

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of July 31, 2013	DE Comments
1 Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment. Appendix 6	October 1, 2012	D. Brown	The district will make decisions how to equitably staff schools and will adjust FTE accordingly. There will be a revisited/revised 'Budget Assumption' that is used to staff schools in an equitable and consistent manner. 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 Provision of a more equitable preliminary staffing allotment to schools – March 15, 2013	Budget assumptions were included in the SBB handbook to ensure a more equitable staffing district-wide. The audit of classes after the tenth (10 th) day of school will determine what sections of classes may need to be closed. The audit process is outlined in the attachment in the folder #1. The same process will be used for second semester 10 days after the 2 nd semester begins.	Year 1 of School Based Budgeting is underway. Budgets have been approved for schools. Allocations for EL and Special Education FTE are not yet available to schools. This has caused concern for Principals that are working on master schedules and planning for fall. It is recommended that budget allocations, including EL and Special Education FTE, be finalized within the same timeframe. The District is to be commended for putting forth a process for closing class sections that are under enrolled. It will be important to implement this practice with fidelity for both fall and spring semesters in order for the District to realize cost savings.
	b. Create school-based budgets based on per pupil expenditure for Title I and III. Appendix 5	March 15, 2013	B Smith	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. 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 f.	Each School received individual budgets for 2013-14. The budgets included Baseline Staff based on an adopted set of ratios, Title I, Title III and either Flexible Funding that was based on certain student characteristics or their School Improvement Grant. The CFO is continuing with the Budget Steering Committee. A meeting was held July 11, 2013 and the Agenda is included as Appendix 1.b.1. The next meeting is scheduled for August 20, 2013 after the Principal Surveys are returned. Richard Thompson, Director of Federal and State Programs has also been added to the Committee to address Title I and Title III. Representatives from Special Education and Multilingual will also be added to the team.	The CFO continues to lead on-going conversations with Principals in order to gather input and refine the school based budgeting process. Principals are very appreciative of this opportunity to provide feedback and suggestions to improve upon the start of school based budgeting. As this is the baseline year for School Based Budgeting, it is critical that the process for allowing principals to make decisions about their budgets be based on data and accountability, avoiding top down decisions that reflect politics rather than what is working for students at respective schools.
	c. Provide budget training and oversight to all central and school personnel to develop data-based	Beginning January 2013	B Smith	All Central office administrative expenditure decisions will be based upon data and a set of parameters that guide the allowed use of funds per federal law. a. Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing	Each School received individual budgets for 2013-14. The budgets included Baseline Staff based on an adopted set of ratios, Title I, Title III and either Flexible Funding that was based on certain student characteristics or their School Improvement Grant. The CFO is continuing with the Budget Steering Committee. A meeting was held July	See above comment In addition, the support of AIR in the overall process will assist the CFO and other staff to further develop aligned and data based training and technical assistance in the next round of budgeting

<p>Appendix 5</p>	<p>accountability & oversight.</p>			<ul style="list-style-type: none"> b. Provision of professional development on the budget process – Feb. 28, 2013 c. Priority Schools’ development of proposed budgets based on relevant data – April 30, 2013 d. Review and approval of Priority Schools’ budgets by the Superintendent or designees – May 31, 2013 e. Ongoing review of the use of Priority Schools’ budget to achieve specific targets and ensure regulatory compliance – June 30, 2013 and ongoing 	<p>11, 2013 and the Agenda is included as Appendix 1.b.1. The next meeting is scheduled for August 20, 2013 after the Principal Surveys are returned. Richard Thompson, Director of Federal and State Programs has also been added to the Committee to address Title I and Title III. Representatives from Special Education and Multilingual will also be added to the team. The agenda included discussion of a draft survey to be reviewed that will be sent to Principals by July 22 inquiring of their satisfaction with the process and suggestions for improvement for the 2014-15 process.</p> <p>In October, AIR staff will begin to work with District staff to determine the status of the District’s current budgeting system, district provided supports to schools regarding their budgets, and schools budgetary needs. This information will be used to design a training session in collaboration with the district finance department, to be delivered in February 2014. This training will focus on helping school leaders align the school budget to school priorities. District staff will have key role in this training as a strategy to build capacity. AIR intends to collaborate with the district to develop training on the technical aspects of developing an aligned budget. Through this process, we will begin to position staff in the Office of School Leadership to provide ongoing technical assistance to schools in budget development that is aligned to school needs.</p>	<p>in Spring 2014.</p>
<p>Appendix 7 RFP</p>	<p>d. Move toward a decentralized school-based system of professional development.</p>	<p>March-Sept. 2013</p>	<p>F. Wilson</p>	<p>Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result.</p> <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. Establishment and implementation of a system of earned autonomy for professional development decision-making – March 15, 2013 and ongoing. 	<p>AIR will provide support to the District and the schools to strengthen schools’ abilities to provide school-based professional development. Currently, AIR is working with District staff to develop and release an RFP that will lead to an approved provider list from which schools can select external partners to provide professional development based on individual school needs. Additionally, AIR will work with the district this summer to develop a rigorous review process to ensure that only partners with a proven track record are selected. An approved providers list will be available to schools in the beginning of the 2013-14 school year. Through the Transformation Leadership Learning Network (TLLN), school leadership teams and principals will learn how to map out Professional Development based on prioritized improvement needs and selecting the appropriate</p>	<p>Planning has begun to address decentralized school based professional development. As a part of the SCEP process occurring over the summer, schools are creating PD plans for the upcoming SY.</p> <p>Under the current reorganization efforts, the oversight and monitoring of the fidelity and implementation of site-based delivered PD is being fleshed out.</p> <p>Timing and communication is critical as SY13-14 begins in less than 5 weeks.</p> <p>-</p>

	<p>Appendix 1, 2 data & coaching PD</p> <p>Appendix 3, 4 Ambassador</p> <p>Appendix 9, 10, SCEP training</p> <p>Appendix 11, 12 APPR data</p>				<p>partners from the approved providers list</p> <p>A key area of school-based professional development is Instructional Coaching provided by school-based Instructional Coaches and supported by district-based instructional specialists from the Office of School Leadership. Instructional Specialists will support the creation and delivery of tailored PD to school staff. AIR will provide a yearlong system of support (6 trainings, 2 webinars) for district-level instructional specialists and quarterly trainings for school-based instructional coaches. The focus of the quarterly trainings will be to provide instructional coaches with tools and norms to coach successfully. Coaches will gain an understanding of the essential elements of instructional coaching. Building on foundational knowledge, instructional coaches will learn to unpack instructional standards and use data to differentiate coaching decisions. The instructional coaches will participate in all Network Team Institutes during the 2013-14 SY.</p> <p>The Ambassador Program Plan for the 2013-14 SY has been developed and is being led by RtTT Project Administrators under the direction of the Chief of Strategic Planning and Innovation. Professional development in the Ambassador Plan will be closely coordinated with the Supervising Principals and Instructional Specialists assigned to each Chief of School Leadership. The newly hired supervising principals will serve as Principal Ambassadors to turnkey training to principals and assistants within their respective zones. Many of the newly hired school-based instructional coaches will also be a part of the Ambassador Program to ensure individual school-based PD on the CCLS.</p> <p>An analysis of the data for teacher APPRs “Other Measures of Effectiveness” subcomponent will be conducted over the summer. Results will be shared with building administrators in August to assist with the development of school-based PD plans developed as part of writing the School Comprehensive Education Plan. School-based PD, for 13-14 SY, is currently being developed by school staff in conjunction with writing SCEP (under Tenets 3-5). For SIG funded schools it will be addressed in their 30-60-90 day unpacking SIG</p>	
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	<p>e. Examine and evaluate the current Targeted Assistance Title I schools (15) to ensure the fidelity of fit to the needs of the students/school.</p>	<p>January 2013</p>	<p>F. Wilson</p>	<p>Schools remaining Targeted Assistance will document in writing how and to whom robust instruction and support are provided. If schools move to a School-wide Program, a written plan will document how funds and services are utilized and monitored.</p> <ul style="list-style-type: none"> a. Development of SCEPs by all Priority Schools – Dec. 21, 2012 b. Evaluation of suitability of Targeted Assistance model to Priority Schools – Jan. 31, 2013 	<p>All schools, except for those with current 1003(a) SIG funding will write SCEPs in compliance with the Consolidated Application requirements for School-wide Program. The SCEP and DCIP will clearly delineate the required set-asides for School Improvement and Parent Engagement/Involvement. The first SCEP writing and review of data sources training for school teams is scheduled in late July. Further technical assistance supports for the set aside allotments is scheduled in early August. All plans are due to Chiefs of Schools and the Distinguished Educator for non-SIG Priority Schools. The schools that are currently Targeted Assistance schools will be School-wide Program schools in 2013 SY. Their SCEPs or SIG plans show evidence of needs assessments and will serve as School-wide Program plans that include the nine other required School-wide Program components.</p>	<p>It is unclear what has been completed to date to do the required work to move Targeted Assistance Schools to School-Wide.</p> <p>Planning is reportedly underway to move the remaining Targeted Assistance Schools to School-wide for SY 13-14.</p>
<p>2 Organization Appendix 15</p>	<p>a. Establish monthly 'Principal Meetings' for Priority School principals to build skills and capacity to use data to drive instructional decisions.</p>	<p>October 1, 2012</p>	<p>F. Wilson</p>	<p>Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p> <ul style="list-style-type: none"> a. Publication of calendar for monthly Principal Meetings – Oct. 1, 2012 b. Holding regular cluster meetings – Aug. 28, 2012 and ongoing c. Regular meetings with Superintendent – Sept. 2012 and ongoing d. Configuration of meetings based on need – Aug. 28, 2012 and ongoing e. Task force service opportunities – Nov. 1, 2012 and ongoing 	<p>AIR is supporting the district in agenda development for the monthly Priority Principals meetings and will be working with District staff in July to set the schedule for the 2013-2014 school year. In developing the agenda items, AIR will organize feedback from the leadership and instructional coaches to share with district staff. It is anticipated that this feedback will help use these meeting times to build upon the work that is being launched this year or identify specific issues principals are raising that are important to address in this group setting. AIR will provide support during these meetings as requested by the district.</p> <p>See Appendix 15 for AIR PD feedback</p>	<p>A monthly calendar for the Priority School Principals meeting, including general topics of PD that will build skills and capacity to use data to drive instructional decisions has been laid out for the upcoming SY. Meeting dates are being finalized.</p> <p>It will be important to monitor the fidelity of implementation of the soon to be finalized calendar, ensuring meetings/trainings are conducted and not cancelled or distracted by other competing District issues that may arise.</p> <p>The District appears to be ahead of where it was a year ago in terms of planning meetings. Follow through is critical and expected given the planning</p>

				f. PGS evaluations – Oct. 1, 2012 and ongoing		complete o a e
	b. Establish a year-long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school). Appendices 1-3, 8, 9	October 1, 2012	F. Wilson	Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students. a. Holding meetings by level, as appropriate to schools’ needs and focus – August 28, 2012 and ongoing b. Publication of calendar for monthly Principal Meetings – October 1, 2012 c. PGS evaluations – October 1, 2012 and ongoing	The monthly principal meeting schedule and agenda for the 2013-14 SY is in draft form. It is being reviewed for alignment with the NTI workbook metrics, DTSDE rubrics, and 1003(a) Leadership Grant. During the August Leadership Retreat the complete plan, with dates, will be distributed.	A yearlong monthly calendar with respective topics has been laid out. Calendar and dates of meetings are being finalized. While a calendar has been established, it will be important that more opportunity for support and collaboration among and between colleagues be established, as well as added PD that will further develop skills and knowledge around acceleration student performance across multiple measures. Again, it will be important to monitor the fidelity of implementation of the soon to be finalized calendar, ensuring meetings/trainings are conducted and not cancelled or distracted by other competing District issues that may arise.
	c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority Schools. Appendices 10-14 STAR Program	Dec. 1, 2012	F. Wilson	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. a. Review of policy on student enrollment in schools with criterion-based admissions – Dec. 1, 2012 b. Review and analysis of criterion-based admission policies on student enrollment in Priority Schools – Dec. 1, 2012 c. Provision of written enrollment and transfer procedures to Priority Schools – January 31, 2013 Board of Education’s review of criterion-based admission policies – June 2013	This process began during the 2012-13 SY with a CTE analysis and a data review of how students enter into a program. This review will serve as a base for the 2013-14 SY. The placement procedures for the S.T.A.R. Academy have been developed. A meeting has taken place to communicate information related to the S.T.A.R. Academy to key stake holders (supervisor of placement, special education director, supervisor of clerical staff, intake personnel and the multi-lingual director. From this meeting, the details of the placement procedures were established. This information will be shared with high school principals as well. Special focus will be given to priority high school principals. See appendix 16. STAR Academy placement procedures	This action step was not addressed for SY 2012-13. New leadership over the placement office may provide an opportunity to examine current placement practices, including school choice. It is imperative that the District examines and revises practices around criterion schools and the impact on student placement on priority schools. The STAR Academy is slotted to open in September 2013 to support overage/under-credited students new to the district and/or transfers from current high schools who usually are placed in priority schools. Preliminary planning is underway. Please provide the written communication that will be shared with parents and schools regarding the program, including how to enroll, the entrance and exit criteria, and programmatic information.
3 Articulation/ Coordination	a. Define, in writing, the autonomy and decision making	Nov. 1, 2012	P. Brown	Priority School principals will understand & execute their autonomy and authority to make site-based decisions, based on data, to accelerate improved	School Based Budgeting (SBB): The CFO is continuing with the Budget Steering Committee. A meeting was held July 11, 2013 and the	The implementation of school based autonomy and decision-making is yet in its infancy.

	<p>authority of Priority School principals.</p>			<p>successes. Successes will improve as a result. (NOTE: Currently school-based budgets do not exist. The ability to impact and change current instruction and support structures is limited for SY2012-13.)</p> <ol style="list-style-type: none"> Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard) – Oct. 31, 2012 Clear oral and written articulation of policies, guidelines, and performance standards for the role of principal – November 1, 2012 and ongoing Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing Provision of professional development on the budget process – Feb. 28, 2013 Establishment and implementation of a system of earned autonomy for professional development decision-making – March 15, 2013 and ongoing Meeting multiple SCEP targets – June 30, 2013 	<p>Agenda is included as Appendix 1 b 1. The next meeting is scheduled for August 20, 2013 after the Principal Surveys are returned. Richard Thompson, Director of Federal and State Programs has also been added to the Committee to address Title I and Title III. Representatives from Special Education and Multilingual will also be added to the team. The agenda included discussion of a draft survey to be reviewed that will be sent to Principals by July 22 inquiring of their satisfaction with the process and suggestions for improvement for the 2014-15 process. The meeting did and the survey will also seek feedback on improving the Budget Handbook and training the SBMT.</p> <p>Plans are underway to schedule a meeting with in the next two weeks to complete planning for Earned Autonomy Model (EAM). School Based Budgeting is a part of EAM. The model will be shared during a break out session at the August Leadership retreat.</p> <p>The focus areas of our data-base decisions making planning work with Buffalo Public Schools has been 1) to meet with two primary stakeholder groups, BPS district administration and representatives from Niagara IT Services who are working on student information management systems for SAY YES and 2) use the information gathered from these meetings plus Early Warning System (EWS) research conducted by the National High School Center to propose an EWS dashboard that can be used by school teams beginning with the 2013-14 school year. During the month of June, two days of multiple on-site meetings occurred where AIR met with representatives from the two stakeholder groups to see the reporting capabilities of the current BPS data warehouse, the capabilities of the SAY YES student information system, and discuss the current expectations and vision for effective use of EWS data in high schools.</p> <p>As of June 25th, an EWS dashboard structure has been created by AIR with input from BPS administrator, David Mauricio. The proposed dashboard consists of two primary indicators, Attendance and Academic Performance. The Attendance indicator flags a student as off-track for graduation if the absence rate exceeds 10%. The Academic Performance indicator flags a student as off-</p>	<p>It is not yet clear where the reorganization's written autonomy plan (Submitted for the April Update) is in terms of sharing and dissemination, at the time of this update. As was recommended in the April update, it is critical that Principal feedback and participation be a part of developing/finalizing this plan.</p>
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	b. Provide, in writing, clear and timely communication and information regarding district policies, practices, and procedures to be followed.	Nov. 1, 2012 and on-going	P. Brown	There will be clarity and uniform understanding across Priority Schools regarding policies, practices, and directives impacting their sites. Priority Schools will be given timely requests for information. <ul style="list-style-type: none"> a. Clarification of communication channels and Early Response System – November 1, 2012 b. Establishing the practice of providing policies, practices and timely directives in writing – November 1, 2012 	Under the reorganization a new lead position has been added to oversee and manage all aspects of the APPR. The District is in the process of developing a manual and new web site for all APPR related information along with training materials for SLO/LMA target setting, review of artifacts, and a training plan. The APPR Manual will be rolled out with other major communications at the Leadership Retreat in August.	While there was some improvement, this area is one of additional focus. The APPR training for principals in procedures and processes (e.g., technical aspects for completing a teacher observation and evaluation) did not occur until May 22. Systems were not yet in place when Principals were instructed to begin observations. The impact of this delayed and unclearly communicated process resulted significant disruption for school-based leadership.
4 Leadership	a. Establish a coherent Central Leadership that is proactive and responsive to Priority Schools. Appendix 1	Oct 15 – July 1	P. Brown	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. <ul style="list-style-type: none"> a. Superintendent’s articulation of District-wide vision, core beliefs, theory of action, and action plan for all Central Leadership, principals and assistant principals – Aug. 28-29, 2012 and ongoing b. Restructuring, refocusing and clarification of roles of Central Leadership – Oct. 15-July 1, 2013 c. Identification and development of Academic Support Teams – Oct. 15, 2012 d. Development and articulation of Instructional Rounds process for Priority Schools – Oct. 15, 2012 e. Establishment and implementation of “Early Response System” for Priority Schools – Oct. 24, 2012 and ongoing f. Implementation of the Instructional Rounds process – November 2012 and ongoing g. Development of individualized School Support Plans for Priority Schools – Nov. 	The Chiefs of School Leadership employ members on the School Support Teams to assist high schools in common planning, data-driven analysis; Curriculum mapping and Instructional planning and/or teacher supports. (See Differentiated Support Plan HS April to June Final). The Chiefs of School Leadership will participate in a series of working sessions with AIR to operationalize practices for effective delivery of supports to Priority Schools. These working sessions will focus on (1) establishing systems and structures for the newly created Office of School Leadership; (2) Identifying, collecting, and organizing data to monitor and support schools; and (3) Using data to develop school support plans. Phase one of the reorganization is complete. All cabinet level positions, except for the Deputy, have been hired. Phase two is well underway to be prepared to offer direct supports for schools and to provide the “one-stop shop” model for each Chief of School Leadership. With the addition of a fourth Chief the schools have been assigned to reflect a balance of Priority, Focus and Good Standing schools. The number of schools has been reduced from	There is an urgent need for coherence at the Central Office level. In general, this action step was not accomplished this year. The continued lack of coherence and coordination of support to schools is still apparent (e.g., Coordinated and timely APPR training for principals -technical aspects for completing a teacher observation and evaluation, SCEP development/support for budget requests to comply with a state request, lack of follow through by Academic Support Teams, Terra Nova administration for grades 1-2 the last week of school). The hiring of positions for the reorganization in Phase I is reportedly complete. Phase II is still underway at the time of this report. Communication to the field about this progress would be helpful. As a part of the Phase I reorganization, it is anticipated that there will be immediate, responsive, and direct support to schools.

				<p>2012-Jan 2013</p> <p>h. Weekly review of evidence and trends from Instructional Rounds, followed by action steps – Nov. 2012 and ongoing</p> <p>i. Meeting multiple DCIP targets – June 30, 2012</p>	<p>2010-15 and the addition of supervising principals will provide principals and their evaluators more time to work together to improve school practices and increase student achievement.</p>	<p>Schools cannot wait another year for a coherent and responsive Central Office to be built.</p>
Appendix 2	<p>b. Implement a system to monitor, on a monthly basis, the service and support provided by the Office of School Performance to Priority Schools</p>	<p>October 19, 2012</p>	<p>P. Brown</p>	<p>Priority Schools will report and show evidence of impact of support provided by the Community Superintendents and respective staff. Result will be improved student outcomes across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, student transfers, discipline referrals, support services, parent participation).</p> <p>a. Superintendent’s weekly review meetings with the Community Superintendents and CAO – Sept. 2012 and ongoing</p> <p>b. Training in use of Observation Tracker for Community Superintendents – Oct. 2012</p> <p>c. Monthly monitoring of student outcomes – Oct. 2012 and ongoing</p> <p>d. Superintendent’s regular review of School Support Plans with updates – Nov. 2012 and ongoing</p> <p>e. Survey of Priority School Principals – March and June 2013</p> <p>f. Review/Revision of Action Plans and monitoring systems for Office of School Performance leadership (Cross & Joftus) – March 2013</p> <p>g. Improvement of student outcomes across multiple measures – June 30, 2013</p>	<p>Since February, AIR has been working with the District to develop a system of support for Priority Schools. Throughout the summer, AIR will continue to work with District staff to build a monitoring system to measure the impact of the support provided to priority schools. An “Implementation Progress Check” template, which will be aligned with the DTSDE Tool, will be developed to document the school visits by the Chiefs of School Leadership and the School Support Teams.</p> <p>One approach under consideration is the use of a Balanced Scorecard, similar to that used in Richmond, Virginia. Leadership coaches will provide monthly reports from their onsite visits and quarterly meetings. These reports will provide progress data on Turnaround leadership competencies, “quick wins”, and level of implementation of SIG plans. Instructional specialist and school-based Instructional coaches will use AIR's Coaching Tracking Tool to monitor successful implementation of Instructional coaching and associated outcomes.</p> <p>The entire 24-page AIR progress report for the planning and implementation of all 2012-13 SY projects and plans for the 13-14 SY projects is found in Appendix 2 under Leadership.</p> <p>Although short-term principals' suspensions reduced by 11% this year (-1300), long-term suspensions increased 5% (+95). The number of incidents considered to be dangerous generally remained flat. The training sessions for administrators, Site Facilitators, Parent Facilitators, and Student Support Teams will focus on prevention and restorative outcomes.</p>	<p>In general, this action step has not yet been accomplished. There currently lacks a clear system of monitoring student outcomes across multiple measures in a coherent data based way.</p> <p>However, beginning in February 2013 upon the award of the Systemic Support Grant, AIR has been providing direct support in planning and facilitation of systems that will provide the structures to allow more comprehensive monitoring of school performance with an eye toward supporting schools.</p> <p>The District is to be commended for developing training sessions to address the trends in the data for incidents, long and short-term suspensions.</p>

				<p>The Prevention Focus involves Tier 2 or secondary-level interventions usually applied by SSTs for the purpose of preventing future misconduct. The expertise at delivering those specific interventions, the frequency, of the monitoring of student outcomes such as fewer Office Disciplinary Referrals, no suspensions, and improved student attendance will be addressed in the PD.</p> <p>The Restorative Outcomes focus involves providing SSTs and other staff with tools and exercises, where appropriate, that address questions of who has been affected by student misconduct, who needs to be made whole, and motivating students to resist repetitions of misconduct--all without needlessly imposing suspensions.</p> <p>A total of 15 sessions are planned for various participants.</p> <p>Tier 1 success is determined by the implementation of progress monitoring and teacher-responsiveness practices in buildings--both for student behavior and academic performance (RTI). Although Universal Teams exist at each building, the consistency of their success needs to be examined, particularly with regard to outcome data both behavioral and academic. The district has assembled a task group headed by Anne Botticelli and Kim Curtin that is addressing the composition of universal teams, their focus, and a system to quickly examine outcomes. There is a strong link between the work of the district task group, universal teams at the schools, and the pending Early Warning System. The EWS should represent the comprehensive agreement on what constitutes our priority data points. The task group is reviewing all such factors that, if properly addressed at the universal level (Tier 1), will result in fewer students requiring the targeted interventions established by SSTs for Tier 2 supports.</p> <p>Additionally, the use of assigned behavioral specialists (4) is considered a universal systems support. When teachers experience general classroom management challenges, when principals need assistance in general school culture improvement, or when successful schools wish to advance further in their implementation of PBIS practices, the team is deployed. Each team member is assigned specific schools and is on call when needed or</p>	<p>It is critical that Tier 1 school-wide positive behavior support systems receive additional focus/training as well. School-wide efforts outside of the SST process should be addressed to establish more responsive Tier 1 school wide practices to avoid heavy emphasis on Tier 2 and Tier 3 intervention.</p>
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<p>c. Provide training & coaching to develop the skill set of the Central Leadership team to include use of data to drive instructional decision-making and support.</p>	<p>October 30 & on-going</p>	<p>F. Wilson M. Boorady C. Harrington D. Mauricio</p>	<p>Central leaders will support schools under their direct supervision in use of data as evidenced in the individualized support plans for Priority Schools. Benchmarks for each area of the support plan will have evidence and impact of the support provided.</p> <ol style="list-style-type: none"> District data review for Central Leadership – July 2012 District Data Review for Central Leadership, principals and assistant principals – Aug. 28, 2012 Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 Holding of Data Boot Camp for principals and Central Leadership – Dec. 18, 2012 Access to PD sessions for all administrators 	<p>AIR has been working with the district to ensure that leadership and instructional coaching services will continuously reinforce the use of data to drive instructional decision-making.</p> <p>During the summer of 2013, training will be provided to AIR Leadership Coaches, Chiefs of School Leadership, and Supervising Principals on the revised district-level data dashboard. The training will focus on using data available to drive instructional supports. Furthermore, District-level instructional specialists will receive training on the use of AIR's Coaching Tracking Tool to inform instructional decision-making and supports to schools, groups of teachers and individual teachers.</p>	<p>There is not yet consistent evidence of the use of data to drive support and technical assistance to schools. It is important that the District move from announcing data to action planning and problem solving when analyzing data.</p> <p>With the recent involvement of AIR, it is anticipated that the training for building skill in this areas will be offered and developed across all Central Office staff.</p>

				and staff – Oct. 2012 and ongoing f. Development and monitoring of data-informed School Support Plans – Nov. 2012 and ongoing		
	d. Community Superintendents to write, in collaboration with Priority School principals, differentiated support plans that include evidence of successful implementation.	October 19, 2012	M. Boorady C. Harrington D. Mauricio W. Keresztes	Principals of Priority Schools will report that they have received responsive and tailored service and support. Individualized support plans for Priority Schools will result in improved performance of each school across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation). a. Development of School Support Plan template and data-gathering process – Oct. 2012 b. Provision of assistance to Priority School principals in analyzing data to develop SCEPs, which include supportive activities – Oct. 2012 c. Implementation of Instructional Rounds to further assess individual schools’ needs – Nov. 2012 and ongoing d. Development of School Support Plans – Nov. 2012-Jan. 2013 e. Weekly review of School Support Plan implementation – Nov. 2012 and ongoing f. Monthly review of student outcome measures/targets – Oct. 2012 and ongoing g. Survey of Priority School principals – Mar. and June 2013 h. Performance improvement across multiple measures – June 30, 2012	AIR is collaborating with the Chiefs of School Leadership to develop workshops for a subset of Priority schools, differentiated by leadership needs and SIG implementation status, which will be delivered during the Superintendent’s Conference August 27-29. The “Implementation Progress Checks” template, which will be developed in August in collaboration with AIR, will be used throughout the school year to document the supports and action steps provided to the schools. Each school’s template will be uploaded into Google Docs for review by Chiefs of Schools, School Support Teams, principals and central office administrators. A hardcopy will be provided to the principals after each school visit.	While there was an effort to implement “Instructional Rounds” this past year, it is anticipated that under the reorganization, revision of the DCIP and SCEPS, use of the DTSDE, the almost completed District Strategic Action Plan, and school based budgeting that schools will report more responsive and differentiated service and support in SY 2013-14. It is imperative that the District establish and cogently implement roles, responsibility and accountabilities across the Turn Around office and the Office of School Performance to ensure all Chiefs know and understand SIG and other grant responsibilities that impact Priority Schools (e.g., What is the Turn Around office responsible for? What are the Chiefs that supervise and support schools responsible for?)
5 Use of Data	a. Implement the currently developed but dormant data dashboard that includes Early Warning indices to be used by teachers and administrators.	October 19, 2012	F. Wilson G. Morris	Priority Schools, administrators and teachers, will provide feedback on the dashboard for the purpose of ensuring consumer friendly format and needed data. a. Provision of a preview of the data dashboard for Priority School principals to receive their feedback and suggestions – Oct. 2012 b. Provision of a preview of the data dashboard for educators to receive feedback and suggestions – Oct. 2012 c. Launch of a more comprehensive Data	AIR is working with district staff in the multiple departments and SAY Yes staff to develop a dashboard that will be used for early warning purposes in high schools. During the last several months, AIR examined the reporting capabilities of the current data warehouse and the SAY YES student information system as well as the research conducted by the National High School Center. From this analysis, AIR concluded that a dashboard consisting of Attendance and Academic Performance indicators would provide early evidence of students off track to graduate. Next steps are to develop	While the dashboard was launched last fall, there is much work afoot to coordinate and align data systems, create an early warning system etc.

				Dashboard – Oct. 19, 2012	training for schools on the new dashboard as well as strategies to assign and track academic interventions for students identified as at-risk for poor academic and graduation outcomes. Training on the use of the data dashboard and early warning system is scheduled for August 22nd and 23rd.	
	b. Provide training for Priority School principals and site leadership teams on the data dashboard.	Nov. 16, 2012	F. Wilson G. Morris W. Keresztes	<p>Priority Schools will use, on a regular basis, the data dashboard to support data discussion with school-based staff. The result will be improved student outcomes over multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p> <ul style="list-style-type: none"> a. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 b. Holding of Data Boot Camp for principals and Central Leadership – Dec. 18, 2012 c. Provision of access to PD sessions for all administrators and staff – Oct. 2012 and ongoing d. Monthly review of student outcomes – Oct. 2012 and ongoing e. Improvement in student outcomes across multiple measures – June 30, 2012 <p>See attendance and suspension indicators above.</p>	<p>The TLLN will provide support and guidance to the principals and leadership teams of a sub-set of Priority Schools (i.e. SIG cohorts 3, 4, and 4.2 . Through individualized leadership coaching throughout the 2013-14 school year leadership coaches will model the examination of data and subsequent decision-making.</p> <p>With the TLLN and coaching PD established, the next phase in planning with AIR will include sustainability and/or continued improvement plans for Cohort 1 & 2 schools coming off SIG or about to come off. The schools teams will meet quarterly and have monthly on-site visits from AIR staff.</p> <p>Cohort 5 schools will begin pre-implementation for school turnaround in the early fall with AIR staff. Schools will identify their restructuring leadership teams, organize for planning and writing for SIG or SIG grant applications, and attend training on how to begin to turn around a failing school.</p> <p>All priority schools will be receiving additional training in Illuminate, the Common Formative Assessment system. This training is above and beyond what all schools receive. Staff will learn how to use the item bank to create common grade-level/subject area assessments to be given every five weeks and additional training in accessing and using the data will be provided.</p> <p>The EWS/Data Dashboard Steering committee meets weekly. The team consists of SAY Yes, BPS, AIR, and NIT staff members. Meeting notes delineate the progress made to date and a draft Data Dashboard/Ed Vantage training calendar has been developed. Additional sessions will be provided for Priority Schools including the use of Illuminate for Common School-based assessments.</p> <p>See Appendix 2</p>	<p>The District is well under way in planning for Summer Leadership in August as well as throughout the year to address guidance, support, and training for the use of data to drive instructional decision-making. AIR, in collaboration with District staff, has been instrumental in outlining a plan that began in June and will continue through the SY.</p> <p>The District is to be commended for its partnership with AIR whereby plans have been laid out to provide PD and training to all Priority Schools.</p> <p>It remains critical that these PD/training sessions are delivered and attendance required and accounted for by all Priority Schools. Past practice has been that PD has been offered, not required and some times cancelled due to competing District issues.</p>
	Appendix 2					
	Appendix 3					

					<p>Multiple meetings have occurred that include members of AIR, Say Yes and the District to develop a comprehensive data dashboard that includes Early Warning Indicators, Student Monitoring System, attendance, discipline, achievement data, etc. to provide real time data to school principals. During these meetings professional development sessions using the Early Warning System and DDI protocols were discussed and are going to be embedded within the data dashboard trainings. There have been weekly meetings beginning in June with key people. See attachment. The launch of the data dashboard that includes Early Warning System protocol training will occur during the Leadership Conference August 27-29. See Appendix 3</p>	
<p>c. Provide on-going training on the use of data from the dashboard to drive instruction, planning, and delivery of services to students.</p> <p>Appendix folder 4, #2</p>	<p>Nov. 16 and on-going</p>	<p>F. Wilson</p>	<p>On-going data conversations with site staff, Community Superintendents and respective staff. Structures of governance and operations will be realigned to reflect school and district-wide data.</p> <ul style="list-style-type: none"> a. Provision of PD sessions for all administrators and staff – Oct. 2012 and ongoing b. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012 c. Holding of “Data Boot Camp” for principals and Central Leadership – Dec. 18, 2012 d. Organizational and operational alignment based on district-wide data – Nov. 2012 – June 2013 	<p>During the launch of the TLLN in June, schools indicated a desire for dashboard to help them track progress. AIR is working with district staff in the Office of Accountability and Information Systems department to enhance the dashboard department to develop a dashboard that will be used for early warning purposes in high schools, but will also be used by all Priority schools to drive instruction, planning, and delivery of services to students.</p> <p>Ongoing professional learning and training for principals and central leadership staff on the use of data from the data dashboard will occur during monthly onsite leadership coaching sessions with AIR, quarterly TLLN meetings with principals and school leadership teams, and quarterly training sessions for Instructional Coaches and Monthly training sessions either in-person or via webinar.</p> <p>100% of the Priority Schools have fully trained School-Based Inquiry Teams (SBIT). The staff participated in 40+ hours of Data Driven Inquiry provide by Research for Better Teaching (RBT) staff. This training now includes on-site follow-up visits and coaching sessions. Two district staff will be working to become RBT certified as DDI District trainers in the 2013-14SY to continue to provide on-site coaching and mentoring in the DDI process.</p>	<p>Training has begun on the use of data via the TLLN work with AIR. With its kick off in June, monthly and quarterly meetings are scheduled.</p> <p>It will be important to monitor the fidelity of the calendar implementation throughout the year.</p> <p>The District is to be commended for working collaboratively with AIR to create a plan to deliver PD/training around data.</p> <p>It is critical that the District create a written plan to address building in house capacity in conjunction with AIR and other PD providers to ensure sustainability for the work underway.</p>	

					97% of Priority School principals participated in data dashboard training this school year.	
	d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark assessments. Appendix 1 Appendix 4	January 31, 2013	F. Wilson S. Gilani	Benchmark assessments 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. a. Distribution of written expectations for the new benchmark assessments – Oct. 2012 b. Development of an assessment calendar, including formative assessments – Nov-Dec. 2012 c. Distribution of written procedures and logistics for new formative assessments – Jan. 15, 2013 d. Development and administration of the new formative assessments – Jan. 2013 e. Use of formative assessment results and other relevant data to inform PD, support and coaching – Feb. 2013 Achievement of DCIP objectives on summative assessments (i.e. ELA, Math and Science) – June 30, 2013	The assessment committee meets on a regular basis. A draft assessment calendar is in the final revision stage. The attached document “BPS CFA Progress 7-29-13” details the status of our work preparing for CFA #1. Please note there are many questions regarding responsibilities and oversight of assessment construction, creation and management that must be answered in order for implementation to proceed.	The District has just entered into a contract with a new vendor that will deliver common formative assessments (CFAs). A sub group of personnel are working to plan for the notification to schools as well as the professional development around the new system. Clarity is needed as to who is point on implementation, PD, school notification etc. Coordination and communication is urgently needed to ensure the system is ready to be rolled out in October for the first of three CFAs.
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 Appendix 1	Dec. 1, 2012	F. Wilson A. Botticelli	All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards. a. Implementation of School Opening Readiness process, including principal reporting on textbooks via Survey Monkey – Aug.-Sept. 2012 b. Provision of CCLS-aligned instructional units to teachers in specified content areas – Sept. 2012 and ongoing c. Review of school budget allocations for textbooks and materials – Sept. 2012 d. Provision of additional materials to support the learning of the CCLS – Feb. 2013 and ongoing	K-6 reading materials aligned to the CCLS have been secured for every student. The new reading series provides students with both digital and hard cover texts. Many of the ELA 7-8 text selections are digital, as well. K-8 mathematics materials aligned to the CCLS have also been secured for every student. Materials will be or have been delivered by the vendor directly to school sites or to a central location. Schools are connected with anticipated delivery dates and a reminder to inventory and store materials in a safe place. Schools then notify appropriate curriculum departments whether or not the shipment is complete and accurate. Likewise, they notify the curricular department if the shipment did not arrive during the anticipated window, In the case of materials shipped to a central location, the curricular department staff inventories the materials and has them delivered to schools. Any inconsistencies in	

					<p>shipments are addressed with them or by the curricular department.</p> <p>Various CTE texts, Global Studies 9 and 10, US History and Government, Algebra II/Trigonometry, Pre-calculus, Calculus, and ELA I, II and III texts are being purchased for distribution this fall. Additional materials were also purchased at the high school level to align to the ELA CCLS. Remaining monies will be allocated to purchase outstanding requests.</p> <p>The adoption of any science texts has been put on hold pending a decision from the Board of Regents regarding the Next Generation standards.</p> <p>A textbook tracking system has been selected and will be phased in over the course of the school year. An implementation and communication plan will be developed and Board policy reviewed this summer.</p> <p>Textbook Tracker Update Completed Items:</p> <ol style="list-style-type: none"> 1. Board recommendation for textbook tracking system approved 2. Contract signed and approved- sent back to vendor to begin the work 3. Purchase order created for initial start-up materials consisting of printed barcodes and label protectors 4. Barcode schematic representing textbook titles and vendors created 5. Reading, ELA, social studies textbooks are being barcoded by publisher before being sent to district <p>See appendix 2 for next steps</p> <p>Communication and procedures to ensure that schools have needed textbooks and materials for the start of school:</p> <ul style="list-style-type: none"> • New Reading Series: <ul style="list-style-type: none"> -Information on the number of general education classrooms was received from budget and numbers of special education and bilingual classrooms were obtained from the departments. -Charts were developed by the Supervisor of Reading and sent to HMH in order to complete proposals for 	<p>The District is to be commended for investing in a textbook inventory system. While this is no small task, the District appears to be setting forth a timeline, inclusive of stakeholder involvement, to develop a logistical phase in plan.</p> <p>Given the new K-6 ELA adoption, a comprehensive written plan, including timelines and a communication strategy for schools, to implement the textbook tracking system across all schools is critical to ensure success.</p>
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	Appendix 2				<p>in individual schools based on numbers. The proposals then were sent back to the reading department and requisitions were generated.</p> <ul style="list-style-type: none"> -Once the POs are created, they will be copied and sent to schools, along with a memo detailing inventory procedures. The company will send materials to the individual schools where they will be inventoried and distributed to classrooms. -Each year consumables will be replenished by the district after a needs assessment is sent to schools by the department for ordering. <ul style="list-style-type: none"> • Reading Intervention Materials: <ul style="list-style-type: none"> -Each year consumables will be replenished by the district after a needs assessment is sent to schools by the department for ordering. -Schools were asked to collect intervention (SRA, Voyager and JGB) teacher materials at the end of each school year for storage since grade levels and teachers teaching the programs may change. -Materials are then ordered by the reading department and sent directly to the schools. A copy of the POs are then sent by the department to the schools to check in materials received. • Summer Voyager Reading Materials: <ul style="list-style-type: none"> -A detailed inventory was collected in the Fall of 2011 after the last summer school. These inventories were used to order for this summer. Schools were asked to notify the Supervisor of Reading as to any changes to these inventories. Information was compiled by the Supervisor of Reading and materials were ordered based on trend data and projected numbers. -A memo was sent to building administrators outlining materials transfer procedures to hub sites. A copy of the POs was faxed to each hub site principal for inventory of materials received from the company. -An inventory memo and charts were sent to all hub site administrators outlining procedures for inventory and storage of the summer materials. -The inventory will be completed by summer school personnel and returned to the Supervisor of Reading at the end of the summer program. 	
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<p>Appendix PLO Folder and #5</p>	<p>b. Create a written plan for professional development and technical assistance to ensure a robust transition to CCSS.</p>	<p>October 1, 2012</p>	<p>F. Wilson F. Lamparelli</p>	<p>Classroom observations will consistently show implementation of CCSS and the shifts in pedagogy. Student outcomes will improve.</p> <ul style="list-style-type: none"> a. Completion of a written PD plan to facilitate the transition to CCLS – Oct. 1, 2012 b. Articulation of a written plan for technical assistance through Instructional Rounds and School Support Plans – Oct. 1, 2012 c. Increase in consistency of the use of the CCLS in classrooms, as evidenced by observations – March 2013 <p>Improvement of student outcomes (DCIP) – June 30, 2013</p>	<p>Plans have been developed to address the major areas of professional development for the 2013-14SY. The plans will be further defined over the next few weeks as the DCIP and SCEPs are written. The process for determining PD needs begins with review of data and recommendations in the DTSDE reports, APPR data analysis, and DCIP/SCEP recommendations in NYSED Attachments A & B.</p> <p>The next layer in the current PD planning involves review of the <i>2013-2014 New York State Metrics & Expectations</i> for alignments of PD to expectations for implementation of the Regents Reform Agenda as related to CCLS, APPR, and DDI. Network Team Equivalent staff will work with the new Chief of Curriculum, Assessment and School Leadership to complete a robust plan for the 2013-14 SY.</p> <p>Over 275 Priority School teachers attended CCLS training at the district level and over 75 attended NTI training in Albany on the CCLS.</p> <p>The Professional Growth System (PGS) was implemented approximately four years ago and provides a system to catalogue professional development offerings for all staff. Course listings are aligned to NYS learning standards, and include objectives, syllabi, and relevant course information. All teachers, teacher assistants, and administrators are able to register for courses and review personal transcripts, which include PD 175/75 hours. In addition, the system allows central office administrators and building principals to monitor attendance at professional development offerings. The District is working with the PGS vendor to modify the system so that all course offerings appear in a catalogue fashion. Pertinent elements of the District's Professional Development Plan will be reflected in this catalogue, as will the District's professional development priorities such as data, Common Core, and APPR.</p> <p>At the secondary level, multiple professional development sessions have been offered to various staff, including DDI cohort training, APPR training, co-teaching training, Skillful Teacher training, and Common Core training in literacy and mathematics. In addition, Common Core ELA modules from NYSED will be</p>	<p>The written plan for professional development and technical assistance to ensure a robust transition to CCSS has not yet been developed for SY 13-14.</p> <p>Several meetings have been held with Central Office personnel (e.g., CAO, Interim Deputy, Director of PD). Ideas and foci have been discussed and outlined that would tailor PD offerings into the identified 3-4 'buckets' that align with District needs, Superintendent's vision and current and past data on student achievement.</p> <p>While these meetings were seemingly productive there was not an internal structure or supervision of personnel available to vet and assist in the fruition of this work that reflects the unavailable draft strategic plan, the DCIP, as well as continued vision of the Superintendent.</p> <p>Specific PD offerings for the fall that align with current and established data and needs were not available at the time of this report.</p> <p>An organizational structure is needed that provides communication and planning between the PD office and cabinet that will allow staff to develop aligned systems of PD that reflect the transition to CCSS.</p>
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					<p>implementing during school year 2013-14 at the secondary level. Training is scheduled to be delivered this summer. As the State releases more curriculum modules for secondary ELA and math, additional training will be offered.</p> <p>Teacher Center Courses offer another vehicle for teachers to receive professional development. In addition, schools were provided with targeted professional development monies to offer more individualized training.</p>	
7 Instruction	<p>a. Review and analyze the impact of the current promotion policy and practices on student achievement.</p>	Jan 31, 2013	F. Wilson	<p>Programs and services for students in need of retention or retaking of a course will be specially designed and monitored to ensure student success. A multi-tiered system of supports, instruction and intervention will be provided for Priority Schools that is preventative and proactive in progress monitoring and supporting students at risk for failure. Retention and repeating of course work will be reduced as a result.</p> <ol style="list-style-type: none"> Provision of a multi-tiered system of supports, instruction and intervention – Dec. 14, 2012 Review and analysis of promotion policy and practices – Jan. 31, 2013 Recommendation of policy changes regarding promotion and retention, if appropriate – March 2013 Policy-based decision making for retention and repeating of course work – June-Sept. 2013 	<p>In order to best provide efficient and effective support to all students, the district is moving to a single framework – a Multi-Tiered System of Support (MTSS) – in lieu of separate behavioral and academic RtI systems. In light of this decision, the district has expanded its partnership with BOCES and an outside consultant to facilitate the transition to MTSS. The MTSS team will continue to meet this summer to flesh out the implementation and professional development plan and to formalize entrance/exit protocols and other aspects of a district-wide MTSS implementation, inclusive of EL, Special education services, and highly able students, at the secondary level. Team leaders will continue to provide regular updates to the Distinguished Educator regarding progress toward these goals.</p>	<p>This action step was not addressed this year.</p> <p>To be a data based system, all policies surrounding student achievement and support, including promotion and retention need to be evaluated. Given the currently poor student outcomes across multiple measures, it is imperative that the work around the promotion policy begins in earnest this school year.</p>
	<p>b. Explore Adult Education and CTE as alternative paths for 5th year seniors.</p> <p>Appendix 9 CTE Data</p>	Nov. 1, 2012	W. Keresztes	<p>The number of 5th year seniors as well as other credit deficient high school students will decrease. The enrollment in CTE programs will increase.</p> <ol style="list-style-type: none"> Review of criteria and application processes for the District’s CTE programs – Nov. 15, 2012 Review of Adult Education/GED programs to determine expansion needs and viability as alternative paths for 5th year seniors – Feb. 15, 2013 Increase of access to CTE programs based on student demand – Aug. 2013 Decrease in percentage of credit-deficient 	<p>A committee of board of education members, CT Director, principals and Chief of School Leadership met to create a policy to increase the access to CTE programs in the District. The policy was shared with all CTE principals for input and approved by the board of education.</p> <p>An after-school credit accrual program was implemented 2nd semester to provide seniors who were deficient by three credits or less with an opportunity to earn the credits and graduate. (See attached McKinley After-</p>	<p>The District has recently updated its Board policy for CTE to include student interest. Efforts are being planned to increase enrollment in CTE programs for fall.</p> <p>It is unclear what efforts have been tied to 5th year Seniors as it relates to CTE and Adult Education at this time.</p>

				members of 2013-14 senior class – Sept. 2013	School Credit Accrual Program Data Graphs) Seventy-one students were enrolled and monitored. Twenty-six graduated in June and thirty one who did not graduate are enrolled in summer school. An additional twelve students, who did not graduate and were not enrolled in summer school were identified and contacted by the school to support them in registering. Two students dropped out of school. Support will be provided to assist them in returning to high school or other options (e.g., enrollment in a G.E.D. program).	The District is to be commended for putting in place, in short order, a credit accrual program 2 nd semester. As a result, 26 additional students graduated that may not of due to this opportunity. It is anticipated that year 2 of this new program may result in even great numbers of students taking advantage of it. It is recommended that the District look at hub schools across the District to provide greater access for students to attend.
Review the current criteria & application processes for all CTE programs across the district. Appendix 1-5	Nov. 15, 2012	F. Wilson	The number of students enrolled in CTE programs will increase. The graduation rate from CTE programs will increase. a. Review of current criteria and application processes for all District CTE programs – Nov. 15, 2012 b. Development of sample District “Road Shows” to familiarize middle school students with CTE program options – Dec. 21, 2012 c. Increase in the percentage of CTE applicants who are admitted to programs – Aug. 2013 d. Increase in CTE graduation rate – Sept. 2013	A committee of board of education members, CT Director, principals and Chief of School Leadership met to create a policy to increase the access to CTE programs in the District. The policy was shared with all CTE principals for input and approved by the board of education. The new High School Ahead application will include information related to the new CTE policy.	A revised board policy for CTE was approved in June. The updated Board policy will include student interests. It is anticipated that the new policy may potentially impact enrollment and graduation in CTE programs. It should be noted that over the past 4 years CTE enrollment has dropped. In SY 2009-10 there were 5,954 enrolled students. This past SY there were 4,507 enrolled students, which is a decline of 1,447 students. However, for the past two years enrollment has stayed between 4,360 -4507.	
Explore opportunities to provide more GED options within the district.	January 14, 2013	W. Keresztes	The number of Priority School students who enroll in a GED program as an alternative to dropping out of school will increase. a. Determination as to how to opportunities to provide more GED options within the District – Jan. 14, 2013	The last completion rate is from June 2012. For a school year, 340 High School Equivalent (HSE) students were qualified to complete the GED exam. Of 340, 314 passed, receiving their HSE Diplomas (92%). Currently, 3 quarters of the 2012-2013 school have been validated by NYSED. The results, including gains for unqualified class attendees are as follows (remember that to be qualified for test administration a student must be progress-monitored as a level 5): Year 12-13 Level Enrolled Gain 1 30 19 2 333 185 3 919 539 4 934 438 5 208 107 GED Exams 256 249	There will be an expansion of High School equivalent classes at 3 High Schools for next SY – Bennett, Academy 131, and South Park. Only students enrolled at these High Schools may attend the classes. Of the 340 students noted here – how many were from Priority Schools? Data from last year is needed in order to show an increase of enrollment, especially for Priority Schools. In general, 3 years of data should be looked at to ascertain any trends. Analysis could also be conducted by quarter.	

					<p>A gain is defined as having progressed the equivalent of 2 K-12 grade levels during the year. It is very important to note that not all "enrolled" students began participation at the start of the 11-12 school year. So the difference between enrolled students and those that made gains may not represent the total number of students in attendance all year. Enrollment is rolling and permitted to start at any time. Staff estimates that the total success rate on the exam will be similar to 2011-2012 (90% or higher).</p> <p>A review of this enrollment number shows that approximately 80 students were out of school youth (below 21). We estimate that the majority of the 80 were students who withdrew from priority schools at some point in the last few years. The district must still develop a more precise protocol that accurately transfers these students to High School Equivalent (HES) programs. Technically they are not dropouts They are transfers to a HSE program.</p>	
e. Analyze the current use and impact of NOVA net in Priority Schools for students in need of credit recoupment and acceleration.	March 15, 2013	W. Keresztes	<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 – Jan. 31, 2012 Analysis of use and impact of Nova Net – Mar. 15, 2013 Increase of access to accelerated coursework – Aug. 31, 2013 	<p>The after-school credit accrual program was implemented to provide seniors who were deficient by three credits or less with an opportunity to earn the credits and graduate. (See attached McKinley After-School Credit Accrual Program Data Graphs).</p>	<p>Please provide information regarding the completion of credit accrual in NOVA new this past year. (enrollment, attendance, credit completion by High School).</p> <p>While an RFP for a new online system is underway, there is no direction to schools to create options within the master schedule to ensure students have access to online course offerings and/or intervention during the school day.</p> <p>Per the April Status update, the District provided the following: "Inclusion of an online credit recovery program will be a non-negotiable item for Priority School daytime schedules."</p> <p>This results in lack of equitable access to online opportunities for all students, especially in the high schools where credit recoupment and acceleration are most needed.</p> <p>As discussed throughout the year, more equitable access to online credit recoupment opportunities</p>	

						would be provided. At time of this report neither the direction in working within the master schedule nor problem solving ways to allow students greater access during the school day has been discussed.
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, 2012	W. Keresztes	<p>There will be consistent implementation of a continuum of special education programs across the district.</p> <p>School staff will have a clear understanding of the Least Restrictive Environment, role of CSE, and decision making based on student need, rather than available or 'allowed' programs, as evidenced by written communication and reporting of students enrolled in the continuum of programs and services.</p> <ol style="list-style-type: none"> Evaluation of the impact of current special education co-teaching model – Nov. 1, 2012 Comparison of reported numbers of students enrolled in the continuum of programs and services – Jan. 31, 2013 Dissemination of written directions on the LRE, role of CSE and student-centered decision making – Feb.2013 	Training on co-teaching was a priority for school staff in the 2012-13 SY. The PD sessions were attended by 279 Priority School teachers.	<p>An overall analysis of co-teaching and its impact on performance outcomes for students with disabilities was not conducted.</p> <p>While the interim steps of the evidence of success (b and c) have been completed, the overall action step (Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes) and (a) were not conducted.</p> <p>There lacks a system of accountability for data review on students receiving interventions or specially designed courses for students in need of remediation.</p> <p>There lacks data or evidence that the current District wide co-teaching model is having a return on investment for improving the outcomes of students with disabilities.</p>	
g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students	Nov. 1, 2012	W. Keresztes	<p>The number of 5th year seniors as well as other credit deficient high school students will decrease. The enrollment in CTE programs will increase.</p> <ol style="list-style-type: none"> Review of criteria and application processes for the District's CTE programs – Nov. 15, 2012 Review of Adult Education/GED programs to determine expansion needs and viability as alternative paths for 5th year seniors – Feb. 15, 2013 Increase of access to CTE programs based on student demand – Aug. 2013 Decrease in percentage of credit-deficient members of 2013-14 senior class – Sept. 2013 	<p>Alternative Instructional Attendance Information will become available after June 30. The district is currently redesigning its program into a hub-based framework rather than daily availability at each school. The framework will be outlined when attendance data is made available.</p> <p>The logistics for creating 5 hubs to serve excluded elementary students continues to be examined. Troubleshooting involves transportation, supervision for students, accountability to avoid misuse of the services, and determining possible locations and grade configurations. It is expected that implementation will remain on schedule. A further update is needed by mid August 2013.</p> <p>There is no approved plan yet. The decision to convert staff at every school to 5 hubs for all grades 1-8 and elementary school students was made shortly before the budget vote in May. This is requiring a thorough review</p>	<p>Please provide the data for this action step (available as of June 30).</p> <p>Please provide the written plan for the re-design of the alternative program.</p>	

					of many e mails Options ready for review are being addressed at a Division Heads meeting on 7/31. The item should remain red until a plan is operationalized that has been thoroughly reviewed and is supported.	
h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.	Jan 15, 2013	W. Keresztes	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). <ul style="list-style-type: none"> a. Evaluation of the role, function and membership of and support provided by SSTs – Jan. 15, 2013 b. Guidance, training and technical assistance for SSTs – March 1, 2013 c. Improvement of student outcomes (e.g. increased percentage of accurate referrals to special education) – June 30, 2013 			While work has been continues around the role and function of the SST, data are not available to assess as to whether there has been an impact of the over Evidence of Success as noted in the action step.
i. Review the role and function of Committee on Special Education (CSE) and SST.	Feb 1, 2013	W. Keresztes	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. <ul style="list-style-type: none"> a. Review of role and function of the CSE and SST – Jan. 30, 2013 b. Positive feedback from SST focus group on the role of the SSTs in Priority Schools – April 2013 			The District continues to systematically plan for the implementation of MTSS, under the leadership of Anne Botticelli and Kim Curtain, at request of the Superintendent. It is imperative that District leadership becomes aware of the work being conducted to develop a District-wide plan and cohort roll-out. It is critical that the District examine ways to decouple the responsibilities of one person to Chair SST and CSE. SST continues to not be as effective in providing problem solving and support to students as the CSE process often usurps the time of the Chair. Hence CSE meetings take precedence over SST as a part of necessary compliance issues.
j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities to understand the lack	Nov. 1, 2012	W. Keresztes F. Wilson	Improve an 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). <ul style="list-style-type: none"> a. Evaluation and analysis of the achievement and reasons for the underperformance of students with disabilities (SWDs)– Nov. 1, 	All is rick a with regard to suspension, attendance, achievement, referrals, etc. will be disaggregated by NCLB subgroups. See appendix 11-13		While many conversations and periodic review of certain data sets have been examined (e.g., enrollment numbers, placements, programs provided), to date there has not been an analysis of the outcomes for students with disabilities. Of those that have been reviewed, there has not been a problem solving approach utilized to set benchmarks for improvement.

	<p>of achievement</p> <p>Appendix 11, 12, 13</p>			<p>2012</p> <p>b. New recommendations for improvement of programs and services for SWDs - Feb. 2013</p> <p>c. Improvement of multiple outcomes among SWDs, as per DCIP targets – June 30, 2013</p>		<p>Per requested for the April update... “Please provide information to support implementation, training, and oversight of the recommendations for improved programs and services for SWD. Additionally, student achievement data for students with disabilities will be requested.”</p>
	<p>k. Evaluate and analyze the current instruction, training, supervision, and service delivery for English learners to understand the lack of achievement.</p> <p>Appendix 8 & 10</p>	<p>Nov 1, 2012</p>	<p>F.Wilson T.Alsace</p>	<p>Improve an accelerate outcomes for English learners across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p> <p>a. Evaluation and analysis of the achievement and reasons for the underperformance of English Language Learners (ELLs) – Nov. 1, 2012</p> <p>b. New recommendations for improvement of programs and services for ELLs – Feb. 2013</p> <p>c. Improvement of multiple outcomes among ELLs, as per DCIP targets – June 30, 2013</p>	<p>All is ric a a wi h regar o suspension, a en ance, achievement, referrals, etc. will be disaggregated by NCLB subgroups.</p> <p>b. Multilingual principals task force action plan for improvement of programs and services for ELLs completed.</p> <p>The plan was shared with AIR and will be integrated into the work being done by AIR with the expertise of Diane August. It is also integrated into the district strategic plan. (Please see most recent version of Bilingual/ESL action plan for updates on specific action items). The Multilingual Department is working with the MTSS leadership group to ensure that ELL considerations are integrated into the MTSS plan</p>	<p>It is very apparent tha a number of s aff an principals have worked diligently along side the EL Office to create a combined Bilingual and EL plan for the District. The plan is thoughtful and encompassing.</p> <p>It continues to be a challenge to get disaggregated data for ELs. Therefore leading the work based on data is still an issue. To date there have not been data reports on ELs across multiple measures. It is unclear at this time whether ELs have made any gains across the multiple measures noted in the action step.</p> <p>While a plan has been written, as it was last SY, it remains to be seen if it will be implemented. The plan for SY12-13 was not shared, distributed or implemented.</p> <p>Work around ELs in the District does not appear to be integrated into other offices or priorities in the District. Follow-up, training, and accountable oversight is needed to ensure ELs are receiving equitable instruction across the District.</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>Dec. 31, 2012</p>	<p>W. Keresztes</p>	<p>There will be a re uce number an percen age of students being placed on IEPs; there will be an increase of students exiting special education services and moving to a less restrictive environment. Professional development focused on differentiated instruction will be delivered to support teachers in working with diverse groups of learners within general education settings.</p> <p>a. Review and analysis of special education enrollment, referrals and exit rates in Priority Schools – Dec. 20, 2012</p>		<p>Please provi e up a e informa ion on his ac ion step. As a result of the review and analysis for the percentage of students receiving special education services, referrals, and exit rates in Priority Schools, what changes are being put into place for next SY?</p> <p>Per the April Status update – ...”The next status update should include the data that reflect k-a. k-d., and k-e. to reflect the sum efforts of the efforts under taken in these areas.” Please provide.</p>

				<ul style="list-style-type: none"> b. Provision of PD to principals regarding pre-referral strategies and LRE – Feb. 2013 c. Provision of PD on differentiation – March 2013 d. Increase in monitoring of student progress to determine appropriate times for less restrictive environment or exiting from services – March 2013 and ongoing e. Improvement on accuracy of referrals to special education – June 30, 2013 and ongoing 		
	m. All school and central administrators will be certified in the APPR evaluation process.	Oct.15 & Dec. 2012, respectively	D. Sykes	<p>Implementation of the evaluation process will commence upon final approval of the APPR.</p> <ul style="list-style-type: none"> a. Completion of APPR evaluation training by most principals – Oct. 2012 b. Completion of APPR evaluation training by remainder of principals, most assistant principals and all except seven (7) central office administrators – Dec. 2012 c. Negotiation of an agreement with the BCSA on the APPR Plan – December 2012 d. Continuation of efforts to negotiate an agreement with the BTF on the APPR Plan – July 2012 – Jan. 17, 2013 e. Identification of opportunity for APPR evaluation training for remaining central office and school-based administrators – March 31, 2013 	All subject area administrators and all but one building level administrator were certified per 3012-c regulations in compliance with CR 30-2.9 to ensure a timely completion of teacher evaluations for “Other Measures of Effectiveness.”	<p>The District has complete diligence to certify all administrators in the AAPR evaluation process. There is one remaining administrator that has yet to be certified. This administrator will continue efforts to complete the process with success.</p> <p>The District has a plan in place that will allow new administrators to the District and new to the position to complete certification if they are not.</p>
	n. Establish a written calendar for turnkey training & on-going training and technical assistance on evaluation rubric (e.g., inter-rater reliability, calibration).	Spring 2013 and ongoing	D. Sykes F. Wilson	<p>Consistent implementation of the APPR process will be evident through the calibration and inter-rater reliability of observations. Technical assistance will be provided and monitored as needed by administrators at Priority Schools.</p> <ul style="list-style-type: none"> a. Establishment of plan for training and technical assistance – Spring 2013 <p>Conducting quality checks on inter-rater reliability of observations – Spring 2013</p>	Data results on “Other Measures of Effectiveness” for both teacher and building principals is currently being run. It is being run at a district level as well as at the school level. This information will be used to assist the District in determining PD needs for the 2013-13 SY. Principals will have their school information during the leadership retreat to commence planning for school-based PD and writing Teacher Improvement Plans. The District is working with the Western New York NTI Region, under the direction of NYSED, to further develop stronger inter rater reliability training plans.	Recently, the SED has Moved the Networks to regions. This shift will have a slight impact on the planning and setting of calendars for the ongoing training for inter rater reliability as it will now be coordinated across the region, rather than in the District. Efforts are underway to set the calendar to continue the training efforts and technical assistance.
8 Assessment	a. Develop in writing, the vision, expectation, logistics and	Nov. 1, 2012	F. Wilson G. Morris	Priority Schools will use a a from the benchmarks to evaluate current progress of students toward proficiency on state assessments as evidenced in faculty, grade level and department level meetings.	The a a document “Illuminate Initial Project Plan 7-27-13” details the work that must be completed to be ready for the administration of CFA #1 beginning October 15, 2013. Again, there are many questions regarding	Staff is to be commended for moving expeditiously to create a new RFP and the respective process to secure a better-aligned common formative assessment system for the District. Several non-

	<p>accountability for the new Benchmark assessments.</p> <p>Appendix 1</p>			<ul style="list-style-type: none"> a. Oral articulation of vision and expectations for use of formative assessments – July – Oct. 2012 b. Provision of written vision, expectation, logistics, and accountability – Oct. 2012 c. Distribution of revised procedures and logistics – Jan. 2013 d. Administration of formative assessments – Jan. 2013 e. Use of data from formative assessments to determine student progress during CPT, as evidenced by observations and reports – Feb. 2013 	<p>responsibilities an oversight of assessment construction, creation and management that must be answered in order for implementation to proceed.</p> <p>See appendix 1 for details</p>	<p>management level personnel took on this process and saw it to completion.</p> <p>There remain many questions regarding project management, lead, logistics, PD, and assessment in general. While a project plan has been created, it critical that it be shared with all stakeholders in offices responsible for PD, Assessment, accountability, and logistics.</p> <p>It is anticipated that written communication regarding the new system as well as logistics, timelines, data use and the like will be distributed to Principals before August.</p>
	<p>b. Provide professional development for Priority School principals as to how benchmark data are to be used to accelerate student outcomes.</p>	<p>Nov. 30, 2012</p>	<p>F. Wilson</p>	<p>Overall benchmark assessment results will increase.</p> <ul style="list-style-type: none"> a. Provision of Data Dashboard PD to all principals and central office administrators – Oct. 2012 b. Provision of PLOs for all administrators and instructional staff – Oct. and Nov. 2012 c. Provision of PD on the Data Dashboard for all principals and selected Central Leadership – Nov. 14, 2012 d. Provision of “Data Boot Camp” for all principals and selected Central Leadership – Dec. 18, 2012 <p>Increase in state test results (DCIP) – June 30, 2013</p>	<p>As part of the supports provided to Priority School Principals via Leadership Coaching and quarterly TLLN sessions; and supports to Instructional Specialists and Instructional Coaches; Priority School Principals will consistently use benchmark data to accelerate student outcomes. Additionally, a training session is scheduled for October 2013 that will focus on using data from the first benchmark assessment to create; implement and monitor action plans to improve student outcomes.</p>	<p>The District, in collaboration with AIR, has set forth a written plan to conduct trainings for Priority School Principals, as well as respective leadership teams on the use of data. It will be important to monitor the fidelity of the implementation of the plan to ensure it is delivered consistently as written.</p>
<p>9 Operation & Management</p>	<p>a. Directives having impact day-to-day functioning to schools will be memorialized in writing with copies to Superintendent and other appropriate designees for Priority Schools.</p>	<p>Effective Immediately</p>	<p>All Cabinet Members</p>	<p>Written communication of directives, policies, and practices will be timely disseminated. Principal decision-making authority around implementing directives will be clear and delineated in writing.</p> <ul style="list-style-type: none"> a. Distribution of Community Superintendents’ Weekly Newsletter – Oct. 2012 and ongoing b. Distribution of Weekly Race to the Top Newsletter – Oct. 2012 and ongoing c. Distribution of the above and other directives, policies and practices in writing – Oct. 2012 and ongoing 	<p>The Chiefs of School Leadership developed and sent out a weekly bulletin to principals to provide written direction, expectations, policies and important information related to school operations, leadership, instruction, safety, etc. (see attached CS Weekly Bulletin 2012-13).</p>	<p>This domain is an area that continues attention by the District leadership team. While some improvement has been noted in this area over previous years, continued growth is needed in the areas of in clarity and timeliness (e.g., Reorganization Structure, Contract for Excellence).</p>
	<p>b. All school staffing to be completed by HR with input from</p>	<p>Oct 15, 2012</p>	<p>D. Brown</p>	<p>The office of Human Resources will ensure that vacancies in Priority Schools are filled expeditiously regardless of the time of year.</p>	<p>AIR complete two trainings on behalf of the office of Human Resources in identifying individuals who possess competencies for working in turnaround environments.</p>	<p>The District is to be commended for adjusting its hiring practices. Beginning this summer, this will be the first cycle of fully implementing its new hiring</p>

	principals			<p>a. Authorization of principals to select from among pre-screened candidates to fill true vacancies in their schools – Aug. 2012</p> <p>b. Expedient filling of vacancies, given ample talent pool and funding – Aug. 2012 and ongoing</p> <p>c. HR assumption of responsibility for all staffing functions, with input from principals as appropriate – Oct. 15, 2012</p> <p>d. Restructuring of HR Department to facilitate expeditious staffing – June 2013</p>	<p>The first training was attended by Central Office staff to provide support for hiring principals for Priority Schools. The second training was conducted for all principals to help them identify teachers who possess competencies for working in turnaround environments.</p> <p>Principals received the same information that was sent to the Teaching and Learning department regarding teacher transfers for the 2013-2014 school year. A pool of qualified candidates will be developed by mid August to fill vacancies that will remain due to teacher retirements.</p> <p>Principals will be able to choose from a qualified pool of candidates for any vacancies after all levels (5 levels this year) of teacher transfer take place. Principals are able to meet and have a conversation with potential transfers to see if the transfer is a good fit. Teacher transfer is governed by the BTF contract – pg. 29, 30.</p>	<p>practices. The District appears to be ahead of where they were last year in working with transfers and in turn filling vacancies.</p> <p>The District is entering a second posting of Instructional Coach position outside as well as inside the District. There are approximately 40 of 60 positions to be filled. If all positions are not filled by fall, the District is working on a contingency plan that would allocate these positions to schools in most need.</p> <p>It is recommended that a practice of running vacant positions be established to ascertain where special education aides, CSE chairs, etc. are still open after the start of the school year. It is critical that a system between HR and Special Education be coordinated that keeps central leadership abreast of current openings impacting the day-to-day functioning of schools.</p>
	c. Review and analyze student placement decisions for general and special education and English learners.	Nov. 1, 2012	W. Keresztes F. Wilson	<p>Student placements across the district will be equitable and based on clear and delineated processes that all Priority Schools understand. Data on student placement at Priority Schools will be collected on a quarterly basis and monitored to ensure placement is equitable and meets the needs of students.</p> <p>a. Review and analysis of student placement decisions – Oct. 2012</p> <p>b. Provision of guidance to Central Registration Center (CRC) leadership to facilitate NCLB School Choice placements – Sept. – Dec. 2012</p> <p>c. Review of quarterly student placement reports – Nov. 1, 2012 and ongoing</p> <p>d. Provision of guidance to CRC leadership to better inform parents of options for student placement during registration – Dec. 2012</p>	<p>A survey has been conducted of Council of Greater City Schools member districts and, once summarized and analyzed, will be used to inform Buffalo placement plan. School choice letters were translated into top 6 languages.</p> <p>Distribution of ESL services will be reviewed once response to school choice transfer options is received.</p>	<p>Per the April Status Update –</p> <ul style="list-style-type: none"> • “Please provide update for EL placement/enrollments. • Please provide update for general education student placement. • Please provide the quarterly reports collected thus far for Priority Schools for both SWD and ELs per the action step. • Please advise on the problem-solving and planning process that the District will engage in to proactively manage SWD enrollment rates for 2013-14 SY.”

	<p>. Explore and expand existing student support services (e.g., family support coordinators model) to include the establishment of city- and county-wide targets for coordinated multi-agency efforts that directly address a Myriad of factors impacting student achievement (e.g., chronic absenteeism).</p>	<p>Jan 2013</p>	<p>W. Keresztes</p>	<p>Attendance rate will increase, chronic absenteeism will decrease, and student outcomes will improve across multiple measures in all Priority Schools.</p> <ul style="list-style-type: none"> a. Exploration of services – Nov. 2012 b. Expansion of services: Ready Freddy and Get Schooled attendance programs – Sept. 2012 c. Expansion of services: Placement of a Site Facilitator in each Say Yes to Education Cohort 1 School and Closing the Gap School (total of 27) – Dec. 2012 d. Expansion of services: Placement of a Parent Facilitator in each school – Dec. 2012 e. Launch of phase 1 of the District Student Monitoring System, with teacher and student surveys sent – Dec. 18, 2012 	<p>The most significant progress has been the integration of Site Facilitators at 27 schools in 2012-2013 and up to 40 schools in 2013-2014.</p> <p>The purpose of these staff (funded by SYB) is to integrate with SSTs and develop Tier 3 interventions at schools (commonly known as wrap-around services). Such services will be delivered both on and off school sites and be based on the individual plans developed for students from the Student Monitoring System (SMS).</p> <p>This is one of the most significant upgrades in student support delivery in the school district since, in the past, tertiary level interventions were not monitored directly by school staff. Now, through the Site Facilitators, such monitoring is possible.</p>	<p>Please provide information on the benchmarks for monitoring that are now possible given the new positions of Site Facilitators.</p>
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