set up their own PD and non-SIG schools work with the directors to facilitate PD funded by Title IIA and choose their topics. 	The District was has made attempts to decentralize PD. With the mid-year departure of the Chief of CAI, it is unclear what continued in terms of training for coaches and turn key to buildings. Please provide an update of this work. Any data supporting the impact of building based PD on improved student performance is needed. Please provide any data to show the impact of the coaching model on site based PD – either qualitative or quantitative.
	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.	Ongoing	M. Pauly	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. a. Development of SCEPs by all Priority Schools aligned to selected model– August 2013 b. Professional development on Title I School Wide program – August 2013 c. Federal Program Team along with COSL One Stop Shop produces 3 progress monitor reports for sites of school wide programs - Nov –May 14	All eligible schools have been moved to SWP. The district has addressed requirements outlined by the state in its monitoring visit.	

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2 Organization	a. Establish monthly 'Principal Meetings' for Priority School principals to build skills and capacity to use data to drive instructional decisions.	October 1, 2013	Chiefs of School Leadership	<p>Priority School principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p> <ol style="list-style-type: none"> a. Publication of calendar for monthly and quarterly PS Principal Meetings and TLLN on-site coaching – Sept. 15, 2013 b. Hold quarterly data meetings with all Priority Schools – Oct, Jan, Apr, Jul c. Quarterly meetings with Superintendent – October 2013 and ongoing d. PGS evaluations – Oct. 1, 2013 and ongoing e. AIR will provide monthly school reports for TLLN and debrief with Chiefs of SL – Oct 2013 f. Holding regular cluster data meetings to monitor Base-line data and target setting goals – Oct 24, 2013 and ongoing g. Update and/or create Attachment B SIG metrics – Nov. 1, 2013 	<p>The agenda content for Priority Principal Meetings is based on feedback provided by principals per the confidential survey that is completed at the end of each Priority Principals professional development session. Additionally, we asked priority principals to provide input on future agenda topics (see Attachment 2A).</p> <p>The following comments are from those surveys:</p> <ul style="list-style-type: none"> • "Asking for suggestions on future meeting content was excellent." • "Awesome meeting. I'm so glad the Instructional Coaches were invited. This saved time since we didn't have to go back and explain it. Looking so forward to working with the new tracker." • "The topic of Illuminate is important but the presentation was confusing due to technology. Should roll out in cluster meetings. The tracker new version is exciting." • "Good info, I plan to select two grade levels to begin using this feature as well as the data, then share their experience with the faculty and staff." • "I need training in writing the SIG progress monitoring report, writing SIG amendments, and managing the SIG budget." • "I really enjoyed being able to participate in the principals' meeting, specifically learning about the On the Fly Assessments in Illuminate. I am going to use those with our Journeys Reading Program Benchmark and Unit Tests." • "The observation tracker is a great tool." • "This meeting was very helpful. Time well spent. Came home tonight and dug out my old web cam and set it up and created bubble sheets for our students." • "Plan to try it out this week for our grade 2 CFAs. Thank you for a presentation that will be so helpful in getting useful data to respond more quickly to students' needs." <p>The Observation Tracker is a data collection tool designed to support principals in the collection of evidence of common core instructional alignment. The following are comments from principals pertaining to this professional development session (see Attachment 2B and 2C):</p> <ul style="list-style-type: none"> • "Extremely functional tool that assists us in working smarter, not harder. Excited to finally have access to a 	<p>There was little coherence to the meetings for Priority School Principals. While the New York City Leadership Academy was brought in for a few meetings – it is unclear of what the desired outcomes were or the impact. It is unclear of their continued involvement or support of Priority Schools.</p> <p>This continues to be a largely unmet need in the District.</p> <p>The status update provided (to the left) are comments from one meeting.</p>

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					<p>tool that allows us as instructional leaders in our building to take a closer look at the data that's reflective of classroom visits and apply it to an action plan. "</p> <ul style="list-style-type: none"> • "This is great to help provide teacher feedback." • "Awesome tool! Looking forward to utilizing it and looking at the results in the table (color coded) very powerful!" • "I'm very excited to use this!" • "Plan to use this information with my leadership team." <p>Priority School Principal TLLN Meetings and on-site coaching visits with principals continue. The impact of the training has resulted in the application of transformation strategies including coaching conversations and providing feedback to teachers.</p> <p>New York City Leadership Academy facilitated trainings at the previous three Priority School Principals meetings. The district is presently working with the New York City Leadership Academy to design the scope and sequence of a training program to prepare teachers, APs and Central Office administrators to become building principals.</p>	
	<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>October 1, 2013</p>	<p>Chiefs of School Leadership</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> <ol style="list-style-type: none"> a. Holding meetings by level, as appropriate to schools' needs and focus – August 2013 and ongoing b. Publication of calendar for monthly Principal Meetings – September, 2013 c. PGS evaluations – Summer Leadership Academy, September, 2013 and ongoing 	<p>Each principal professional development session includes times for principals to meet by their school configuration structure (elementary and high school) as well as by cluster (see Attachments 2E and 2F). During the April (HS only) and May principals' meetings, we provided principals with the opportunity to meet with key department administrators to provided feedback on how to improve the District supports (e.g. placement, health and wellness, data systems and supports (OSA), ELL (Multi-lingual Department) and improving graduation rates (Guidance Counselor Department) (See Attachment 2G). In May, our principals received professional development as part of an ELL and special education series that will fulfill their requirements for LEAD evaluator certifications. Additionally, we separated the principals by elementary and high school levels to inform them of the Math Pathway options. During our cluster meetings, we discussed finishing strong and the Marshall Rubric (see Attachment 2F).</p> <p>The establishment of a Principals' Advisory Committee will begin in summer of 2014 to work collaboratively with the</p>	<p>Monthly Principal meetings have been held throughout the year. The meeting topics and presentations were disjointed to the overall needs of schools.</p> <p>It is highly suggested that data be used, in addition to input from Principals and Instructional coaches, to help plan the meeting structure and professional development and dissemination of information.</p> <p>Principals still desire and request the opportunity to break out by elementary and secondary schools for the purpose of networking and collaborating.</p>

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					<p>Office of School Leadership to:</p> <ul style="list-style-type: none"> • identify topics for monthly meetings/ professional development and provide opportunities for differentiated problem solving and sharing time • identify strategies to improve communication and information regarding district policies, practices and procedures • identify ways to improve differentiated service and supports to schools aligned with school needs <p>Monthly principal meetings continue to focus on providing professional development related to CCLS instruction and leading effective team meetings at the school level. Reviewed school DTSDE ratings to identify patterns and trends to discuss strategies and initiatives for improvement. Provided professional development on math CCLS instruction (see Attachment 2e). To improve quality of professional development provided to principals and assistant principals, we created a format for presenters that involves collaborative work to allow principals to interact and "dive deep" into content as opposed to passively listening to a presenter (see Attachment 2d).</p>	
	<p>c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority Schools</p>	<p>April 2014</p>	<p>W. Keresztes</p>	<p>There will be a revisited/revised policy on student enrollment at Criterion schools to ensure equitable access for students to these schools. The impact of the revisited/revised policy on student placement at non-criterion schools will be monitored. Clear written communication will be given to Priority Schools outlining enrollment and transfer procedures across the district.</p> <ol style="list-style-type: none"> a. Review of policy on student enrollment in schools with criterion-based admissions – b. Review and analysis of criterion-based admission policies on student enrollment in Priority Schools – January 2014 c. Board of Education’s review of criterion-based admission policies – April 2014 	<p>Following the review by the Office of Civil Rights, a timeline and process is in place for the review of admissions criteria at criterion schools. The district is currently in the process of identifying a consultant to assist with a comprehensive review of admissions and enrollment data and potential barriers to increased applications. This will be an inclusive process that will encompass public meetings, a survey to students and parents, and other opportunities for stakeholders to submit information. The consultant will submit a report by Jan. 30, 2015 and the district will develop an action plan based upon this review and the consultant's report by Feb. 27, 2015.</p>	<p>Action Step not addressed in past 2 years</p>
<p>3 Articulation/ Coordination</p>	<p>a. Define, in writing, the autonomy and decision making</p>	<p>Nov. 1, 2013</p>	<p>Chiefs of School Leadership</p>	<p>Priority School principals will understand & execute their autonomy and authority to make site-based decisions, based on data, to accelerate improved</p>	<p>Principals in collaboration with their SBMT and leadership teams have autonomy in the following areas:</p> <ul style="list-style-type: none"> • School Based Budgets • Professional development 	<p>This has not been directly addressed in writing or presentation to Principals in the past 2 years.</p>

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	authority of Priority School principals.			student outcomes. Student outcomes will improve as a result. <ol style="list-style-type: none"> a. Provision of professional development on the use of data to inform planning – Sept. 2013 and ongoing b. Provision of professional development on the budget process – Sept. 2013 and ongoing c. Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard and SIG Attachment B data) – Oct. 31, 2013 d. Clear oral and written articulation of policies, guidelines, and performance standards for the role of principal and SAM AP (if applicable) – November 1, 2013 and ongoing e. Establishment and implementation of a system of earned autonomy for professional development decision-making – Jan. 2014 and ongoing f. Meeting multiple SCEP targets – June 30, 2014 	<ul style="list-style-type: none"> • Development of their SCEP/SIG plans • Creation of school-based CFAs • After-school programming • Scheduling and hiring of personnel (e.g., assistant principals, Deans of Students, Instructional Coaches and teachers) (See Attachments 3A, 3B, 3C, 3D) We are in the process of defining the process of earned autonomy.	The Cross & Jofus plan for ‘earned autonomy’ was never publicly materialized.
	b. Provide, in writing, clear and timely communication and information regarding district policies, practices, and procedures to be followed.	Nov. 1, 2013	Chiefs of School Leadership	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. <ol style="list-style-type: none"> a. Refresh and clarification of communication channels and Rapid Response System – August 1, 2013 b. Establishing the practice of providing policies, practices and timely directives in writing – August 2013 and ongoing 	The Weekly Bulletin continues to provide written and timely communication to principals, assistant principals and central office administrators to keep them current on key directions, due dates, resources, etc. Separate memorandums are also sent to principals that convey critical information (e.g., SCEP planning and development). The Leadership and Operations Handbook is continuously updated and shared with all administrators via the OSL Document Library. Directors in the OSL respond to priority principals' requests within 24 hours and follow up with various departments to bring resolution to their requests. The establishment of a Principals’ Advisory Committee will begin in the summer of 2014 to work collaboratively with the Office of School Leadership to: <ul style="list-style-type: none"> • identify strategies to improve communication and information regarding district policies, practices and 	Much improvement has been made in the area of written communication via the Weekly Bulletin.

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					procedures <ul style="list-style-type: none"> identify ways to improve differentiated service and supports to schools aligned with school needs 	
4 Leadership	a. Establish a coherent Central Leadership that is proactive and responsive to Priority Schools.	Oct 15 – July 1		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. <ol style="list-style-type: none"> Superintendent’s articulation of District-wide vision, core beliefs, theory of action, and action plan for all Central Leadership, principals and assistant principals – Aug. 28-29, 2013 and ongoing Continuation of “Rapid Response System” for Priority Schools – Sept., 2013 and ongoing Restructuring, refocusing and clarification of roles of Central Leadership – Oct. 15-July 1, 2013 Identification and development of Academic Support Teams – Oct. 15, 2013 Development of individualized School Support Plans for Priority Schools – Oct. 2013 Weekly review of evidence and trends from Learning Walks, followed by action steps – Oct. 2013 and ongoing Meeting multiple DCIP targets – June 30, 2014 	The "One Stop Shop" continues to support schools’ operational and instructional needs. Instructional supports include but are not limited to support in any core curriculum area, grade level meetings, common planning time, master schedule, data driven instruction, teacher supervision, documentation, school learning walks, etc. Operational support includes but is not limited to child abuse in the educational setting issues (CAES), extra help substitutes, budgeting, staffing, finance concerns, daily operations management, supplies, etc. The “One-Stop-Shop” prides itself in acknowledging, and immediately addressing school needs within a 24 hour period (see attached OSL Log of supports - Attachment 4I) The establishment of a Principals’ Advisory Committee will begin in the summer of 2014 to work collaboratively with the Office of School Leadership to identify ways to improve differentiated service and supports to schools aligned with school needs.	This continues to be an area of needed improvement. The ‘One Stop Shop’ did not yield the support or immediacy of problem solving for schools as was the original intent.
	b. Implement a system to monitor, on a monthly basis, the service and support provided by the Office of School Leadership to Priority Schools	October 19, 2013	Chiefs of School Leadership	Priority Schools will report and show evidence of impact of support provided by the Chiefs of School Leadership and respective staff. Result will be improved student outcomes across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, student transfers, discipline referrals, support services, parent participation). <ol style="list-style-type: none"> Superintendent’s weekly review meetings with the Chiefs of School Leadership, Strategic Alignment and Innovation and Curriculum, Assessment and Instruction – Sept. 2013 and ongoing Training in use of Observation Tracker for Principals and Chiefs of School Leadership – 	The One Stop Shop led by the Chiefs of School Leadership, resulting from a comprehensive audit of the district and a reorganization plan was unveiled at the Summer Leadership Conference which outlined the district and state priorities. The One Stop Shop is designed to: <ul style="list-style-type: none"> Motivate staff to align strategies and resources around the vision and mission of the district Build capacity focused on results utilizing current data and district targets for improvement Conduct monthly principal and priority school principal meetings involving professional development sessions focused on data and district trends are 	The District has instituted a system to monitor assistance to schools. As a result, it not yet clear what impact these supports have been on improved students outcomes across multiple measures. It would be ideal if the data used to log assistance was linked to outcome data. The status update (provided to the left) is the definition of the “One Stop Shop” and does not address the Action Step or Evidence of Success.

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				<p>Nov. 2013</p> <p>c. Monthly monitoring of student outcomes – Oct. 2013 and ongoing</p> <p>d. Superintendent’s regular review of School Support Plans with updates – Nov. 2013 and ongoing</p> <p>e. Survey of Priority School Principals – March and June 2014</p> <p>f. Improvement of student outcomes across multiple measures – June 30, 2014</p>	<p>delivered to principals and assistant principals</p> <ul style="list-style-type: none"> • Allow learning within the context of doing the work centered on raising student achievement by conducting joint learning walks with the school-based leadership team and the district led leadership team • Create individualized Differentiated Support Plans for each building to further support the school buildings in their efforts to change the results to an upward trajectory • Create and experience the change process within the context of the current environment to develop successful strategies that promote high quality instruction and achievement • Provide specific and specially designed opportunities to think about the work in order to support the achievement efforts of the school staff • Increase parent and family engagement efforts by providing professional development opportunities for School-Based Management Teams and Parent Facilitators on the roles and expectations of SBMT members and how to understand and effectively participate in the development of the School Comprehensive Educational Plan • Engage constituents and involve the district staff, school and community partners, and the state in the plans for improvement through the DSTDE process and the development of both the district and school improvement plans <p>(See Attachments 4A, 4B, 4C, 4D, 4Ee, 4F, 4G, 4H).</p> <p>The new web-based version of the Observation Tracker is being piloted at this time. The principals provided input at the May principal's meeting and final revisions will be improved on during the summer months.</p>	

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					<ul style="list-style-type: none"> • Clarify design and use of the observation tracker <ul style="list-style-type: none"> ○ At the first layer the observation tracker is designed for building level administrative use. <ul style="list-style-type: none"> ▪ Building administrators will consistently utilize the tracker to assess instructional trends and professional development needs for their building ▪ Building level staff will provide the written feedback and professional development needs to their staff ▪ In instances when the building administration requires additional support, district level staff will be deployed at the earliest possible time ○ At the second layer, this school level data will be reviewed in the aggregate by the One Stop Shop and an advisory team of administrators. <ul style="list-style-type: none"> ▪ Advisement and professional development sessions will be developed as a result of the data review ▪ The district-wide data and next steps will be shared at monthly principal meetings <ul style="list-style-type: none"> • The OSL data (logs) will be shared at principals’ meetings to ensure transparency regarding follow-through 	
	<p>c. Provide training & coaching to develop the skill set of the Central Leadership team to include use of data to drive instructional decision-making and support.</p>	<p>October 30 & on-going</p>		<p>Central leaders will support schools under their direct supervision in use of data as evidenced in the individualized support plans for Priority Schools. Benchmarks for each area of the support plan will have evidence and impact of the support provided.</p> <ol style="list-style-type: none"> a. District data review for Central Leadership – Oct 13- ongoing b. Provision of PD on Data Dashboard for principals and Central Leadership – August 2013 and ongoing c. DDI work sessions held for priority and focus schools– Oct – Nov 2013 d. CAI Instructional Specialist III monthly reports reflect coaching and learning walks to support SCEP of assigned schools Oct 2013-ongoing 	<p>The School Based Leadership Teams of each school develop, implement and monitor the school improvement plans that include specific targets for improving academic achievement based on the school and classroom data designed to do the following:</p> <ul style="list-style-type: none"> • Identified resources (with NTI Ambassadors and DDI trainers) and strategies to assist with supporting the teaching and learning process such as school based coaching services and professional development around the CCLS • Provided support to administrators by assigning SAMS assistant principals to assist with data and management services to allow the principal to focus on instructional leadership in some schools, and leadership coaching through the Transformation Leadership Learning 	<p>This is a work in progress. The SCEP process for schools is one that needs attention and support. There is not yet a coherent connection made between the SCEP and School Support Plan (as well as other DTSDE reviews).</p> <p>The status update provided does not address needed evidence of success that is based on direct supervision and support to schools based on data. Support Plans, while developed were not used to problem solve for the upcoming school year, or reviewed/aggregated to show evidence of impact.</p>

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					<p>Network (TLLN) for principals and leadership teams in the Priority schools</p> <ul style="list-style-type: none"> Developed coherency and consistency of purpose around the theory of action by assigning a group of schools to each Chief of School Leadership who in turn has a comprehensive team of staff including a supervising principal, director of school leadership, and instructional coaches that can be deployed to schools based on need, request, or as a result of the school visits Utilized monthly principals/assistant meetings to develop professional learning communities to emerge around the goals, mutually developed professional development needs, and a focus on common areas derived from the Achievement Conferences held in schools in order to provide best practice strategies to meet the district’s expectations, particularly related to English Language Learners and Students With Disabilities. Provided feedback and support to schools through quarterly review of the DCIP, the DTSDE Review, the DE Action Plan and Differentiated School Support Plans to inform their daily work and the ongoing monitoring and implementation of strategies to inform their 2014-2015 School Improvement Plan Directors/Supervisors of CAI and Directors/Coaches of OSL ensure consistency of vision, goals and objectives through observations and learning walks. 	
	<p>d. Chiefs of School Leadership to write, in collaboration with Priority School principals, differentiated support plans that include evidence of successful implementation.</p>	<p>October, 2013</p>	<p>Chiefs of School Leadership</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 – Nov. 2013 and ongoing Weekly review of School Support Plan implementation – Dec. 2013 and ongoing 	<p>As a result of the feedback provided by the Distinguished Education, the OSL team, led by the CSLs, narrowed the focus of the Differentiated School Support Plans to refine and give clarity to the actions and supports provided to the school. The OSL team members continue to update the plans on a weekly basis and communicate progress to principals.</p> <p>On a weekly basis, the CSLs meet with their OSL instructional support teams to review the support plans and devise action steps referencing meetings with principals and Learning Walks. Professional development, coaching and school-specific supports are the primary goals of the plans, however operational supports are also included.</p>	<p>The team is to be commended for their work on creating a template that reflects better use of data to support schools. It would be helpful to know the impact these plans have had on Priority School performance over multiple measures and directly related to those delineated in the plans. And, how these plans will be used to support the same schools next year. For example, how did they impact the development of the SCEP for each school?</p> <p>At the submission of this report- no follow up or review of the Support Plans for SY13-14 has been completed.</p>

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				<ul style="list-style-type: none"> c. Implementation of Learning Walks to further assess individual schools’ needs – Dec. 2013 and ongoing d. Survey of Priority School principals – Mar. and June 2014 e. Performance improvement across multiple measures – June 30, 2014 f. Provision of assistance to Priority School principals in analyzing data to develop SCEPs, which include supportive activities – Feb. 2014 and ongoing 		
<p>5 Use of Data</p>	<p>a. Continue to increase the usage of the data dashboard by Priority Schools to improve data based decision making that supports instruction, planning and delivery of services to students.</p>	<p>October 2013 and Ongoing</p>	<p>S. Gilani</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> <ul style="list-style-type: none"> a. Provide usage reports that clearly demonstrate an increase in usage of the Data Dashboard. b. Collect feedback from district administration and users to continue refining the data dashboard. c. Document dates, times and outcomes of regular meetings with Central Office administration and designated principals. d. Provide ongoing scheduled PD for various levels to the district and school administration, data coaches and instructional coaches. e. Report PD attendance to provide accurate accountability to school leadership. f. Publication of the data dashboard training plan targeted to specific audiences on specific dates. g. Continue the creation and accuracy of matrices to increase usage of the data dashboard. 	<ul style="list-style-type: none"> a. As of February 14, 2014 the average logins per day has increased 200% compared to the same period last year. b. Attended 2 day attendance workout and created additional attendance metrics based on gathered feedback. Conducted meeting with Principals/data team at 307 and 301 resulting in feedback regarding attendance and assessment metrics. This meeting resulted in the documentation of the differences in calculations between Infinite Campus and EdVantage Data Dashboard. Created a principal focus group to discuss and collect feedback and suggestions on creating a dashboard more intuitive to the needs of building based administration. As a result of multiple dashboard focus group meetings and administrative feedback, development has begun on the School Profile Dashboard in EdVantage. Continued feedback on the profile has led the development to design and create customized metrics and enhancement specific to BPS. Also resulting from administrative feedback we have released multiple new metrics, enhancements and fixes that are recorded in the release notes (please reference Release notes for February '14 and April '14. c. 12/03 – Met with School Chiefs and district personnel to discuss Dashboard updates. 12/04 – Met with Dawn DiNatale to discuss building based Dashboard needs. 12/05 – Met with Monica Peoples to discuss discipline data in the Dashboard. 12/16 – Met with Dr Branch (EPO at East HS) to demonstrate Dashboard functionality. 12/18 – Data Dashboard follow up meeting with the Chiefs of 	<p>This data support to school via the data dashboard and IT offices have not been responsive to school needs.</p> <p>After months of inquiry, a Principal Advisory was formed to address inconsistencies between Data Dashboard and Infinite Campus.</p> <p>Much of what is offered in the status update is not current or reflective of the needs of schools.</p> <p>It is unclear as to the status of projects that were a result of the Principal focus groups. No further updates have been provided.</p> <p>While there have been some updates to the dashboard system, there has not been information and dissemination of changes to buildings.</p> <p>The list provided does not provide a snapshot of the work underway to support schools, rather it is a list of meetings.</p> <p>There is no update to the SMS system for SayYes that is reportedly on a timeline to be rolled out this September.</p> <p>There appears to be a disconnect with this work and the needs of the greater system and schools.</p>

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				<p>h. Track student growth using the Say Yes Student Management System (SYSMS) across the 13 identified Say Yes Indicators.</p> <p>i. Develop District level administrative matrices to track and monitor district target summary provided by the NYS Department of Education.</p> <p>j. Develop a suite of dashboards, matrices and reports for the comparative analysis of common formative assessments and other key areas reported by the data dashboard.</p> <p>k. Develop all data dashboards to have the ability to focus on Priority Schools.</p> <p>Usage Data and other documents to support training, meetings, presentations are included in Area 5 – Use of Data.</p>	<p>Schools.</p> <p>12/19 – Meeting at Burgard HS to discuss attendance and assessment dashboards.</p> <p>12/20 – Meeting at school #76 to discuss using the Dashboard to find SLO data.</p> <p>01/02 – Met with David Mauricio to discuss the Graduation Meter and Cohort Data.</p> <p>01/06-01/07 – Attendance workout meeting - discuss the creation of improved attendance metrics.</p> <p>01/09 – Meeting held to discuss displaying teacher attendance in the Data dashboard.</p> <p>01/21 - Met with David Mauricio to discuss the Graduation Meter and Cohort Data.</p> <p>01/30 – Met with Judy Elliott and team to discuss data accuracy.</p> <p>02/04 – Met with the ELL department to discuss ELL data in the Data Dashboard.</p> <p>02/07 - Met with David Mauricio to discuss the SCEP Targets.</p> <p>02/24 - Met with David Mauricio to discuss the Graduation Meter and Cohort Data.</p> <p>02/25 - Met with Dashboard Focus group to discuss data accuracy and receive general feedback.</p> <p>03/03 - Met with the ELL department to discuss the requested ELL dashboards and receive feedback progress.</p> <p>03/19 - Met with Judy Elliott and the Dashboard Focus Group to review new metrics and receive feedback.</p> <p>4/22 - DTSDE Metric Analysis. Met with T. Paluch and E. Bulloch to discuss the requirements and time lines for metrics to display data used from the DTSDE report.</p> <p>d. 12/12 – Attendance Webinar was held for all Attendance Teachers for Dashboard, attendance specific training.</p> <p>01/23 - Performed comprehensive dashboard training with directors and data coaches.</p> <p>It has been communicated that ongoing PD is available and can be scheduled.</p> <p>03/06 - Training held for all BPS HS Counselors for a comprehensive overview on the Graduation Indicator Dashboard.</p> <p>03/13 - EdVantage PD held for teaching counselors and coaches at school #95.</p> <p>04/09 - Overview Training of EdVantage was given to all ITCs.</p> <p>05/30 - EdVantage PD held for all teacher staff at PS #59.</p>	

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					<p>06/07 - EdVantage PD held for all teacher staff at #31.</p> <p>e. PD attendance is provided in the district PGS system.</p> <p>f. Training plan has been published and is currently in use across the district. Between 11/6 - 1/23 training has been conducted for directors, data coaches and attendance teachers.</p> <p>g. For a description of all new dashboards and metrics please reference the attached Release Notes.</p> <p>h. This was completed, as stated in the previous Action Plan Report, however, the direction Say Yes will be moving in implementing this is not known.</p> <p>i. Completed – Target Metrics have been completed and are available in the Dashboard. Please refer to the release notes for a detailed description.</p> <p>j. Created and completed CFA Target Dashboard.</p> <p>k. Created and completed the two school comparison Dashboard. Both Dashboards have the ability to focus on priority schools.</p> <p>b) As a result of multiple dashboard focus group meetings and administrative feedback, development has begun on the School Profile Dashboard in EdVantage. Continued feedback on the profile has led the development to design and create customized metrics and enhancement specific to BPS. Also resulting from administrative feed back we have released multiple new metrics, enhancements and fixes that are recorded in the release notes (please reference Release notes for February '14 and April '14.</p> <p>c) 02/25 - Met with Dashboard Focus group to discuss data accuracy and receive general feedback.</p> <p>03/03 - Met with the ELL department to discuss the requested ELL dashboards and receive feedback progress.</p> <p>03/19 - Met with Judy Elliott and the Dashboard Focus Group to review new metrics and receive feedback.</p> <p>4/22 - DTSDE Metric Analysis. Met with T. Paluch and E. Bulloch to discuss the requirements and time lines for metrics to display data used from the DTSDE report.</p> <p>d) 03/06 - Training held for all BPS HS Counselors for a comprehensive overview on the Graduation Indicator Dashboard.</p> <p>03/13 - EdVantage PD held for teaching counselors and coaches at school #95.</p> <p>04/09 - Overview Training of EdVantage was given to all</p>	

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					ITCs. 05/30 - EdVantage PD held for all teacher staff at PS #59. 06/07 - EdVantage PD held for all teacher staff at #31	
	b. Provide training for Priority School principals and site leadership teams on the data dashboard	June 2014	M. Pauly	Priority Schools will use, on a regular basis, the data dashboard to support data discussion with school-based staff. The result will be improved student outcomes over multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation). <ol style="list-style-type: none"> a. Provision of PD on Data Dashboard for principals and Central Leadership – Monthly Jan - June 2014 b. Monthly review of student outcomes – ongoing though June 2014 c. Improvement in student outcomes across multiple measures – ongoing 	The work of the Technology Department, Staff Development Center and the collaborative work with the school-based instructional coaches and Directors/Supervisor rely on the data from the dashboard to inform team meetings, grade-level meetings, and in the development of the SCEPs. Staff Development Center provided ongoing training on DDI and the data points included in the dashboard. The PGS reports evidence on Data Dashboard training opportunities offered for Principals and Central Leadership.	Training of Priority School Leadership Teams on the Data Dashboard has not been specifically delivered across Priority Schools in the past 2 years. Please provide PGS reports.
	c. Provide on-going training on the use of data from the dashboard to drive instruction, planning, and delivery of services to students.			On-going data conversations with site staff, Chief of School Leader and respective staff. Structures of governance and operations will be realigned to reflect school and district-wide data. <ol style="list-style-type: none"> a. Provision of PD sessions for all administrators and staff – August 2013 - June 2014 b. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 c. Organizational and operational alignment based on district-wide data – 	<ul style="list-style-type: none"> • Professional Development sessions for administrators and staff are in the Professional Growth System for 2013-2014. • Regularly scheduled Friday meetings with OSL Directors & Instructional Coaches and CAI Directors & Supervisors will be held 2014-2015 to continue the professional development and the expectation that data will be used in instructional decisions. 	There are no updates to this work. There has been little focus within Central Office to utilize data from the dashboard to support school improvement. Had there been, there would be an immediate understanding of the disconnect of data provided and its lack of accuracy with Infinite Campus.

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	d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark assessments			<p>Benchmark assessment results will be used to directly impact the professional development, support, and coaching provided to teachers thereby improving classroom instruction and performance on state assessments in ELA, Math, and Science.</p> <ol style="list-style-type: none"> Distribution of written expectations for the new benchmark assessments –Aug 2013 Development of an assessment calendar, including formative assessments –Aug 2013 Distribution of written procedures and logistics for new formative assessments – Sept– Oct 2013 Development and administration of the new formative assessments –Sept 2013 – Mar 2014 Use of formative assessment results and other relevant data to inform PD, support and coaching –Oct 2013 – ongoing 	<ul style="list-style-type: none"> Written expectations for benchmark assessments was distributed but will be updated as improvements are implemented. Assessment calendar will be developed before September 2014. Written procedures were distributed for formative assessments 2013-2014. Each Differentiated School Support Plans included operational targets. Target progress is reviewed by the building level administrative team and the School Support team. The progress monitoring occurs monthly for attendance and suspensions. CFA assessment data will be used to inform teaching and learning with the addition of a component of Illuminate that will automatically recommend specific instruction based on student performance on the District CFAs. This new component is referred to as the Playbook. CFAs will be tweaked in response to teacher and vendor feedback such as reading level of CFA questions, clear designation of a correct response to CFA questions etc. Information from a professional test developer (provided by Illuminate) will be used to inform these improvements. 	
6 Curriculum	a. Conduct a brief curriculum audit, including student access to materials and textbooks, in Priority Schools and use written results of audit to ensure that schools have appropriate materials to accelerate student achievement	Dec. 1, 2013	M. Pauly	<p>All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards.</p> <ol style="list-style-type: none"> Implementation of School Opening Readiness process, including principal reporting on textbooks via Survey Monkey – August 2013 Provision of CCLS-aligned instructional units to teachers in specified content areas – July 2013 - ongoing (per state release) Review of school budget allocations for textbooks and materials – March 2014 Investigate instructional learning systems with the district to determine fidelity of implementation and usage – Sept–Dec 2013 	<ol style="list-style-type: none"> School Opening Readiness process for ordering textbooks was conducted by content area directors. CCLS aligned instructional units have been provided to teachers for math. CCLS aligned instructional units for ELA are provided through the Journeys program and the CKLA modules piloted in certain schools. Budget allocations for 2014-2015 include textbook allocations and materials aligned with CCLS. (Journeys materials, CKLA materials, printing of math modules (books) for each school, Step Up to Writing materials and materials for teachers of ELL students and Special Education students.) New Health Curriculum materials grades 7 - 12 approved and purchased materials for teachers / students in June 2014 <ul style="list-style-type: none"> Math Modules will continue to be aligned and materials supplied when needed- BPS Math Curriculum refined 2014-2015. ELA Modules will continue to be aligned and materials 	<p>The District has made progress on this area – monitoring the accessibility of textbooks and materials prior to school opening via a School Readiness Survey.</p> <p>There remain significant concerns and delays in the processing material orders for schools that are using grant funds</p>

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					<p>provided when needed.</p> <ul style="list-style-type: none"> • Step Up To Writing will continue to be implemented and materials supplied- grades 7 -8 2014-2015 in response to DTSDE recommendation for cross content writing. d. Instructional learning systems have been investigated to determine fidelity of implementation and usage. System 44 (ELL) w3 schools in January and data indicates that fidelity of implementation needs improvement. A calendar of reminder dates was developed to guide buildings and encourage fidelity of implementation. Read 180 was implemented in specific buildings and principals received reports showing the amount of time spent on the program and positive results. 	
	b. Create a written plan for professional development and technical assistance to ensure a robust transition to CCSS.	November, 2013	Y. Williams	<p>Classroom observations will consistently show implementation of CCSS and the shifts in pedagogy. Student outcomes will improve.</p> <ul style="list-style-type: none"> a) Completion of a written PD plan to facilitate the transition to CCLS – November 2013 b) Articulation of a written plan for technical assistance through learning walk process and School Support Plans – Oct. 1, 2013 - ongoing c) Increase in consistency of the use of the CCLS in classrooms, as evidenced by observations – Oct2013-ongoing d) Improvement of student outcomes (DCIP) – June 30, 2013and ongoing 	<ul style="list-style-type: none"> a. A 5-year Professional Development Plan was completed 2014-2019- see plan in Folder b. A plan for technical assistance in response to learning walks is provided by One Stop Shop. School Support Plans are aligned with District priorities and building data. Budget allocations are controlled by Principals to meet the needs of the schools. c. Curriculum maps and pacing guides, aligned with the CCLS expectations, provide evidence of increasing consistency of the use of CCLS in classrooms. Observations of specific tenets through learning walks and formal observations provide feedback of increased alignment, though consistency is lacking. d. Improvement of student outcomes is demonstrated through increased graduation rate for District and CTE program. There is also an increase in subgroups making AYP for the District. 	<p>BPS still lacks a completed comprehensive PD and technical assistance plan to support CCSS.</p> <p>This area has not been addressed in the past 2 years. There have been many discussions but no final product or dissemination of such plan has been shared with the field.</p>
7 Instruction	a. Review and analyze the impact of the current promotion policy and practices	Jan. 31, 2013	M. Pauly	<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</p>	<ul style="list-style-type: none"> a. Starting 6/2014, ten schools are participating in a statewide pilot for RTI. Introductory meetings with 	<p>Little progress has been made in this area for the past 2 years.</p>

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	on student achievement			<p>intervention will be provided for Priority Schools that is preventative and proactive in progress monitoring and supporting students at risk for failure. Retention and repeating of course work will be reduced as a result.</p> <ol style="list-style-type: none"> a. Provision of a multi-tiered system of supports, instruction and intervention November 2013 and ongoing b. Review and analysis of promotion policy and practices - Jan 2014 c. Recommendation of policy changes regarding promotion and retention, if appropriate – April 2014 d. Policy-based decision making for retention and repeating of course work – June-Sept. 2013 and April – September 2014 	<p>RTI teams included principals, general ed teacher, special ed teacher, psychologist and others as assigned by building. Principals are mandated to attend all training per MOU with SED. This RTI model specifies modules that will be customized by BPS Design Team for implementation throughout all 57 schools.</p> <ol style="list-style-type: none"> b. Two committee meetings were held in May / June to review Promotion/Retention policy and procedures for improvement purposes. The committee is facilitated by the Assistant Superintendent and includes Administrators, OSL, and CAI staff. <ul style="list-style-type: none"> • A focus group of teachers was used to gather feedback and inform improvement practices regarding grading policies and retention practices. The feedback demonstrated inconsistencies by classroom and schools throughout the district. • Retention numbers of SWD were reviewed and concerns were articulated by the Promotion/Retention Committee. • The Retention form for SWD and ELLs was updated to specify the requirement of an Action Plan for any student that is being considered for retention prior to April of the year in question. If this form is not completed with an Action Plan, the Director of Multilingual / Director of Special Education will convene the SST to review the student's progress, make an Action Plan and work with the Principal to determine whether or not Retention should be considered. <ol style="list-style-type: none"> a. The Multi-Tier Student Support (MTSS): see flowchart in dropbox <ul style="list-style-type: none"> o The District has articulated specific PBIS interventions by Tier, through the direction of the MTSS team and Kim Breen. 	<p>Please provide an update on this work.</p> <p>This has been static for 2 years.</p> <p>There is little movement on the MTSS work in the District.</p> <p>While the District has 'articulated' this work, there is little evidence of implementation and impact.</p>

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					<ul style="list-style-type: none"> ○ PBIS was introduced to the District 3 years ago and it is a priority. Training and consistency will be articulated in the contract with Erie 1 BOCES. 	There is little systemic data to show return of investment of this work. The lack of Central Office infrastructure to support the training as well as necessary follow up has resulted in poor return on investment and outcomes for students.
	b. Explore Adult Education and CTE as alternative paths for 5 th year seniors.	Nov. 1, 2013	M. Pauly	<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> <ul style="list-style-type: none"> a. Review of Adult Education/GED programs to determine expansion needs and viability as alternative paths for 5th year seniors – Oct 2013 and ongoing b. Increase of access to CTE programs based on student demand – Aug. 2013-ongoing c. Decrease in percentage of credit-deficient members of 2013-14 senior class – Oct. 2013 -July 2014 	<ul style="list-style-type: none"> a. There are plenty of (formerly known as GED) seats at Adult Education to fill BPS needs, according to Director Les Leopold. They do not turn students away from the program. b. CTE programs have increased based on student demand. For example, there are now 9 Differentiated CTE programs, an increase of 2 from September 2013. <ul style="list-style-type: none"> • The Increasing Access to CTE committee reviewed student demand for programs as identified by Dr. Frazier, Placement Office. Programs with low enrollment were considered for elimination and other programs were proposed, such as the Differentiated Program. • Evidence of Success: New programs will be available at the Medical High School location (3 programs & 1 Differentiated program for SWD), a new Advanced Manufacturing program will begin at Burgard and an after school CTE program is planned. • Evidence of Success: Adult Education has moved forward in the (1-3 year) COE process of program accreditation that will allow students to receive grant funding for Adult Ed programs. Students will be provided with alternative paths / opportunities to continue their education through Adult Ed programs that are affordable when this process is completed. This increases opportunities for 5th year seniors to engage in CTE programs provided by Adult Ed. 	
	c. Review the current criteria & application processes for all CTE programs across the district.	Nov. 15, 2013	M. Pauly	<p>The number of students enrolled in CTE programs will increase. The graduation rate from CTE programs will increase.</p> <ul style="list-style-type: none"> a. Development of sample District “Road Shows” to familiarize middle school students with CTE program options – Oct. 2012 - 	Differentiated CTE programs have increased since September 2013 from 7 programs to 9 programs in September 2014. SWD are taking courses that were previously unavailable to them through implementation of the Differentiated model that has been approved for CTE funding.	<p>What do enrollment look like across the district for CTE programs? The Action Step 6c is looking across the district. see report in dropbox</p> <p>The District is to be commended in its increase in CTE</p>

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				ongoing b. Increase in the percentage of CTE applicants who are admitted to programs – ongoing c. Increase in CTE graduation rate – June 2013 - ongoing d. Review of current criteria and application processes for all District CTE programs – February 2014	a. Students in grade 6, 7 & 8 are now exposed to Career and Technical Education Programs. Information is shared through presentations in the schools, Career Fairs, the Web, YouTube, brochures, District Website and Facebook. The increase in publicizing programs was an initiative that was accomplished by the work of the Increasing Access to CTE sub-committee. a. A database of CTE applications is maintained, monitored and shared with stakeholders by Dr. Frazier -Central Registration. This includes dialogue about low enrollment, high demand enrollment and student preferences. Dr. Frazier is part of the Increasing Access to CTE Committee. b. A new Medical High School program was approved by SED in May. Three HI-B Visa programs will provide students with opportunities to leave high school with industry certificates, training and skills that will allow them to continue their education or work in jobs that pay a living wage. A total of 186 CTE seats have increased as a result. c. The CTE graduation rate (4 year) is 88.4%. This is an increase of 3.4% from 2012-2013. d. The use of criteria for entry into CTE programs was eliminated except for Hutch Tech that has an assessment and VPA that has a portfolio. See report 7 C (d)	graduation.
	d. Explore opportunities to provide more GED options within the district.	May 2014	M. Pauly	The number of Priority School students who enroll in a GED program as an alternative to dropping out of school will increase. a. Increase the completion rate of GED alterative students 2012/13 to 13/14	<ul style="list-style-type: none"> Evidence of Success: 2013-2014 there were 73 students that would be reported as drop-outs, but are now correctly enrolled in the approved AHSEP program (GED/TASC). Process Improvement: Paperwork from students that leave BPS high schools prior to graduating is reviewed and signed by Dr. Pauly and emailed to Amanda Vellake at Adult Ed to facilitate students' transition to AHSEP programs. Student information is reviewed and maintained at Adult Ed and in the office of CAI. Process Improvement: Regular collaboration meetings between the Placement Office, Adult Education, Special Education, OSA, and CAI has 	Please provide an update on the GED programs at the 3 High Schools. Please provide data to support the Evidence of Success.

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					<p>increased/improved communication and expedited the registration process for Adult Ed & AHSEP students through changes in procedure.</p> <ul style="list-style-type: none"> • Process Improvement: Students now have the option to register at the Placement Office or Adult Ed location. 46 students earned TASC (formerly known as GED) upon completion of the AHSEP program this year. • Evidence of Success: Adult Education has moved forward in the (1-3 year) COE process of program accreditation that will allow students to receive grant funding for Adult Ed programs. Students will be provided with alternative paths / opportunities to continue their education through Adult Ed programs that are affordable when this process is completed. This increases opportunities for 5th year seniors to engage in CTE programs provided by Adult Ed. 	
	<p>e. Analyze the current use and impact of online credit recovery in Priority Schools for students in need of credit recoupment and acceleration.</p>	<p>February 2014</p>	<p>W. Keresztes M. Pauly D. Mauricio</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> <ol style="list-style-type: none"> Assessment of the need for credit recoupment and acceleration – Oct 2013 Curriculum content is aligned to CCSL - Oct 2013 Analysis of use and impact of system –Nov 23-ongoing Increase of access to accelerated coursework – Feb 2014 	<p>d. Virtual AP grant manager, Michael Cambria and VAP grant coordinator are implementing on line AP courses for 2014-2015, targeting students in Priority schools. This grant was not implemented over the past two years but the State granted a one year extension that BPS is utilize to full advantage. A detailed plan was submitted to John Brock at SED in May 2014.</p> <p>The STAR Academy, which was implemented for overage, under-credited students, has completed its first year with 103 students enrolled during the 40th week: 69 freshmen, 30 sophomores, and 4 juniors. Of those students, 40 were ELL, 44 were ELL (SIFE), and 19 were General Ed. Average attendance was 85% in September, dropped to 74% in November, and steadily rose to 84% by June. The core passing rates, Regents results, and promotion data are summarized in the attached PowerPoint.</p> <p>McKinley Credit Recovery Program data is also attached.</p> <p>In an effort to assist principals in identifying students who require supports and monitor their cohorts for successfully graduating, Dr. Mauricio worked with IT and three principals (Priority, focus and good standing) to improve the accuracy of the Graduation Indicator Data Dashboard Screen. The meeting resulted in the more specific graduation indicators of students being accelerated, on-track, at-risk or high risk. These adjustments to the dashboard will be completed by</p>	<p>Please provide data to address the action step Provide data on the Nova Net for this year to date by school - kids enrolled, credits recouped etc</p> <p>Please provide update on the McKinley credit recovery program as well as STAR academy</p>

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					August 31st. (See attached Grad Meter Phase II). NovaNet end-of-year report is also attached.	
	f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.	Nov 1, 2013	M. Pauly	There will be consistent implementation of a continuum of special education programs across the district. School staff will have a clear understanding of the Least Restrictive Environment, role of CSE, and decision making based on student need, rather than available or ‘allowed’ programs, as evidenced by written communication and reporting of students enrolled in the continuum of programs and services. <ol style="list-style-type: none"> a. Evaluation of the impact of current special education co-teaching model – Nov. 1, 2013 – May 2014 b. External audit performed by CGCS Dec-May 2014 c. Comparison of reported numbers of students enrolled in the continuum of programs and services – Jan. 31, 2014 	The Special Education Department reviewed recommendations from the CGCS. As a result: <ul style="list-style-type: none"> • Co-teaching training will be embedded at the school level to increase consistency, efficiency and understanding of roles and responsibilities. A protocol of training has been articulated in writing. • Student Support Teams will include the Special Education Director in the decision to refer students to CSE. Identification of students with disabilities will be based on evidence of intervention and student’s response to intervention. Action Plans will now be reviewed by the Special Ed Director prior to the Initial Referral. • Student Support Teams (SST) and building level Committees on Special Education (CSE) are now separate. SST dialogue will focus on RTI and tracking interventions that have been tried, along with how the student responded to the intervention(s). SST will be facilitated by the School Psychologist. The CSE Chair will not participate in SST meetings. • CSE meetings will be facilitated by the CSE Chair (TOSA) and responsibilities will include the Annual Review meetings at the building level. • CSE Chairs & Psychologists will report directly to Special Education Directors for APPR. • 12/2014 Audited staffing ratios for SWD and implemented the following changes to ensure that students with higher level needs are receiving higher levels of service: * ICT staffing programs are implemented for 5 or more students. • Student placement for SWD was reviewed and percentages of SWD (excluding speech) was charted and evaluated for equity in June 2014. • Continuums of service delivery models and needs of disability types were analyzed- June 	While much discussion has taken place. It is unclear what will be actually implemented for SY14-15. A Special Board Meeting is being planned for the fall to present and unpack the Council of Great City Schools review of the Special Education review conducted in early Spring 2014.

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					2014. • CGCS recommended that all service delivery models be continued.	
	g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students	January 2014	W. Keresztes	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.	The district now has a plan in place to increase participation in alternate instruction program. The plan was submitted to SED on April 28 and a timeline for implementation was submitted on June 25. The plan encompasses the following: <ul style="list-style-type: none"> • Saturday classes will begin for identified 7th and 8th graders in the 2014-15 school year at two community centers. Students will be eligible for penalty reductions based on attendance and the successful completion of assignments. The potential for expanding the program to students from additional grade levels will be evaluated based on measures such as participation among eligible students. • Yellow bus transportation will be provided to students participating in after school programs and accommodations will be made for students who attend schools without an after school program. • Notification to parents of suspended students will be standardized so they are aware of the options available to their child, logistics, and who to contact for assistance in overcoming barriers to attendance. Automated phone calls will be generated as well. • Building principals will be authorized to provide penalty reductions based on classroom performance, attendance, and completion of assignments. • The district will continue to develop online opportunities for suspended students and seek clarification from NYSED on procedures to implement such programs. See Attachment 7(g)	This action has not been addressed in 2 years. The Alternative Education plan to address the SED corrective action has not yet been implemented or put forth for discussion. Superintendent Ogilvie was recently made aware of this.. Immediate attention will be given.
	h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.	June 2014	M. Pauly	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). <ol style="list-style-type: none"> a. Guidance, training and technical assistance for SSTs – Oct 2013-ongoing 	a. Evidence of Process Improvement: BPS SST handbook was updated. Best Practices for SST is shared with Psychologists at monthly training meetings. <ul style="list-style-type: none"> • Evidence of Success: Guidance, training and technical assistance for SSTs is provided annually through training at Erie 1 BOCES in July, at monthly meetings 	This does not address the Action Step or the Evidence of Success. Please advise.

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				<ul style="list-style-type: none"> b. Improvement of student outcomes (e.g. increased percentage of accurate referrals to special education) – Nov 2013 - ongoing c. Evaluation of the role, function and membership of and support provided by SSTs – Dec 2013-Feb-2014 d. Recommendations from an external SPED Audit provides decision making strategies for central office leadership – Dec-May 2014 	<p>and trainings throughout the school year.</p> <ul style="list-style-type: none"> • Evidence of Success: Monthly meetings with SED provide guidance for Special Education administrators. This information is shared with SST, CSE and administrators. b. Some schools have reduced the percentage of initial referrals but others have increased. Procedural guidance has been provided to individual schools when numbers increase and this data led to identification of schools for RTI training. See Initial Referral Chart. c. Evidence of Success: The role of the SST team has been articulated as supporting student achievement through suggested interventions and monitoring. SST is now facilitated by Psychologists and the SST Chair does not participate. Supporting teaching and learning is the priority. • Evidence of Success: The role of the CSE Chair is to run CSE meetings and Annual Reviews. Compliance is the priority. • Evidence of Process Improvement: Prior to Initial Referrals, the Special Education Directors will review paperwork for evidence of the intervention process. • Evidence of Success: CSE Chairs and Psychologists will be evaluated by the Special Education Directors instead of the Principals to address any issues of undue influence. d. Recommendations from CGCS will be implemented to the greatest extent possible. Some recommendations have already been put into effect. 	
	<p>i. Review the role and function of Committee on Special Education (CSE) and SST.</p>	Feb. 1, 2014	M. Pauly	<p>Priority Schools will have a clear understanding of the role, function, and purpose of the SST and CSE, including respective team membership, as evidenced by high functioning SSTs. The Priority School staff will report that the SSTs are providing value-added support to teachers and students.</p> <ul style="list-style-type: none"> a. Learning walk tool and coaching feedback provide function levels of CSE and SST– Oct 2013-Feb 2014 b. Positive feedback from leadership team on the role of the SSTs in Priority Schools – Dec 2013 and April 2014 c. Recommendations from an external SPED Audit provides decision making strategies for central office leadership – April 2014 	<ul style="list-style-type: none"> • The SST handbook was updated - summer 2014 - and distributed for use in September 2014. • Evidence: Psychologists will be trained to facilitate SST meetings in August 2014. • Evidence: All CSE Chairs received training through Erie 1 BOCES to ensure understanding of laws and regulations in July 2014 • See above for more specifics on SST & CSE improvements. 	Provide data to support evidence of success

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	j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities to understand the lack of achievement.	Nov. 1, 2013	M. Pauly	<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> <ul style="list-style-type: none"> a. Evaluation and analysis of the achievement and reasons for the underperformance of students with disabilities (SWDs) using IEP Direct – Nov. 1, 2013-May 2014 b. New recommendations for improvement of programs and services for SWDs based on CGCS report–May 2014 c. Improvement of multiple outcomes among SWDs, as per DCIP t 	<ul style="list-style-type: none"> a. Data collection will be accomplished in a systematic way to allow for analysis and evaluation o underperformance of SWD. • Professional Development will continue to be provided on Specially Designed Instruction summer 2014 and throughout the year 2014-2015 with the use of substitutes to ensure that all teachers receive training. b. Recommendations from CGCS will be implemented to increase monitoring of student learning and response time for struggling students. c. Data on specific outcomes will be targeted and monitored for SWD. 	<p>There has been little progress in the area of program evaluation for special education. The data for SWD are clear and alarming, yet the District has done little to address the systemic needs and lack of improved student outcomes across multiple measures.</p>

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	k. Evaluate and analyze the current instruction, training, supervision, and service delivery for English learners to understand the lack of achievement.	Nov 1, 2013	M. Pauly T. Alsace	<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, 2013-ongoing b. New recommendations for improvement of programs and services for ELLs – Feb. 2014 c. Improvement of multiple outcomes among ELLs, as per DCIP targets – June 30, 2014 	<p>The Multilingual Department has been working with parents (MEAC), community members, principals, students and administrators for improvements in three areas:</p> <ol style="list-style-type: none"> 1. Equitable Access to BPS schools without overloading certain schools. 2. Comprehensive Assessments: Currently BPS provides Native Language Assessments in Spanish and the Multilingual Department is seeking to increase Native Language Assessments with a goal of the top six languages. 3. Specialized Placement Programs for ELL Subgroups specifically designed to meet the needs of students are proposed: <ul style="list-style-type: none"> • Newcomer Program (Proposal from Lafayette High School). This proposal requires approval and funding of 2.5 ESL teachers. • SIFE Program (criteria for identification and timely placement) • Over-age / Under-credited Program (STAR) <p>The work with Diane August started December 2013 and will continue in June 2014 and throughout 2014-2015. Details of the timeline for PD and implementation was formalized through the contract with AIR June 2014. See attachment 7 (k).</p> <p>Accomplished the following:</p> <ul style="list-style-type: none"> *Walk-thru toll for bi-lingual and ESL *Implemented ELL Data Tracker *Started ELL Data Dashboard *Implemented Model Induction Program *Assigned placement specialist at LAC (Finune) *Professional Development completed according to plan *NYSITEL training completed *Located summer LAC testing & Placement at #95 	<p>While many plans have been written and ideas fleshed out, only recently has discussion focused/refocused on a Newcomer center. However, these plans for the Center have stalled and are not in process for SY14-15.</p> <p>Additionally, the placement office has work with EL Office to develop a plan to address incoming ELs from a variety of settings.</p> <p>Please provide an update on the Newcomer center as well as the placement office work on behalf of ELs</p>

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					<p>*Implemented Jumpstart program *Implemented After School program 2013-2014 *Completed Regents translation project *Started on-line SIOP training - 40 teachers enrolled *Summer SIOP on-line training scheduled-waiting list *Engaged in NYSIEB training at schools 76 & 45 *Implemented Karen Heritage Language Project 9/13 *ESL Department engaged in DTSDE Learning Walks *Started voluntary Aspiring ESL Principal Program *Seal of Bi-literacy Pilot Program started *R-BERN implemented at #45, Riverside, Lafayette</p> <p>See attachment 7K</p> <p>The Newcomer Center will be discussed with Superintendent Ogilvie on Friday, seeking approval for the plan to move forward.</p>	
	<p>l. Review and analyze the percentage of students receiving special education services, special education referrals and exit rates in Priority schools.</p>	<p>June 2014</p>	<p>M. Pauly</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> <ol style="list-style-type: none"> Review and analysis of special education enrollment, referrals and exit rates in Priority Schools – Oct 2013 – ongoing Provision of PD to principals regarding pre-referral strategies and LRE – Dec. 2013-Feb 2014 Increase in monitoring of student progress to determine appropriate times for less restrictive environment or exiting from services – Oct 2013-ongoing Improvement on accuracy of referrals to special education – Oct 2013 and ongoing Provision of PD on differentiation – 2013-14 ongoing 	<ul style="list-style-type: none"> Analysis of percentage of special education by building revealed an average of 17.36% (excluding ECHC, WNY Day Treatment, ECMC for Children) Professional development on pre-referral strategies will be provided 2014-2015 and for principals throughout the year at monthly meetings. Analyzed initial referrals by building - see attachment 7(l) and building type ie..priority, focus, good standing. Analyzed special education self-contained placements at schools - see attachment 7(L) 	<p>There has been no progress made on this action step for the past 2 years.</p>
	<p>m. All school and</p>	<p>Completed</p>	<p>D. Brown</p>	<p>Implementation of the evaluation process will</p>	<p>New administrators have completed the Spring OATS course</p>	<p>The District reports that all existing administrators are</p>

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	central administrators will be certified in the APPR evaluation process.	during the 2012-2013 school year. This item is ongoing. (e.g., for new admin.)		commence upon final approval of the APPR. 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	they were enrolled in. Dates: March 19 & 20, April 22 & 23, May 13, 16 & 30 – Site Visits will take place on May 14, 15, 27, 28 or 29 Time: 8:30-3:00 Location: BPDTC	certified in the APPR evaluation process.
	n. Establish a written calendar for turnkey training & on-going training and technical assistance on evaluation rubric (e.g., inter-rater reliability, calibration).	Spring 2014 and ongoing	D. Brown	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. a. Establishment of plan for training and technical assistance – Spring 2013 and ongoing 2013-14 SY b. Conducting quality checks on inter-rater reliability of observations – Spring 2013 and ongoing 2013-14 SY	Inter-rater reliability will be accomplished by trainings for administrators that have already completed training in the OATS course to be lead evaluators. These trainings are scheduled for the Spring of 2014. Duffey and Rutherford are leaders in the observation process and will be in-district to ensure that the walk-through, and hands-on training occurs. This will allow for technical assistance and quality checks on inter-rater reliability. A schedule is being developed for summer trainings and IRR observation monitoring. Additional training will occur with Supervising Principals and outside consultants – Rutherford and Duffey during the summer of 2014 and school year 2014-2015. <u>Rutherford, Duffy, and OATS PD:</u> The sessions are being repeated next year. Administrator will then be required to register for the one not previously taken. We have 61 participating in Skillful Observation & Coaching Laboratory (SOCL). We have 35 participants in Inter-Rater Reliability (IRR) training. We have 30 participants in OATS. For Duffy and Rutherford, administrators were able to choose the PD/workshop they felt best suited their needs at this time. Both Rutherford and Duffy will also be training selected BPS	While the District is lagging in completing these NYSED training and certification requirements, much progress has been made between late Spring and Summer. The District has held fast to the calendar of trainings as well as holding administrators accountable for attendance and certification requirements.

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					administrators to be district trainers. It is suggested that the following be considered: SOCL (Rutherford) - Supervising Principals (Dawn, Fatima & Nadia) Inter-rater Reliability (Duffy) - Supervising Principals(Dawn, Fatima & Nadia), Ebony & Crystal	
8 Assessment	a. Develop in writing the vision, expectation, logistics and accountability for the new Benchmark/CFA assessments.	Nov. 1, 2013	M. Pauly	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. <ol style="list-style-type: none"> a. Oral articulation of vision and expectations for use of formative assessments – Oct 2013 b. Provision of written vision, expectation, logistics, and accountability – Oct. 2013 c. Administration of formative assessments – Oct 2013 – March 2014 d. Use of data from formative assessments to determine student progress during CPT, as evidenced by observations and reports – Oct 2013-April 2014 	The Benchmark Assessments administered during the 2013-14 school year have been evaluated to determine if changes in the existing assessments should be made. With only minor changes, assessments will be administered for the 2014-15 school year. A review of the communication plan will be conducted to provide expectations for administration including dates, their use and how results are to inform instruction.	
	b. Provide professional development for Priority School principals as to how benchmark/CFA data are to be used to accelerate student outcomes.	Nov. 30, 2013	M. Pauly S Gilani	Overall benchmark and state assessment results will increase. <ol style="list-style-type: none"> a. Provision of Data Dashboard PD to all principals and central office administrators – August 2013 b. Provision of PLOs for all administrators and instructional staff – Sept – Nov 2013 c. Increase in state test results (DCIP) – June 2014 	The results of the CFAs are to be included in the DDI training and in the team meetings at each school. Also, Learning Walks conducted by the OSL Supervising Principals/instructional coaches should include this data. Monthly professional development agendas will include how to use CFA data to drive instruction. Ongoing dialogue around the outcomes for individual students and groups of students should be the basis for improving student performance. Evidence of Success: Teachers will use CFA data to inform instruction. This will be accomplished by generating reports through Illuminate that provide instructional activities by standard and student performance.	Continued revision of the use of CFAs is needed to ensure users know that they are not comparable. Rather standards based and measure different standards from CFA to CFA. To that end, schools cannot be held accountable for growth from CFA to CFA. Rather they provide a snapshot of achievement against a set of standards. The status update does not address the Evidence of Success.
9 Operation & Management	a. Directives that impact day-to-day functioning to schools will be memorialized in writing.	Effective Immediately	All Cabinet Members/ P. Fanelli	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. <ol style="list-style-type: none"> a. Distribution of Chief of School Leadership’s Weekly Newsletter – Sept. 2013 and ongoing b. Distribution of bi-Weekly Race to the Top Newsletter – Oct. 2013 and ongoing c. Distribution of the above and other directives, policies and practices in writing – Oct. 2012 and ongoing 	e distribution of the OSL Weekly Newsletter, bi-weekly Race to the Top newsletter, and Information Technology Department's Bits and Bytes e-magazine have continued through the remaining quarter of the 2013-14 school year and will be renewed in 2014-15.	

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	b. All school staffing to be completed by HR with input from principals.	Oct 15, 2013 (on-going)	D. Brown	<p>The Office of Human Resources will ensure that vacancies in Priority Schools are filled expeditiously regardless of the time of year.</p> <ol style="list-style-type: none"> a. Authorization of principals to select from among pre-screened candidates to fill true vacancies in their schools – Aug. 2013 b. Expeditious filling of vacancies, given ample talent pool and funding – Aug. 2013 and ongoing c. HR assumption of responsibility for all staffing functions, with input from principals as appropriate – October 2013. d. Restructuring of HR Department to facilitate expeditious staffing – June 2013 	<p>In addition to the advancements the Department of Talent Management has made and documented in the March 2014 update, The office of Talent Management has begun to work with the Special Education Department to figure out what needs to occur to assume the staffing responsibilities for Psychologists, Social Workers, Special Education teachers, etc.</p> <p>The Office of Talent Management will assist with the staffing of these areas, but primary responsibility will remain in the Special Education department due to the review that is required when a Special Education teacher is needed.</p> <p>Candidate pools will be developed for all positions that relate to Special Education. This will occur during July 2014. Since the 2014-2015 budget and anticipated report from the Council of Great City Schools will have an impact on the number of Special Education professionals, we should wait until that time to develop the necessary candidate pools, since we may have to develop preferred eligible lists.</p> <p>Instructional Coach positions: Although a posting may be necessary, it will be determined after all schools have generated their School Based Budgets (SBB) with the School Based Management Teams (SBMT). At that time, many schools may have reduced funding and not able to support more than one (1) instructional coach.</p> <p>Transfers and Staffing 2014: Principals have expressed frustration at the transfer process over the years. However, we are guided by the staffing and transfer handbook, agreed to by the BTF. In many instances a Principal or Assistant Principal has a discussion with a teacher. The Principal does not choose that teacher for his school. The Principal writes a letter to the Director or Supervisor and they are able to have a discussion with the teacher and explain why they are not a good fit. If the teacher still insists on teaching at that school, it is usually granted.</p> <p>Teacher staffing and Transfer guidelines for the school-year 2014-2015 will be attached.</p>	<p>This continues to be a work in progress.</p>
	c. Review and analyze student placement decisions	December 2013	W. Keresztes M. Pauly	<p>Student placements across the district will be equitable and based on clear and delineated processes that all Priority Schools understand. Data</p>	<p>ELL Placement</p> <ul style="list-style-type: none"> • New assessment instituted (NYSITELL), which provides in-depth assessment information to teachers 	<p>While multiple meetings were held to discuss and problem solve issues around EL and SWD placement –</p>

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	for general and special education and English learners			<p>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 – Nov, 2013 b. Provision of guidance to Central Registration Center (CRC) leadership to facilitate NCLB School Choice placements – Sept. – Dec. 2013 c. Review of quarterly student placement reports – Nov 2013, Jan, March and July 2014 d. Provision of guidance to CRC leadership to better inform parents of options for student placement during registration – Oct, 2013 and ongoing 	<p>when the student arrives in the school; secured funding for five full-time summer testers to ensure that all students are tested before the start of the 2014-2105 school year.</p> <ul style="list-style-type: none"> • Comprehensive inventory of all ELLs completed (schools submitted individual data profiles); placement trends identified and analyzed; students will be placed where services will best meet their needs, rather than just in an available ESL seat. • <i>Major initiatives:</i> (1) Working to expand full-time ESL services from 23 to 51 schools for 2014-2015, thus increasing equitable access for ELLs; (2) Planning for K-3 Newcomer Program and 4-12 SIFE Program; and (3) Working with IT to create individual student profiles, class profiles, and school profiles for all ELLs, similar to the Data Dashboard concept. <p>Special Education Department Placement</p> <ul style="list-style-type: none"> • For the first time, the Central Registration Center staff developed and uses a grid that lists what schools offer ICT or CT services, do not offer ICT or CT services, or are at capacity, ensuring that students are not placed in schools where services do not exist (eliminating the need to hire additional staff or paying overages), thus containing budget costs in current and future years. 	<p>there still lacks any plan to address a District wide resolution to placement of these students across schools.</p>

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	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).	Jan. 2014	W. Keresztes	Attendance rate will increase, chronic absenteeism will decrease, and student outcomes will improve across multiple measures in all Priority Schools. <ol style="list-style-type: none"> a. Exploration of services – Nov. 2013 b. Expansion of services: Ready Freddy and Get Schooled attendance programs – Sept. 2013 c. Expansion of services: Placement of a Site Facilitator in each Say Yes to Education Cohort 1 School and Closing the Gap School (total of 27) – Sept 2013 d. Expansion of services: Placement of a Parent Facilitator in each school – Sept. 2013 e. Launch of phase 1 of the District Student Monitoring System, with teacher and student surveys sent – Oct 2013 	In collaboration with Judy Elliott and John Crabbe the attached memo was delivered to principals and reviewed at recent administrator meetings. The information provided is designed to address barriers to accurate attendance-taking and to also address confusing about procedures. (Attendance Memo and End of Year Attendance Report are attached)	Please provide comparative data on attendance for this year. How was attendance taking monitored post principal memo? Please provide evidence to support parent facilitator role and function in relation to student attendance. The Status Update does not address the data needed to show improvement on the Evidence of Success indices.
	e. Parents/Guardians will be actively engaged inParent	March, 2014	W. Keresztes	Parents/Guardian/Families will be actively engaged in attending and contacting other parents/families to participate in Parent Involvement/Engagement	SCEP: <ul style="list-style-type: none"> • In collaboration with the District Parent Coordinating 	The District is making concerted efforts to improve its engagement of parents. Concern surrounding the lack

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	<p>engagement workshops, events, as well as District/School based reporting to the State (e.g., DCIP, SCEP, Consolidated Application).</p>			<p>workshops designed to build capacity for effective, meaningful participation in the education of their child(ren).</p> <ol style="list-style-type: none"> # of workshops hosted by the District # of parents/families attending workshops # of "contacts" made by parent facilitators Survey results indicating workshop effectiveness (i.e., were needs of parents/families met, suggestions for improvement, ideas for subsequent topics) Developing and participating in action steps for the successful implementation of the NNPS (Epstein) Six Types Model of Parent Involvement 	<p>Council, the Office of School Leadership and the Office of Parent and Family Engagement hosted 3 SCEP workshops for parents on May 5, 6, and 8, 2014. The workshops were held in the evening at various locations throughout the District. The training consisted of a brief overview of the DCIP, an in-depth review of each, individual SCEP tenet, its alignment to the DCIP, and for each attendee, an analysis of their individual school SCEP.</p> <ul style="list-style-type: none"> The district held multiple trainings/workshops for SBMT members where a general overview of the SCEP was provided. Participants, who were comprised of SBMT members (teachers, parents, administrators, etc.) reviewed one tenet from their SCEP's, and performed a gallery walk to observe other team's work. Best practices were shared and teams exchanged and shared ideas. The schedule of training dates/times/schools is attached. <p>DCIP:</p> <ul style="list-style-type: none"> A meeting was coordinated by the Office of Parent and Family Engagement to review Tenet 6 of the DCIP with the DPCC on April 23, 2014. Only 1 member of the DPCC Executive Committee attended. A District Committee of Stakeholders meeting took place on June 5, 2014 where an overview of the 2014-2015 DCIP development process was provided to all participants. Representatives from all stakeholder groups were in attendance (teachers, parents, bargaining units, BPS leadership), and had the opportunity to ask questions regarding the DCIP development process, the structure of the document, etc. The district hosted three parent and community work sessions to allow parents and community members to work side-by-side administrators on the DCIP. The first two sessions on June 17 and June 19 at the Stanley M. Makowski Early Childhood Center and West Hertel Academy respectively included break-out sessions with administrators with work organized by Statement of Practice. A follow-up meeting took place on July 10 at 	<p>of data used to draft the DCIP has resulted in additional parental involvement to reframe the DCIP based on student data. The final DCIP was a result of multiple stakeholder and parent meetings to secure input.</p>

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					<p>Discovery School #67 to provide an overview of the updated DCIP and stakeholder feedback that had been incorporated into the revised draft and discuss further refinements of the plan.</p> <ul style="list-style-type: none"> An all-day meeting was held at the Buffalo Professional Development & Technology Center on July 14 with administrators from the School Leadership, Curriculum/Assessment/Instruction, and Strategic Alignment & Innovation staff along with representation from the DPCC, MEAC and SEPAC to examine district data and make additional refinements to the DCIP. Administrators and staff from AIR met with DPCC representatives for a half-day meeting with the DPCC on July 22 at the Buffalo Professional Development & Technology Center to discuss parent priorities and the process for finalizing the DCIP. 	