

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager <sup>1</sup>	Evidence of Success	Status Update as of November 22, 2013	DE Comments
1 Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment.	Ongoing	D. Brown	The district will make decisions how 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. <ul style="list-style-type: none"> <li>a. Completion of FTE run – Oct. 1, 2012</li> <li>b. Revisiting and possible revision of budget assumptions for staffing – March 1, 2013</li> <li>c. Development of a more equitable staffing formula – March 1, 2013</li> </ul> Provision of a more equitable preliminary staffing allotment to schools – March 15, 2013 <b>COMPLETED SY 2012-13</b>	As of October 16, 2013; an update FTE by school is being run for 2013-14. On-going.	Although 'Green' meaning complete, the FTE runs are continuing and staffing allotments are being closely monitored. This Action Step is on-going and being utilized to better equalize staffing for schools.
	b. Create school-based budgets based on per pupil expenditure for Title I and III.	Ongoing	B Smith	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. <ul style="list-style-type: none"> <li>a. Provision of professional development on the use of data to inform planning – Dec. 21, 2012 and ongoing</li> <li>b. Provision of professional development on the budget process – Feb. 28, 2013</li> <li>c. Development and articulation of district-wide system of focused/earned autonomy for decision making – March 15, 2013</li> <li>d. Provision of preliminary budget allocation to each Priority School, based on per pupil</li> <li>e. Expenditure for Title I and III – March 15, 2013</li> </ul> <b>COMPLETED SY 2012-13</b>	The School Based Budget Steering Committee met over the summer to review the results of the survey sent to Principals. Meetings of the group are continuing on a regular basis to discuss the calendar for the upcoming year, priorities and recommended changes. We have also added representatives from departments that centrally assign staff to schools to the committee.	Although complete last school year, the on-going conversation and problem-solving with a Principal Steering Committee continues to meet to improve upon the School Based Budgeting for the upcoming budget cycle. The CFO is to be commended for her leadership in this Action Step and thoroughness with which it was rolled out last school year.  A key to this success is the on-going listening to the school principal voice to answer clarifying questions and better the understanding of the overall process.
	c. Provide budget training and oversight to all central and school personnel to develop data-based accountability &	Ongoing for SY 2013-14	B Smith	All Central Office administrative decisions will be based upon data and a set of parameters that guide the allowed use of funds per federal law. <ul style="list-style-type: none"> <li>a. Provision of professional development on the use of data to inform planning – Dec. 2013 and ongoing</li> <li>b. Provision of professional development on</li> </ul>	The Chiefs of School Leadership will be coordinating the professional development on the use of data to inform the schools budgeting decisions. The CFO/COO will be coordinating with the Chiefs and the School Based Budget Steering Committee to ensure the appropriate professional development on the budget process occurs. The Budget Calendar for the development of the 2014-15	The District is working toward the planning of the fast approaching budget workshops to be held for Principals. Oversight by the CFO/COO is highly recommended.  Upon completion, please share the Budget Calendar with timelines and Professional Development on the

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	oversight			the budget process – Dec. 2013 and ongoing c. All schools’ development of proposed budgets based on relevant data – April 2014 d. Review and approval of all schools’ budgets by the Superintendent or designees – May 31, 2014 e. Ongoing review of the use of all schools’ budget to achieve specific targets and ensure regulatory compliance – June 30, 2014 and ongoing	budget is currently being update to incorporate professional development, budget submissions and approval.	budgeting process
	d. Move toward a decentralized school-based system of professional development.	Ongoing	Y Williams	Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result. a. Provision every school with an instructional coach to provide job-embedded PD to teachers (1:1/PLC/Afterschool)- Sept 2013 b. Site Based instructional coaches completes the Year 1 of Coach The Coach PD Program that addresses the 10 roles of a coach (Killion) – Nov thru June 1 2014 c. Instructional coaches turnkeys learner outcomes from work sessions to build capacity within their individual learning environment– Nov - June 2014 d. Instructional leadership team implements professional development aligned to their school improvement plan. – Oct 2013-June 14  <b>Appendices 1D – AIR PD Plan</b> <b>Appendices 1D.1 - memo to principals</b>	As of Oct 30 he is in the effort to build layers of support has begun by staffing each school with an instructional coach. These individuals will engage in weekly professional development that will be both capacity building as well as turnkey training to teachers both 1:1 and during PLC/Common Planning. An instructional specialist from the Curriculum Assessment and Instruction department is assigned to support this group.  The kickoff of the year-long professional development series (CoachTheCoach) was held on Nov 13 for instructional coaches – these sessions (6 in total) will be facilitated by AIR. The standing agenda for the all other weeks of PD will use a framework that will consist of three foci: Data, Curriculum and Instruction. Similar professional development support will be provided to specialty coaches (Math, ELA, Data, etc.)  Using the “Learn and Apply” methodology – participants are expected to develop action plans to take their new learning and work with teachers and leadership staff back at their building. Learner outcomes from this professional development will be shared with principals. This will enable them to provide follow-up and expectations to facilitate the new skills with teachers that meet their individual school needs as well as design their school based professional development.	The District has moved to a new Instructional Coach job description. The previous Literacy and Math coach positions were melded into one instructional coach position. All current Instructional Coaches interviewed and were hired into these positions.  In addition, an oversight and support infrastructure has been put into place to build capacity of personnel in these coach positions. A centralized support structure for these positions is to be commended. It is critical that direct supervision and coaching of these positions continue to ensure return on investment for these positions and most importantly improved student outcomes.  For example, how will the action plans that coaches develop and share be supported and monitored? How will the follow-up and expectations to facilitate new skills with teachers be supported by the Principal?  It is critical that Chiefs of School Leadership know and understand the Coach-the-Coach professional development in order to support principals in the work of the on-site instructional coaches.  It would be helpful to see how CCSS are being addressed/supported by the Instructional Coaches at sites. How does this work fit in to the overall work of grade level and PLCs.

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	<p>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>	On-going	Y Williams	<p>Schools remaining Targeted Assistance will document in writing how and to whom robust instruction and support are provided. If schools move to a School-wide Program, a written plan will document how funds and services are utilized and monitored.</p> <ul style="list-style-type: none"> <li>a. Development of SCEPs by all Priority Schools aligned to selected model– August 2013</li> <li>b. Professional development on Title I School Wide program – August 2013</li> <li>c. Federal Program Team along with COSL One Stop Shop produces 3 progress monitor reports for sites of school wide programs - Nov –May 14</li> </ul> <p><b>Appendices 1E – Memo from State approving School Wide Plans</b>  <b>Appendices 1E.1 – Example of School Wide Plan</b></p>	<p>Schools attended professional development on the different Title I programs over the summer of 2013. After considerations, schools completed their SCEP application having selected school wide as their model. The State department has approved all applications with respect of this model. With this in place, a team consisting of Federal Programs and Chiefs of School Leadership (COSL) will conduct progress monitoring meetings to determine how well their program plan are being implemented.</p>	<p>The District is to be commended for moving the remainder of Targeted Assistance Title I Schools to the School-wide model.</p> <p>As noted, it will be critical during this first year of the new model that Principals are supported by Chiefs of School Leadership (COSL) to ensure fidelity to written program plans.</p>
<p><b>2 Organization</b></p>	<p>establish monthly 'Principal Meetings' for Priority School principals to build skills and capacity to use data to drive instructional decisions.</p>	October 1, 2013	D. Sykes/ Chiefs of School Leadership	<p>Priority School principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p> <ul style="list-style-type: none"> <li>a. Publication of calendar for monthly and quarterly PS Principal Meetings and TLLN on-site coaching – Sept. 15, 2013</li> <li>b. Holding regular cluster data meetings to monitor Base-line data and target setting goals – Oct 24, 2013 and ongoing</li> <li>c. Update and/or create Attachment B SIG metrics – Nov. 1, 2013</li> <li>d. Hold quarterly data meetings with all Priority Schools – Oct, Jan, Apr, Jul</li> <li>e. Quarterly meetings with Superintendent – October 2013 and ongoing</li> <li>f. PGS evaluations – Oct. 1, 2013 and ongoing</li> <li>g. AIR will provide monthly school reports for TLLN and debrief with Chiefs of SL – Oct 2013</li> </ul>	<ul style="list-style-type: none"> <li>• PS Principal TLLN meetings and on-site coaching for the 2013-2014 SY have been established and shared with principals.</li> <li>• AIR coaches have met with the individual principals to provide supports.</li> <li>• The first of Monthly Principal Meetings for Priority Schools is planned for December – the focus of this session will be on use of recent CFA data to drive instructional decisions and hold coaching conversations.</li> </ul>	<p>The first monthly Priority School Principal meeting has now been established for December.</p> <p>The goal of the monthly meetings with AIR support is for Priority Schools to have data dialogues. A dual purpose of these meetings is to not only work with Priority School Principal on use of data to improve outcomes for students but to also simultaneously build the capacity of the Chiefs and their respective data coaches to take on the role of having data chats with their 15 schools, led independently of AIR support.</p> <p>Currently, the Priority Schools are meeting quarterly with AIR via TLLN.</p> <p>A recent conversation with the Chief of Curriculum, Assessment and Instruction (CAI) was to schedule these monthly meetings in order to intentional connect the work of teaching and learning to use of data. Without this intentional effort, the work of CAI will continue to be disconnected. In part,</p>

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				<b>Attachment 4 Priority Principals' Data Meetings (2013-2014)</b>		because the office of CAI does not supervise Principals. Therefore direct connections with those that supervise Principals must occur to ensure differentiated accountability and support for sites is available.  It is critical that the dialogue with schools rotating off SIG this year commence. And, that those schools just off SIG are continuing to move forward with the work started while on SIG and that the bridge funds (\$250K) are being utilized to ensure a return on investment on student outcomes.
	b. Establish a year-long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school).	October 1, 2013	Chiefs of School Leadership	<p>Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill set and knowledge regarding how to accelerate improved outcomes for students.</p> <ol style="list-style-type: none"> <li>a. Holding meetings by level, as appropriate to schools' needs and focus – August 2013 and ongoing</li> <li>b. Publication of calendar for monthly Principal Meetings – September, 2013</li> <li>c. PGS evaluations – Summer Leadership Academy, September, 2013 and ongoing</li> </ol> <p><b>See Attachments:</b>  <b>-1 Principal and Assistant Principal's Leadership Development Meetings (2013-2014)</b>  <b>-2 Survey Kim Marshall Principal's Meeting</b>  <b>-3 Leadership Conference Feedback</b>  <b>-4 Priority Principals' Data Meetings (2013-2014)</b></p>	<ul style="list-style-type: none"> <li>• Principal meeting for the 2013-2014 SY have been established and shared with principals.</li> <li>• Assistant principals and central office administrators will also be provided collaborative opportunities for leadership development.</li> <li>• The leadership and professional development sessions will focus primarily on the following: CCLS implementation, observation of teaching and providing feedback, leading effective grade level/subject team meetings, DDI process, data accountability (data dashboard) and the APPR process.</li> <li>• A summer leadership conference provided development to all administrators.</li> <li>• Kim Marshall was the presenter for all principals, assistant principals and central office administrators in September, 2013</li> <li>• The focus of the Kim Marshall PD was teacher observation and feedback and the application of the Marshall Rubric</li> </ul>	<p>The PD day conducted by Kim Marshall was well received. It is important to follow up on many of the best practices showcased during that day. An observation tracker has been developed and will be shared at the next Principals meeting -- that will certainly enhance and support those critical classroom observations that are encouraged daily.</p> <p>It will be important the Principals receive not only the scheduled APPR training and support at meetings but also deeper PD for CCSS with follow up support at sites.</p>
	c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority Schools.	April 2014	W. Keresztes	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	<ol style="list-style-type: none"> <li>a. BOE approved Public School Choice CAP including a planned review of criteria-based schools enrollment procedures on 9/25/13.</li> <li>b. Schools will complete a template outlining admissions procedures and steps for increasing under-represented populations.</li> </ol>	<p>While much work on policy revision has been conducted around CTE, more review of the Criterion Schools is advised (e.g., unfilled seats as Oct 1).</p> <p>As a part of the PSC CAP the Criterion Schools will necessarily need to be reviewed within the greater context of the needs of the student of the district.</p>

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				procedures across the district. a. Review of policy on student enrollment in schools with criterion-based admissions – b. Review and analysis of criterion-based admission policies on student enrollment in Priority Schools – January 2014 c. Board of Education’s review of criterion-based admission policies – April 2014	b(1) In Sept/2013, City Honors and Olmsted Schools revised entrance procedure by removing call-back testing for finalists. The procedure was seen as redundant and was a known barrier for families with transportation challenges since the call-back was administered only once.  b(2) For the 2013-2014 school year the BOE authorized elimination of any other criteria beyond student interest for entrance into CTE programs. The purpose of this change is to make access to district CTE programs barrier-free.  c. Director of Central Registration presented to principals on timeline for admissions and upcoming individual meetings with Priority School principals to review student enrollment procedures d. In Sept/2013, City Honors and Olmsted Schools revised entrance procedure by removing call-back testing for finalists. The procedure was seen as redundant and was a known barrier for families with transportation challenges since the call-back was administered only once. e. For the 2013-2014 school year the BOE authorized elimination of any other criteria beyond student interest for entrance into CTE programs. The purpose of this change is to make access to district CTE programs barrier-free.	
3 Articulation/ Coordination	a. Define, in writing, the autonomy and decision making authority of Priority School principals.	Nov. 1, 2013	Chiefs of School Leadership	Priority School principals will understand & execute their autonomy and authority to make site-based decisions, based on data, to accelerate improved student outcomes. Student outcomes will improve as a result. a. Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard and SIG Attachment B data) – Oct. 31, 2013 b. Clear oral and written articulation of policies, guidelines, and performance	<ul style="list-style-type: none"> <li>• Data screens in the Dashboard have been updated based upon principal requests and input:</li> <li>• Meetings took place involving select Elementary and High School Principals</li> <li>• H.S. Principals will receive PD on the graduation screen on November 14th</li> <li>• Leadership and Operations Handbook 2013-14 has been modified and shared with all administrators via the OSL Document Library</li> <li>• Weekly OSL Bulletin provides important information, instructional leadership tools,</li> </ul>	It is unclear what the areas of autonomy are for Principals in BPS. Last April there was a document created under the facilitation of Cross & Jofus that outlined a vision of the Superintendent for ‘earned autonomy.’ It was a year-to-year plan that articulated a timeline and actions. In the July Action Plan Update this was again queried.  While activities are listed in the column to the left, none address the overall action step of defining in writing the autonomy and decision making

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				<p>standards for the role of principal and SAM AP (if applicable) – November 1, 2013 and ongoing</p> <p>c. Provision of professional development on the use of data to inform planning – Sept. 2013 and ongoing</p> <p>d. Provision of professional development on the budget process – Sept. 2013 and ongoing</p> <p>e. Establishment and implementation of a system of earned autonomy for professional development decision-making – Jan. 2014 and ongoing</p> <p>f. Meeting multiple SCEP targets – June 30, 2014</p> <p><b>See Attachments:</b>                      - 1 Leadership and Operations Handbook 2013-14                      - 2 Data-Dashboard Graduation Screens PPT                      - 3 Principal and Assistant Principal's Leadership Development Meetings (2013-2014)                      -4 Interview Documents</p>	directives and updates.	authority of Priority School Principals.
	b. Provide, in writing, clear and timely communication and information regarding district policies, practices, and procedures to be followed.	Nov. 1, 2013	Chiefs of School Leadership	<p>There will be clearly an uniform understanding across Priority Schools regarding policies, practices, and directives impacting their sites. Priority Schools will be given timely requests for information.</p> <p>a. Refresh and clarification of communication channels and Rapid Response System – August 1, 2013</p> <p>b. Establishing the practice of providing policies, practices and timely directives in writing – August 2013 and ongoing</p>	<ul style="list-style-type: none"> <li>Weekly OSL Bulletin provides important information, instructional leadership tools, directives and updates.</li> <li>Leadership and Operations Handbook 2013-14 has been modified and shared with all administrators via the OSL Document Library</li> <li>Directors in the OSL respond to Priority Principal's requests within 24 hours and follow up with various departments to bring resolution to their requests.</li> </ul>	<p>The weekly Office of School Leadership Bulletin has provided timely written information for Principals as well as resources and support to call/email for assistance.</p> <p>As the new reorganization gets underway it will be important to ensure timely and transparent communication is on-going.</p>
<b>4 Leadership</b>	a. Establish a coherent Central Leadership that is proactive and responsive to	Oct 15 – July 1	P. Brown	<p>The Central Office will deliver proactive, timely, responsive, and coherent service and support to schools as reported by Priority School personnel. Student outcomes will improve as a result.</p> <p>a. Superintendent's articulation of District-</p>	<ul style="list-style-type: none"> <li>The Superintendent update all administrators on vision, improved student outcomes, areas of need and continued supports during the Leadership Conference.</li> <li>Central Office restructuring completed with roles</li> </ul>	The District is in its final phase of hiring central office positions to support schools, under the Office of School Leadership. The impact of the new reorganization of central office has not yet been fully realized in the schools

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	Priority Schools.			<p>wi e vision, core beliefs, theory of action, and action plan for all Central Leadership, principals and assistant principals – Aug. 28-29, 2013 and ongoing</p> <p>b. Restructuring, refocusing and clarification of roles of Central Leadership – Oct. 15-July 1, 2013</p> <p>c. Identification and development of Academic Support Teams – Oct. 15, 2013</p> <p>d. Continuation of “Rapid Response System” for Priority Schools – Sept., 2013 and ongoing</p> <p>e. Development of individualized School Support Plans for Priority Schools – Oct. 2013</p> <p>f. Weekly review of evidence and trends from Learning Walks, followed by action steps – Oct. 2013 and ongoing</p> <p>g. Meeting multiple DCIP targets – June 30, 2014</p> <p><b>See Area 4 Attachments 1-5</b>  <b>1: Leadership Conference Presentation</b>  <b>2: Organizational Charts</b>  <b>3: Strategic Plan</b>  <b>4: Strategic Plan Presentation</b>  <b>5. Differentiated School Support Plan Template</b></p>	<p>and responsibilities clarify</p> <ul style="list-style-type: none"> <li>Working draft of BPS Strategic Plan adopted by board for presentation to community and staff. DCIP and SCEPs aligned with Strategic Plan.</li> <li>State diagnostic reviews being conducted to identify schools' strengths and challenges in order to identify and provide additional support.</li> <li>New Offices of School Leadership have been established with smaller cohorts of schools and an additional Chief of School Leadership and a one-stop shop approach to addressing the needs of schools.</li> <li>Directors in the Office of School Leadership (OSL) respond to Priority Principal's requests within 24 hours and follow up with various departments to bring resolution to their requests.</li> <li>Several members of the OSL Teams have been interviewed, hired and placed to provide supports to schools. The remaining members will be hired shortly. Training for all District instructional coaches, including OLS coaches, will be provide on Fridays.</li> <li>Differentiated School Support Plans have been developed for Priority and Focus Schools using data, school visit summaries and information shared by principals.</li> <li>Weekly debriefing sessions occur with the Chief of School Leadership, Chief of Curriculum, Assessment and Instruction, and the Superintendent to discuss the status of key instructional leadership areas of focus (e.g., CCLS and DDI implementation)</li> </ul>	<p>Accelerated improvement in student outcomes, across multiple measures, should be expected as the result of the new Office of School Leadership with 4 Chiefs, each with fully staffed support personnel.</p> <p>It is critical that each Chief review and understand the SCEP of their respective schools to directly support the implementation of the written plan.</p> <p>It is also critical for Chiefs to read and use the self reviews and the formal reviews (e.g., DTSDE) to support, debrief, and monitor actions to be taken to address areas in need of improvement.</p> <p>An electronic copy of ‘individualized School Support Plans for Priority Schools’ that were noted as developed in October were requested. They were provided on November 22, 2013. The submission date did not provide time for review. They will be reviewed for the next status update.</p>
	b. Implemen a system to monitor, on a monthly basis, the service and support provided by the Office of School Leadership to Priority Schools	October 19, 2013	Chiefs of School Leadership	<p>Priority Schools will report and show evidence of impact of support provided by the Chiefs of School Leadership and respective staff. Result will be improved student outcomes across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, student transfers, discipline referrals, support services, parent participation).</p> <p>a. Superintendent’s weekly review meetings</p>	<ul style="list-style-type: none"> <li>Weekly debriefing sessions occur with the COSLs, Chief of C.A.I. and the Superintendent to discuss the status of key instructional leadership areas of focus (e.g., CCLS and DDI implementation)</li> <li>Weekly meetings with the COSLs and the Directors of the OSL to review trends, needs and supports provided to Priority Schools.</li> <li>Training in the use of the Observation Tracker and it’s correlation with CCLS Class visit tools from</li> </ul>	<p>It is unclear what the targets are regarding ‘key instructional leadership areas for Priority Schools. In particular what are the targets for the areas for DDI implementation and/or CCLS? What are the key indicators and strategies for monitoring and supporting improvement?’</p> <p>What key data other than suspensions, as noted, are monitored monthly with Priority School Principals?</p>

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				<p>with the Chiefs of School Leadership, Strategic Alignment and Innovation and Curriculum, Assessment and Instruction – Sept. 2013and ongoing</p> <p>b. Training in use of Observation Tracker for Principals and Chiefs of School Leadership – Nov. 2013</p> <p>c. Monthly monitoring of student outcomes – Oct. 2013and ongoing</p> <p>d. Superintendent’s regular review of School Support Plans with updates – Nov. 2013and ongoing</p> <p>e. Survey of Priority School Principals – March and June 2014</p> <p>f. Improvement of student outcomes across multiple measures – June 30, 2014</p> <p><b>Attachment 5 - Differentiated School Support Plans Template</b></p>	<p>engageNY will be provided on November 19<sup>th</sup>, 2013.</p> <ul style="list-style-type: none"> <li>Key data are monitored on a monthly basis (e.g., Data-Dashboard, Illuminate CFA data reports, and reports from Dr. Keresztes on suspensions.)</li> </ul>	
	<p>c. Provide training &amp; 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 &amp; on-going</p>	<p>Y Williams</p>	<p>Central leaders will support schools under their direct supervision in use of data as evidenced in the individualized support plans for Priority Schools. Benchmarks for each area of the support plan will have evidence and impact of the support provided.</p> <p>a. District data review for Central Leadership – Oct 13- ongoing</p> <p>b. Provision of PD on Data Dashboard for principals and Central Leadership – August 2013 and ongoing</p> <p>c. DDI work sessions held for priority and focus schools– Oct – Nov 2013</p> <p>d. CAI Instructional Specialist III monthly reports reflect coaching and learning walks to support SCEP of assigned schools Oct 2013-ongoing</p> <p><b>Appendices 4C – Data Dashboard</b>  <b>Appendices 4C.1 – DDI Training Schedule</b>  <b>Appendices 4C.2 - Short cycle Item analysis form Data Dialogue Process</b></p>	<p>Working with the IT department, training was held on the use of the new Data dashboard with principals and Central leadership August -Oct. In addition, Leadership team provided feedback on additional features and data points, types of static and ad-hoc reports that would be useful to shape school visits by COSL and CAI – September 9.</p> <p>Additional PD for CAI team will be held on November 21.</p> <p>In addition, DDI work sessions are being facilitated by our RTTT- Project Administrator. This initiative is a continuation from last year that is coming to completion. Cohort 7 (the last of the district groups) and those individuals that are new hires are participating in the session of DDI training. On-going support is being provided based on COSL visit feedback and requests from buildings.</p> <p>The agenda for monthly meeting with Priority schools will cover three key areas: Data, Curriculum and Instructional. November 25 is the first session. In addition Instructional Specialist III/Principal has</p>	<p>Critical in this work is to build the capacity of the Chiefs of School Leadership to hold regular and at least monthly data reviews with their respective schools. The central office training with Priority Schools will be initially led by AIR (see 2 above) with the intention of transitioning fully to the Chiefs.</p>



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				<b>Appendices 4C.3 - Data-driven Instruction Process Expectations</b>	attende the DTSDE trainings offere by the state and applying learning to her assigned priority schools.	
	Chiefs of School Leadership to write in collaboration with Priority School principals differentiated support plans that include evidence of successful implementation.	October, 2013	Chiefs of School Leadership	Principals of Priority Schools will report that they have received responsive and tailored service and support. Individualized support plans for Priority Schools will result in improved performance of each school across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation). <ol style="list-style-type: none"> <li>Development of School Support Plan template and data-gathering process – Nov. 2013 and ongoing</li> <li>Weekly review of School Support Plan implementation – Dec. 2013 and ongoing</li> <li>Implementation of Learning Walks to further assess individual schools' needs – Dec. 2013 and ongoing</li> <li>Survey of Priority School principals – Mar. and June 2014</li> <li>Performance improvement across multiple measures – June 30, 2014</li> <li>Provision of assistance to Priority School principals in analyzing data to develop SCEPs, which include supportive activities – Feb. 2014 and ongoing</li> </ol>	<ul style="list-style-type: none"> <li>A Differentiated School Support Plan Template was created by the COSLs which follows the Distinguished Educator's Action Plan format.</li> <li>Differentiated School Support Plans have been developed for Priority and Focus Schools using data, school visit summaries and information shared by principals.</li> <li><b>Attachment 5 - Differentiated School Support Plan Template</b></li> </ul>	<p>Please share an electronic copy of the 'Differentiated School Support Plan' that has been developed for Priority Schools.</p> <p>Please share the "Instructional Support Plans" noted above, that were developed in October.</p> <p>It is highly recommended that the support plans for Priority Schools include the tenants and statements of practice for the DTSDE.</p> <p>All Priority Schools have DTSDE recommendations from 2012-13 school reviews. The differentiated support plans should have evidence that include the recommendations to ensure successful implementation.</p>
5 Use of Data	a. Continue to increase the usage of the data dashboard by Priority Schools to improve data based decision making that supports instruction planning and delivery of services to students.	October 2013 and Ongoing	S. Gilani	Priority Schools, administrators and teachers, will provide feedback on the dashboard for the purpose of ensuring consumer friendly format and needed data. <ol style="list-style-type: none"> <li>Provide usage reports that clearly demonstrate an increase in usage of the Data Dashboard.</li> <li>Collect feedback from district administration and users to continue refining the data dashboard.</li> <li>Document dates, times and outcomes of regular meetings with Central Office</li> </ol>	<ol style="list-style-type: none"> <li>Provided – usage report as of 11/6/13, indicates a ten-fold increase in usage.</li> <li>Collected – Feedback from JC and the attendance department that led to the creation of the Attendance Details Dashboard.</li> <li>Regular meetings have been and continue to be scheduled and held with Chiefs of School Leadership and selected school principals to discuss graduation and other supporting metrics required by district and school administration.</li> <li>Provided - Ongoing training for instructional</li> </ol>	<p>The District is to be commended in its focus on improving the dashboard that was launched October 2012. On-going discussion and forged collaboration has resulted in development of potentially supportive systems to help schools and central office target areas of need and celebrate accomplishments.</p> <p>It is highly recommended that a Principal Advisory be pulled together to discuss on-going site concerns regarding data inaccuracies between Infinite Campus and the Dashboard. Principals have stated for the past year that there are inaccuracies and have not yet been asked to a meeting to discuss</p>

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				<p>a. minis ra ion an esigna e principals</p> <p>d. Provide ongoing scheduled PD for various levels to the district and school administration, data coaches and instructional coaches.</p> <p>e. Report PD attendance to provide accurate accountability to school leadership.</p> <p>f. Publication of the data dashboard training plan targeted to specific audiences on specific dates.</p> <p>g. Continue the creation and accuracy of matrices to increase usage of the data dashboard.</p> <p>h. Track student growth using the Say Yes Student Management System (SYSMS) across the 13 identified Say Yes Indicators.</p> <p>i. Develop District level administrative matrices to track and monitor district target summary provided by the NYS Department of Education.</p> <p>j. Develop a suite of dashboards, matrices and reports for the comparative analysis of common formative assessments and other key areas reported by the data dashboard.</p> <p>k. Develop all data dashboards to have the ability to focus on Priority Schools.</p> <p><b>Usage Data and other documents to support training, meetings, presentations are included in Area 5 – Use of Data.</b></p>	<p>coaches, at endance teachers. It has been communicated to all school administrators that ongoing PD is available and can be scheduled.</p> <p>e) Provided - PD attendance is provided in the districts PGS system.</p> <p>f) Training plan has been published and is currently in use across the district. As of 11/6/13, attendance teachers, instructional coaches, Say Yes Site facilitators, Student Support Staff and schools #3, #81 and #198 have been trained.</p> <p>g) Provided – Continuous meetings held with key stakeholders to refine calculations and displays of metrics whenever clarification/adjustments are necessary.</p> <p>h) Completed - Say Yes has developed an EdVantage Metric to track the 13 identified Say Yes indicators.</p> <p>i) In Progress - District level targets dashboard is in the process of being developed for both elementary and secondary application. Grades 3, 5 and 8 have been developed and are available in production. Targets for grades 9, 11 and graduation remain in development.</p> <p>j) In Progress – A school comparison dashboard and metrics have been developed and currently compare attendance %, previous year final marks, student distribution and NYS assessments. Additional metrics will be added as feedback is collected.</p> <p>k) Completed - Ability to focus on priority schools has been added to all dashboards.</p>	<p>fur her o confirm or resolve hese concerns e g, data entry errors vs. system disconnects).</p> <p>Please advise on the progress of the implementation of the Early Warning System for Secondary schools.</p>
	<p>b. Provide training for Priority School principals and site</p>	<p>January 31, 2013 - ongoing</p>	<p>Y Williams</p>	<p>Priority Schools will use, on a regular basis, the data dashboard to support data discussion with school-based staff. The result will be improved</p>	<p>Professional evelopment on Da a Dashboar an Illuminate platform was held in Aug 2013 with all principals. Ongoing PD will be held and designed to</p>	<p>The Dis ric has ma e significant progress in he development of its Data Dashboard (See 5a above).</p>

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	<p>leadership teams on the data dashboard</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>d. Provide a document that outlines the</p>			<p>student outcomes over multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation).</p> <p>a. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012</p> <p>b. Holding of Data Boot Camp for principals and Central Leadership – Dec. 18, 2012</p> <p>c. Provision of access to PD sessions for all administrators and staff – Oct. 2012 and ongoing</p> <p>d. Monthly review of student outcomes – Oct. 2012 and ongoing</p> <p>e. Improvement in student outcomes across multiple measures – June 30, 2012</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> <p>a. Provision of PD sessions for all administrators and staff – Oct. 2012 and ongoing</p> <p>b. Provision of PD on Data Dashboard for principals and Central Leadership – Nov. 14, 2012</p> <p>c. Holding of “Data Boot Camp” for principals and Central Leadership – Dec. 18, 2012</p> <p>d. Organizational and operational alignment based on district-wide data – Nov. 2012 – June 2013</p> <p>Benchmark assessment results will be used to directly impact the professional development, support, and coaching provided to teachers thereby improving classroom instruction and</p>	<p>support the new data analysis features become available</p> <p>Professional development on Data Driven Instruction (DDI) for Cohort 7 and any new hires is currently being conducted. Similar PD is being provided to newly hired instructional coaches and within their weekly PLCs. Particular focus will be on use of these protocols with the common formative assessment data becomes available.</p> <p>principals will attend additional PD on November 25 where the focus will be on the Common Formative Assessment data and coaching conversations.</p> <p>A comprehensive year-long assessment Calendar was developed that is aligned to the CCSL curriculum maps of ELA and MATH K-12 and distributed – September 3 2013.</p>	<p>It is critical that professional learning opportunities for Priority School Leadership teams be targeted to ensure the use, analysis, and application of data to make instructional decisions, improvements, and adjustments in targeted area of need.</p> <p>Use of the SCEPs and DTSDE reviews within the context of dashboard training is important in order to provide intentional connection of data to the areas in need of growth.</p> <p>The District is to be commended for its effort to move toward a data driven organization. It is imperative that all departments become consumers of data and utilize it in day-to-day decision making.</p> <p>Additionally, it is critical that the District problem-solve and proactively manage data to ensure that they are accurate and accurately used.</p> <p>District staff (Supervisors, Coordinator level) are to be commended for taking the initiative of writing, posting, processing and completing an RFP for a new common formative assessment (CFA) this</p>

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	procedures, logistics, and expectations of the new benchmark assessments			<p>performance on s a e assessments in LA, Ma h, and Science.</p> <ul style="list-style-type: none"> <li>a. Distribution of written expectations for the new benchmark assessments –Aug 2013</li> <li>b. Development of an assessment calendar, including formative assessments –Aug 2013</li> <li>c. Distribution of written procedures and logistics for new formative assessments – Sept– Oct 2013</li> <li>d. Development and administration of the new formative assessments –Sept 2013 – Mar 2014</li> <li>e. Use of formative assessment results and other relevant data to inform PD, support and coaching –Oct 2013 – ongoing</li> </ul> <p><b>Appendices 5B - BPS District Assessment Calendar 2013-2014</b>  <b>Appendices 5B.1 - CFA Letter – Principals</b>  <b>Appendices 5B.2 - Common Formative Assessment (CFA) <a href="#">website</a></b></p>	<p>The first CFA #1 K12 development is complete in Oct 2013 and CFA #2 is under development.</p> <p>A Global Email notification to schools went out on Oct 10 2013 that clearly articulates the procedures, logistics and expectations of the Common Formative Assessment administration.</p> <p>In addition a WebEx recording reflecting the same was produced and shared. A helpdesk is also available to address user needs.</p> <p>The Common Formative Assessment (CFA) <a href="#">website</a> has been created and services as a host for all communication documents.  <a href="http://www.buffaloschools.org/curriculum.cfm?subpage=96550&amp;adminActivate=1">http://www.buffaloschools.org/curriculum.cfm?subpage=96550&amp;adminActivate=1</a></p> <p>Schools have begun to use their DDI skills and protocols with CFA data housed in the new Illuminate Platform.</p>	<p>school year. This team worked less effectively to discontinue the contract for then existing CFA vendor and bringing on an entirely new system by October 2013.</p> <p>Without the leadership of this initial team the District would still be using a less aligned and consumer friendly CFA systems. The new Illuminate system allows for the disaggregation of data in many functional ways that the old system did not. Hence providing a better environment for using data to drive instructional decision-making.</p> <p>The new Chief of the Office of CAI is to be commended for walking into a system in play and taking the role, responsibility, and leadership to immediately build capacity of Curriculum and Assessment personnel in order to develop a custom CFA &amp; Blueprint for BPS.</p> <p>In addition, a CFA website has been created that has provided outstanding resources to schools.</p>
6 Curriculum	a. Conduct a brief curriculum audit, including student access to materials and textbooks, in Priority Schools and use written results of audit to ensure that schools have appropriate materials to accelerate student achievement	Dec. 1, 2013	Y. Williams	<p>All schools will report they have all textbooks and materials needed to implement the CCSS and other state standards.</p> <ul style="list-style-type: none"> <li>a. Implementation of School Opening Readiness process, including principal reporting on textbooks via Survey Monkey – August 2013</li> <li>b. Provision of CCLS-aligned instructional units to teachers in specified content areas – July 2013 - ongoing (per state release)</li> <li>c. Review of school budget allocations for textbooks and materials – March 2014</li> <li>d. Investigate instructional learning systems with the district to determine fidelity of implementation and usage – Sept–Dec 2013</li> </ul> <p><b>Appendices 6A – Survey report</b></p>	<p>During the month of August, weekly monitoring via an online survey tool was sent to principals that requested feedback on the expected textbook orders (schools were provided the order list for each grade/subject to meet the every child has a textbook expectation). Schools reported that they were prepared for the start of schools. However we continue to monitor as new students and programs may grow.</p> <p>Based on the review of current curriculum, a new literacy series was adopted. The new Journeys/Serornos K-6 instructional materials and online resources aligned to CCLS have been outfitted in all elementary sites. Serornos online resources being still being updated by vendor. State Math modules have been integrated into our curriculum maps and made available both online and print versions for purchase through BOCES. PD is being designed to support the learning and use of the modules to ensure proper instructional planning and strategies take place. This is ongoing.</p>	<p>The District began the school year with the new reading program and materials in schools.</p> <p>While the School Readiness survey is used, it is critical for Chiefs to monitor their schools to ensure no additional needs are present. Additionally, with the change and last minute assignments of building administrators to schools, some materials and textbooks were still lacking. There needs to be a system put into place so that incoming Principals assigned just days before school begins, has all that is needed for the start of school.</p>

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					<p>Existing instructional learning systems within the district: Read 180, Imagination Learning and Step Up To Writing have been identified within the district. These resources are also aligned to support CCSL. Implementation audits have been conducted by the vendors. Currently working with COSL to establish professional development opportunities for teachers and principals as well and put proper support services and expectations in place to reach the fidelity model.</p> <p>The new textbook tracker system is being implemented. The IT department is work with the vendor to set up the infrastructure on the district network. Training for librarian staff will begin in December.</p>	
	<p>b. Create a written plan for professional development and technical assistance to ensure a robust transition to CCSS</p>	<p>November, 2013</p>	<p>Y Williams</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"> <li>a) Completion of a written PD plan to facilitate the transition to CCLS – November 2013</li> <li>b) Articulation of a written plan for technical assistance through learning walk process and School Support Plans – Oct. 1, 2013 - ongoing</li> <li>c) Increase in consistency of the use of the CCLS in classrooms, as evidenced by observations – Oct2013-ongoing</li> <li>d) Improvement of student outcomes (DCIP) – June 30, 2013and ongoing</li> </ul>	<p>A teachers survey conducted in spring by our higher education partner resulted in a high percentage of teachers wanting more PD on CCSS. The professional development plan is under development. However PD is on-going by offering work sessions focused on the new aligned CCSS Literacy materials (Journey/Serfernos), Engage NY Modules for ELA and Math and understanding the shift. In addition all content areas are providing PD with literacy connections of CCSS. Work sessions are being held afterschool as well as embedded in to the instructional coach weekly PD track – which provides turnkey support back in the buildings. Modification of the original Title IIa budget is underway to equitably address the needs of all teachers.</p> <p>The Ambassador program continues this year, although the state has cut the number of participants significantly. They recently attended the first of four NTI events. These individuals will be used as facilitators of work sessions as well as a resource in their buildings and available to other building on request. PD will expand to more online/Webex delivery to provide flexible access.</p> <p>In the form on job-embedded PD, all CAI Team members have assembled learning walk tools for a variety of intended focus that support CCSS and are conducting</p>	<p>The District has yet to assemble an overall written plan for PD and technical assistance. The District has offered PD on CCSS. To date it is not clear what other PD and technical assistance is coherently offered to address teacher and leader instructional capacity to deliver CCSS.</p> <p>The central hiring of instructional coaches this year and the development of those coaches may prove beneficial. As written in this update, the coaches are noted to be providing PD afterschool. It is important to understand what and how the turnkey support is occurring in buildings during the day.</p> <p>Reallocation and repurpose of Title IIa is to be commended, as historically this fund has not necessarily been used to its fullest potential to provide professional development to teachers – which is one of its major purposes. Additional funds for during the day PD may be possible given a repurposing of Title IIa.</p> <p>With the shift of the Ambassador program to regions, it is not yet clear of the plan BPS is implementing around this program. A general question -- How is this work being coordinated and connected to the Instructional Coach's work on</p>

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					<p>school visits with principals and instructional coaches accompanying them. During visits CAI is conducting debriefing and forming suggested feedback with the leadership team for the teachers. Feedback is shared with the Chief of CAI and COSL. In addition COSL are also conducting learning walks when doing site visits. Focus is looking for the CCSL 6 Shifts in Math and ELA.</p> <p>During monthly principal meeting PD is also being provided to support instructional leaders needs to become proficient in the shifts.</p> <p>The district is considering a digital learning walk data collection system to strengthen our ability to monitor informal classroom visits and use that data to support instruction and PLCs.</p>	<p>CCSS?</p> <p>It would be helpful to see the walk through tools assembled. How are these walk-through tools being used by the Chiefs of School Leadership? The Chiefs are using walk through tools but those developed by the Office of School Leadership. Which tool is the one sites should be focused on? Coordination of different walk through tools is critical so not to create confusion at sites.</p> <p>It is anticipated that a PD plan will be in place by the next status update that addresses this Action Plan step. The new Chief of CAI is aware and working toward coherence in the PD, both afterschool by the Teacher Center and during school via the instructional coaches. Budgets (e.g., Title IIa) are being reviewed for realignment of expenditure and return on investment.</p>
7 Instruction	a. Review and analyze the impact of the current promotion policy and practices on student achievement	Jan 31, 2013	Y Williams	<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"> <li>Provision of a multi-tiered system of supports, instruction and intervention November 2013 and ongoing</li> <li>Review and analysis of promotion policy and practices - Jan 2014</li> <li>Recommendation of policy changes regarding promotion and retention, if appropriate - April 2014</li> <li>Policy-based decision making for retention and repeating of course work - June-Sept. 2013 and April - September 2014</li> </ol> <p><b>Appendices 7A - MTSS</b></p>	<p>A framework co-developed by BPS Curriculum and BOCES (Kim Breen consultant) for the multi-tiered systems of support (behavioral and academic) is completed. Next step is to present to Division Heads meeting in December and begin district roll out in January using the implementation plan starting with priority schools.</p> <p>The online credit recovery resource is now being implemented will offer students an opportunity to retake failed courses both during and after school.</p> <p>Office of Shared Accountability (Ed Kuzan) has been asked to assemble the committee (CAI, COSL, OSA, SSS, principals) for promotion policy and provide recommendations for change by early spring.</p>	<p>The MTSS plan needs significant discussion, collaboration and ownership of the work it entails. To date, those that supervise principals have not participated in planning meetings that took place much of last year. This work necessarily must be integrated. All the instructional efforts going on in the District (e.g., CCSS, PBIS, Suspension, Attendance, EL, Special education etc) needs to be included within the MTSS framework.</p> <p>Next steps entail asset/resource mapping, development of a PD plan - including the development of the PD curriculum, identifying cohort schools and what, when, and how this work will begin, who will lead this work, how it will be monitored and evaluated.</p> <p>CTE- For the next update or before, please provide what courses are being offered across all High Schools and the respective enrollment. Please note which schools are offering during and/or afterschool.</p>

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						It is highly recommend that teachers be included in the promotion/retention policy revision work group.
	b. Explore Adult Education and CTE as alternative paths for 5 <sup>th</sup> year seniors.	Nov. 1, 2013	Y Williams	<p>The number of 5<sup>th</sup> 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"> <li>Review of Adult Education/GED programs to determine expansion needs and viability as alternative paths for 5<sup>th</sup> year seniors – Oct 2013 and ongoing</li> <li>Increase of access to CTE programs based on student demand – Aug. 2013-ongoing</li> <li>Decrease in percentage of credit-deficient members of 2013-14 senior class – Oct. 2013 -July 2014</li> </ol> <p><b>Appendices 7B -</b></p>	<p>On October 30 Adult Education, Special Education, Shared Accountability and Attendance met to discuss graduation/dropout rate and examine our current processes and coding methods to ensure that we are not missing opportunities to catch all students who have the potential of dropping out</p> <p>Graduation readiness data on the Data Dashboard is being reviewed by district and school based leadership teams to identify students with credit deficiencies and or need for tutoring for Regence exam retake. Students are being given options of during and after school recovery courses.</p>	<p>This update is helpful to the extent it shows the District is beginning to look at data, coding methods, and other indices to ensure accuracy and thorough capture of students is being attained.</p> <p>With the new Graduation Meter and early warning systems the retrieval and use of this information for student monitoring and instruction/intervention programming should become an embedded practice.</p> <p>Question – How are over aged and under credited students being reviewed within the context of this work?</p>
	c. Review the current criteria & application processes for all CTE programs across the district.	Nov. 15, 2013	Y Williams	<p>The number of students enrolled in CTE programs will increase. The graduation rate from CTE programs will increase.</p> <ol style="list-style-type: none"> <li>Review of current criteria and application processes for all District CTE programs – February 2014</li> <li>Development of sample District “Road Shows” to familiarize middle school students with CTE program options – Oct. 2012 - ongoing</li> <li>Increase in the percentage of CTE applicants who are admitted to programs – ongoing</li> <li>Increase in CTE graduation rate – June 2013 - ongoing</li> </ol>	<p>A committee has formed to design an implementation plan for a Medical focused school (PSC potential) to open in Fall 2014. Board Member Lacata is actively participating. Weekly meetings are held with action tasks established.</p> <p>The Increasing Access to CTE committee meets bi-weekly with Board Member McCarthy. An Advanced Mfg initiative for Burgard HS is under discussion with Buffalo Billionaire partners. Also at Burgard the addition of a Pre-Cosmetology program has been requested to meet the interest of their female students.</p> <p>New this year - Personal Trainer Program at South Park and Differentiated Business at Riverside and Bennett (12:1;1 population). A CTE/SPED Differentiated Business Program will be opening at Lafayette shortly and will be eligible for reimbursement claims. Students would be able to obtain the CDOS Certificate. This is also a saving to the district by hosting this program rather than sending students to BOCES.</p> <p>McKinley is working on a School Innovation Fund (SIF)</p>	<p>For the next update or sooner – please provide an update on the current enrollment for CTE respective programs and classes across High Schools. The Appendix 7C has <i>draft</i> 13-14.</p> <p>For the next update, please provide information on the efforts underway for K-8 that are geared toward engaging students in interest inventories or other activities discussed last year, to engage student interests in CTE opportunities and the work force.</p> <p>The District is to be commended for exploring additional CTE programs and opportunities, including extended day.</p>

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					<p>grant that is tightly aligned to strengthening and expand its CTE framework.</p> <p>We are currently examining our extended day program where Katherine M. Heinle is working with Dr. Mauricio to offer CTE programs at 4-6 hubs after-school, so students can access our CTE programs from approximately 3:30 to 5:00.</p> <p>Across the district our non-traditional rates are at 49%, so we do very well with women in what would have been considered male dominate careers. In addition we are experience an increase in our trade program and continue to work on increasing participating at the 10<sup>th</sup> grade.</p>	
	Explore opportunities to provide more GED options within the district.	January 14, 2013 - ongoing	Y Williams	<p>The number of Priority School students who enroll in a GED program as an alternative to dropping out of school will increase.</p> <p>a. Determination as to how opportunities to provide more GED options within the District – Jan. 14, 2013– ongoing</p>	<p>Committee began meeting held on October 30 to identify existing barriers and possible changes in processes that can assist students to not drop out as well as we properly code students for state reporting.</p> <p>New Alternative Graduation Assessment Test Assessing Secondary Completion, or TASC will replace GED starting in January. BPS is participating in the pilot and marketing efforts have begun to inform the community.</p>	Please provide, for the next update, information on the currently functioning and newly added GED classes (e.g., enrollment).
	e. Analyze the current use and impact of online credit recovery in Priority Schools for students in need of credit recoupment and acceleration.	February 2014	W. Keresztes Y. Williams	<p>The number of students accelerating and recouping credit toward graduation requirements will increase. All credits earned will represent not merely completion of required instructional time and prescribed assignments, but rather attainment of genuine proficiency.</p> <p>a. Assessment of the need for credit recoupment and acceleration – Oct 2013</p> <p>b. Analysis of use and impact of system –Nov 23-ongoing</p> <p>c. Increase of access to accelerated coursework – Feb 2014</p> <p>d. Curriculum content is aligned to CCSL - Oct 2013</p>	<p>Principals along with Counselor are using the Data Dashboard Early Warning Reports to pull reports on graduation readiness and prioritizing students (senior, junior, sophomore and freshman last).</p> <p>A new online system “K12” is being launched in November 2013 to replace the legacy NovaNet system. This online curriculum is aligned to Common Core and State standards. Student will complete their prescriptive course based on demonstrating mastery. Students have access to their course 24/7. The system does have a usage monitoring report counselors, teachers and administrators can pull.</p>	<p>As of the submission of this update, the new online system has not yet been fully launched. For the next update, after K12 is launched, please provide information by Priority School, on what classes are being offered and the respective enrollment as well completion rates as available.</p> <p>As was articulated in the April status update, the use of online courses during the day was to be scheduled within master schedules for High School. With the exception of Burgard, this did not occur. Chiefs of school leadership did not work with schools on budgets and schedules to facilitate this. Currently, these classes are being offered afterschool, which in turn creates inequitable access to these critical opportunities for students. Please</p>



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						<p>provide information on how this will be a resse for this school year.</p> <p>Please provide the written guidance given to schools in who and how students are provided access to the online courses, including those using for acceleration as well as recoupment of credits.</p> <p>Within the context of the Early Warning Reports – how are students being programmed if they are off-track? How are the early warning reports being used to help students recoup credits and get back on track?</p>
	f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.	Nov 1, 2013	Y Williams	<p>There will be consistent implementation of a continuum of special education programs across the district. School staff will have a clear understanding of the Least Restrictive Environment, role of CSE, and decision making based on student need, rather than available or 'allowed' programs, as evidenced by written communication and reporting of students enrolled in the continuum of programs and services.</p> <ol style="list-style-type: none"> <li>Evaluation of the impact of current special education co-teaching model – Nov. 1, 2013 – May 2014</li> <li>Comparison of reported numbers of students enrolled in the continuum of programs and services – Jan. 31, 2014</li> <li>External audit performed by CGCS Dec-May 2014</li> </ol>	<p>District CIA team conducting learning walk cycles made up of SPED/Content directors to examine the fidelity of Integrated Co-Teaching model throughout the district. This includes inviting the school leadership teams as job embedded PD experiences. There continues to be a need to provide more PD to school leadership teams on proper classroom monitor and use of resources.</p> <p>Closer monitoring of IEPs by District leadership has been put in place.</p> <p>A Board recommendation for contract services with Council of Great City Schools was taken to the Board Committee on November 6 to conduct a forensic audit starting Dec/Jan. Currently data shows approximately 17% of the student population are identified with needs.</p>	<p>A recent analysis of ICT, Co-teaching, and Resource Room service delivery relative to student achievement was recently completed. The data show that students receiving Co-teaching services are not necessarily performing better than those that receive Resource Room services.</p> <p>This service delivery model continues to be of concern for students with disabilities.</p> <p>The number of students on IEPs in the District greatly exceeds the national average of 11-12%.</p> <p>A review of Special Education by the Council of Great City Schools will be beneficial to provide needed input into systems and structures that are needed to address the significant under performance of students with disabilities and the over identification of students on IEPs.</p>
	g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students	January 2014	W. Keresztes P. Boorady Y. Williams	<p>Alternative education in the form of standards-based instructional services for suspended students at Priority Schools will be consistently delivered. Instructional materials will be made available to students who are suspended, but are not attending site-based alternative education instruction.</p>	<ol style="list-style-type: none"> <li>Secondary alternate instruction for suspended students began on 9/24/13.</li> <li>Elementary alternate instruction for suspended students began 11/4/13.</li> <li>Staffing at several elementary schools is unfilled due to lack of response to the job postings from building staff. Principals will now seek external</li> </ol>	<p>Last's year's alternative education model was dismantled with an eye toward moving to service delivery at hubs across the District. That plan was not implemented.</p> <p>Currently students in many elementary school are suspended to home without instructional services provided.</p>

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					can i a es This means ha for shor - erm suspensions in grades 1-8 at those schools (for students receiving exclusions from 2-5 days) instruction is currently delayed until the positions are filled. For long-term suspensions at any of those delayed schools students have been assigned to the alternate instruction day program at School #40.	Please provide an update of ho many schools are still without services. Please provide information on how these suspended students are being serviced according to NYS ed code.
	h. Evaluate the role, function, and membership of and support provided by Student Support Teams (SST) to Priority Schools.	Jan 15, 2013	Y Williams	District-wi e written gui ance, 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"> <li>a. Evaluation of the role, function and membership of and support provided by SSTs – Dec 2013-Feb-2014</li> <li>b. Guidance, training and technical assistance for SSTs – Oct 2013-ongoing</li> <li>c. Improvement of student outcomes (e.g. increased percentage of accurate referrals to special education) – Nov 2013 - ongoing</li> <li>d. Recommendations from an external SPED Audit provides decision making strategies for central office leadership – Dec-May 2014</li> </ul>	With the hiring of our new assistant superintendent Dr. Pauly, an increased level of support and oversight is now in place. District staff conducts site reviews of SST and provides feedback and follow-up support.  A contract for professional development services with BOCES is being finalized with Board approval. Training of SST teams is provided though a year-long series of work sessions and well as monthly meeting lead by district staff. A new standing agenda topic will be representation of our Legal Counsel to share recent cases and lessons learned activities with the goal of increasing awareness of how decisions have relationship and financial consequences. Topics for learner outcomes will be adjusted as findings from building visits occur.  A Board recommendation for contract services with Council of Great City Schools was taken to the Board Committee on November 6 to conduct a forensic audit starting Dec/Jan. Review of SST team will be part of the project scope.	It continues to be of concern that one person chairs the SST and the CSE. Most often schools report the SST process is not given its due diligence because the CSE process trumps the intervention team process.  It is highly recommended that the District explore additional options for ensuring SST meetings are held regularly to ensure that students and teachers are provided support through intervention and problem solving opportunities for both academic and behavior needs.  Not having fully operational SSTs in every building for the purpose of intervention and support may be lending itself to higher referrals to special education simply due to lack of a problem-solving forum.
	i. Review the role and function of Committee on Special Education (CSE) and SST.	Feb 1, 2014	Y Williams	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"> <li>a. Learning walk tool and coaching feedback provide function levels of CSE and SST– Oct 2013-Feb 2014</li> <li>b. Positive feedback from leadership team on the role of the SSTs in Priority Schools – Dec</li> </ul>	District staff conducts site reviews of SST and provides feedback and follow-up support. Monthly Priority School Meeting will include a thread on leading and support SST and CSE services.  A Board recommendation for contract services with Council of Great City Schools was taken to the Board Committee on November 6 to conduct a forensic audit starting Dec/Jan. Review of CSE will be part of the project scope.	See above -

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				2013 and April 2014 c. Recommendations from an external SPED Audit provides decision making strategies for central office leadership – April 2014		
	j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities to understand the lack of achievement.	Nov. 1, 2013	Y Williams	Improve an acceleration 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). a. Evaluation and analysis of the achievement and reasons for the underperformance of students with disabilities (SWDs) using IEP Direct – Nov. 1, 2013-May 2014 b. New recommendations for improvement of programs and services for SWDs based on CGCS report–May 2014 c. Improvement of multiple outcomes among SWDs, as per DCIP targets –	After review of recent baseline assessments:  A Board recommendation for contract services with Council of Great City Schools was taken to the Board Committee on November 6 to conduct a forensic audit starting Dec/Jan. Review of CSE will be part of the project scope.	The District has made little progress on this action step in the past 15 months.  The upcoming review of the Council of Great City Schools is critical but will come too late to impact the work of this school year.
	k. Evaluate and analyze the current instruction, training, supervision, and service delivery for English learners to understand the lack of achievement.	Nov 1, 2013	Y Williams T.Alsace	Improve an acceleration outcomes for English learners across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, students transfers, discipline referrals, support services, parent participation). a. Evaluation and analysis of the achievement and reasons for the underperformance of English Language Learners (ELLs) – Nov. 1, 2013-ongoing b. New recommendations for improvement of programs and services for ELLs – Feb. 2014 c. Improvement of multiple outcomes among ELLs, as per DCIP targets – June 30, 2014  <b>Appendices K7</b> <b>Appendices K7.1 – Mentee List</b>	The Multilingual Principal meetings continue monthly to improve the programs and services. Matters such as staffing for bilingual middle school and bilingual special education needs, bilingual special education student placements  The district has been awarded a model induction grant for ELL Mentoring. We have recently on-boarded one Coordinator, Anne Henry and two mentors. This will assist the district in meeting the needs of teachers (early career educators 1-3 years of service) whose classroom makeup is becoming more diverse and providing them support and strategies to strengthen their instructional practice. We will be engaging mentors and mentees in a variety of professional learning opportunities provided by local universities and the City University of NY (CUNY) graduate center. Mentees and mentors will have virtual and face-to-face learning and support. While the focus schools are 6, 33, 45, 95, and Lafayette, we will continue to include any teachers who qualified last year but have moved to other schools.	The District has made little progress in this action step in the past 15 months.  However, the status updates listed here show promise that some systemic work may be underway.  The Multilingual Principals met all last year. They produced plans, and recommendations. However, throughout last year and summer little systemic traction on the Multilingual plan was gained.  Time is of the essence to improve the learning and outcomes for EL students in BPS. The need for a systemic approach to ensure Principals know, understand, and look for instructional approaches and strategies for EL students in day-to-day. For example, while 9 years of SIOP training has been reportedly delivered, this training did not include Principals. Therefore, the instructional leader of the school is not aware what they should be looking for when they walk classrooms.

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					<p>Work has begun with ELL experts Diane August from AIR. The timeline and deliverables includes work with teams from the high ELL schools with the first step being two days of training on December 5 &amp; 6. The first two days would provide school teams training in a framework for preparing CCLS aligned lessons for ELLs using our newly adopted curricular materials (Journeys/Senderos). The work will target K-6 and participants will leave with completed lessons and a template for scaffolding subsequent lessons. AIR will work with us and the participants throughout the school year to complete curricular adaptations, conduct classroom observations, and guide the ongoing dialogue. In addition, we will be identifying exemplary practices, videotaping, and adapting observation tools. We will be reviewing the assessment practices and current tools for monitoring progress of ELLs.</p> <p>Upon evaluating and analyzing current data and processes, the Multilingual department is preparing recommendations to improve the methods we conduct student placement of ELL students- specifically new comer students. In partnership with our sister district Rochester, they are sharing their strategies that have proven effective in raising student achievement and assimilation. Plan will be ready for presentation Dec 3.</p> <p>The data usage of instructional resources specific for our ELL population such as Imagine Learning has been analyzed. Buildings are being calibrated with license allocations and additional professional development for teachers and instructional leaders.</p>	
	I. Review and analyze the percentage of students receiving special education services, special education referrals and exit rates in Priority schools.	Dec. 31, 2012	Y Williams	<p>There will be a decrease in the number and percentage of students being placed on IEPs; there will be an increase of students exiting special education services and moving to a less restrictive environment. Professional development focused on differentiated instruction will be delivered to support teachers in working with diverse groups of learners within general education settings.</p> <p>a. Review and analysis of special education</p>	<p>A new monitoring strategy for SST team similar to a learning walk model is being developed. The tool will be used to provide specific look fors and feedback.</p> <p>A new committee was formed to progress monitor the student placement process and determine continuous improvement processes. This committee is made of Director of Student Placement, Director of Special Education, Director of Multilingual, and Assessing</p>	

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				<p>enrollmen , referrals an exi ra es in Priority Schools – Oct 2013 – ongoing</p> <p>b. Provision of PD to principals regarding pre-referral strategies and LRE – Dec. 2013-Feb 2014</p> <p>c. Provision of PD on differentiation – 2013-14 ongoing</p> <p>d. Increase in monitoring of student progress to determine appropriate times for less restrictive environment or exiting from services – Oct 2013-ongoing</p> <p>e. Improvement on accuracy of referrals to special education – Oct 2013 and ongoing</p>	Superin en en of Curriculum, Assessmen an Instruction.	
	m. All school an central administrators will be certified in the APPR evaluation process.	Oct.15 & Dec. 2012, Respective y – ongoing as needed	D. Brown	<p>Implemen a ion of he evalua ion process ill commence upon final approval of the APPR.</p> <p>a. Completion of APPR evaluation training by most principals – Oct. 2012</p> <p>b. Completion of APPR evaluation training by remainder of principals, most assistant principals and all except seven (7) central office administrators – Dec. 2012</p> <p>c. Negotiation of an agreement with the BCSA on the APPR Plan – December 2012</p> <p>d. Continuation of efforts to negotiate an agreement with the BTF on the APPR Plan – July 2012 – Jan. 17, 2013</p> <p>e. Identification of opportunity for APPR evaluation training for remaining central office and school-based administrators – March 31, 2013</p>	<p>All a minis ra ors have been raine in he APPR evaluation process. New OATS classes are in the process of being scheduled for newly hired administrators – Principal and Assistant Principals.</p> <p>Additional meetings with both the BTF and BCSA are in the process of being scheduled and dates will be added once they have been finalized.</p>	<p>I ill be impor an o un ers an ha ou s an ing issues still remain for BTF and BCSA.</p> <p>It was said by several Principals that after Kim Marshall's day long presentation, additional work and amendment to the Principal's APPR is needed.</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	D Brown D Sykes	<p>Consis en implemen a ion of he 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> <p>a. Establishment of plan for training and technical assistance – Spring 2013 and ongoing 2013-14 SY</p> <p>b. Conducting quality checks on inter-rater reliability of observations – Spring 2013 and</p>	<p>Observa ion an Analysis of Teaching (OATS) course is scheduled for March, April and May. The other components for the Lead Evaluator certification is integrated into the monthly Leadership Meetings.</p> <ul style="list-style-type: none"> <li>A Board Req. has already been signed by the Chief of Talent Management for the OATS work. A contract will be prepared after Board of Education approval.</li> </ul> <p>Inter rater reliability (IRR)- we have 3 things planned</p>	<p>A Supervising Principal (SP) for APPR has been added to central office. The SP has been working with Principals and teachers on SLO and LMA. Next work will be around artifacts and the NYSUT rubric.</p> <p>The addition of this position will be helpful to the coordination, support, and delivery of the District's work around APPR.</p> <p>Systemic issues remain around connecting systems</p>

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				ongoing 2013-14 SY	<ol style="list-style-type: none"> <li>1. Work from NYS NTI using Duffy videos an calibration. This work is anticipated to begin in January. This is done with True North Logic and is free for NYS districts this year.</li> <li>2. The district will look to contract with Mike Rutherford for 60 administrators to be part of an observation lab. 3x per year, a group of 15 administrators would watch a lesson in one school and then participate in a guided discussion with Mike Rutherford.</li> <li>3. District courses for IRR for SLO rating, collecting low inference evidence and the NYSUT rubric.</li> </ol> <p>Long range plan for future years...</p> <ul style="list-style-type: none"> <li>• To have in house trainers for observing teachers (Possibly OATS certified trainers).</li> <li>• Another 60 administrators participate in the observation lab.</li> <li>• Continue with Duffy calibration online course.</li> <li>• Side by side coaching for observing teachers and providing feedback.</li> </ul>	to ensure teacher and principals associate with students are accurately connected (e.g. course codes).
8 Assessment	a. Develop in writing, the vision, expectation, logistics and accountability for the new Benchmark assessments.	Nov. 1, 2013	Y Williams	<p>Prior y Schools ill use a a from he benchmarks to evaluate current progress of students toward proficiency on state assessments as evidenced in faculty, grade level and department level meetings.</p> <ol style="list-style-type: none"> <li>a. Oral articulation of vision and expectations for use of formative assessments – Oct 2013</li> <li>b. Provision of written vision, expectation, logistics, and accountability – Oct. 2013</li> <li>c. Administration of formative assessments – Oct 2013 – March 2014</li> <li>d. Use of data from formative assessments to determine student progress during CPT, as evidenced by observations and reports – Oct 2013-April 2014</li> </ol>	<p>Leadership sessions were held with principals August 2013 to articulate the vision and expectation of the new formative assessments. A collaborative process between Information Technology and Curriculum Assessment and Instructional (CAI) was established to ensure a successful deploy.</p> <p>A comprehensive year-long calendar was developed that is aligned to the CCSL curriculum maps of ELA and MATH K-12 and distributed to instructional leaders on September 3 2013. Again articulating the vision and expectations.</p> <p>In partnership with the Northwest Evaluation Association (NWEA) the Curriculum Assessment and Instruction division participated in professional development in September on designing formative assessments using best practices. The result was a blueprint for ELA and Math K12.</p>	<p>See 5d.</p> <p>The District staff is to be highly commended for the work around the implementation of the new benchmark system. The leadership of the Chief of CAI has resulted in coherent and connected partnership with NWEA and blueprint for the new common formative assessments. Communication has been thorough and website that offers technical assistance and information has been developed and launched.</p>

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					<p>The development of first CFA for K-12 is complete in Oct 2013 and CFA #2 is currently under development. A global Email notification to schools went out on Oct 10 2013 that clearly articulates the procedures, logistics and expectations of the Common Formative Assessment administration. In addition a WebEx recording reflecting the same was produced and shared. A helpdesk is also available to address user needs. The Common Formative Assessment (CFA) website has been created and services as a host for all communication documents.</p> <p>The online administration of the Common Formative Assessment (CFA) went live on Oct 18. Data is available immediately to students, teachers and instructional leaders. Data baseboard and Illuminate systems are both available for report generation by teachers and instructional leadership teams. Website provides resources and strategies to conduct data conversations. Schools have begun to use their DDI skills and protocols with CFA data housed in the new Illuminate Platform.</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, 2013</p>	<p>Y Williams S Gilani</p>	<p>Overall benchmark assessment results will increase.</p> <ol style="list-style-type: none"> <li>a. Provision of Data Dashboard PD to all principals and central office administrators – August 2013</li> <li>b. Provision of PLOs for all administrators and instructional staff – Sept – Nov 2014</li> <li>c. Increase in state test results (DCIP) – June 2014</li> </ol>	<p>Professional development on Data Dashboard on Illuminate platform was held in Aug 2013 with all principals.</p> <p>Professional development on Data Driven Instruction (DDI) for Cohort 7 and any new hires is currently being conducted. Similar PD is being provided to newly hired instructional coaches.</p> <p>Priority Schools principals will attend additional PD on November 25 where the focus will be on the Common Formative Assessment data and coaching conversations.</p>	<p>There remains some confusion on target setting in general. In a review of some random SCEPs, target setting and the understanding how these were to be set does not appear to be universally understood by those supervising principals and guiding target setting. A review of SCEPs by Chiefs for their respective schools is highly encouraged..</p>
<p>9 Operation &amp; Management</p>	<p>a. Directives have impact day-to-day functioning to schools will be memorialized in</p>	<p>Effective Immediately</p>	<p>All Cabine Members/ P. Fanelli</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> <ol style="list-style-type: none"> <li>a. Distribution of Chief of School Leadership's</li> </ol>	<p>Three Rt T Newsletters have been distributed to all principals, assistant principals, and CAI administrators. The focus contains important information in regards to: - the 2013-2014 New York State Metrics and Expectations</p>	<p>The District continues to provide electronic weekly updates to Principals. The RTTT bi-weekly newsletter provides valuable resources and information for schools as well. These communications are appreciated by sites.</p>

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	writing with copies to Superintendent and other appropriate designees for Priority Schools.			Weekly Newsletter – Sept. 2013 and ongoing b. Distribution of bi-Weekly Race to the Top Newsletter – Oct. 2013 and ongoing c. Distribution of the above and other directives, policies and practices in writing – Oct. 2012 and ongoing	- DTSDE School Reviews - upcoming training opportunities	
	b. All school s affing to be completed by HR with input from principals.	Oct 15, 2013	D. Brown	The Office of Human Resources ill ensure ha vacancies in Priority Schools are filled expeditiously regardless of the time of year. a. Authorization of principals to select from among pre-screened candidates to fill true vacancies in their schools – Aug. 2013 b. Expeditious filling of vacancies, given ample talent pool and funding – Aug. 2013 and ongoing c. HR assumption of responsibility for all staffing functions, with input from principals as appropriate – October 2013. d. Restructuring of HR Department to facilitate expeditious staffing – June 2013	S affing/HR manager hire as of Oc ober 2013 Priori y is to better develop the plan for filling of vacant positions – especially at priority schools.  Priority was given to the staffing of vacant positions at priority schools for positions of instructional coach and Dean of Students. This continues to be the case, realizing those schools are greatest in need of staffing quickly.  Principals have consistently been given a pool of candidates to call, schedule meetings/interviews and select. Principals and Assistant Principals have also played a huge roll in the initial interview process as panelists.  HR Department restructuring is still on-going with the solidifying of teams to serve the schools under the Chiefs of School Leadership.  New Director of Recruitment and Employment Services is working to ensure quality pools are maintained for all subject areas.  HR Generalist and their teams have been divided based on the reporting to Chiefs of School Leadership. The Directors in the Office of School Leadership work with the HR Generalist and teams in the Talent Management department that handle all aspects of HR related to their schools.	The Dis ric has sho n improvemen in he staffing of schools. While vacancies still exist (i.e., coaches, aides ) most of these are due to the inability to find qualified candidates. The District continues to post and interview.
	c. Review and analyze student placement decisions for general and	December 2013	W. Keresztes Y. Williams	S u en placemen s across he is ric ill be equitable and based on clear and delineated processes that all Priority Schools understand. Data on student placement at Priority Schools will	Cen ral Registra ion has been assigned a new Division Head and Director as of September 2013.  Quarterly student placement meeting is scheduled for	It is unclear if there is a District plan underway to address the placement of EL and students with disabilities at Priority Schools. The percentage of



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	special education and English learners			be collected on a quarterly basis and monitored to ensure placement is equitable and meets the needs of students. <ul style="list-style-type: none"> <li>a. Review and analysis of student placement decisions – Nov, 2013</li> <li>b. Provision of guidance to Central Registration Center (CRC) leadership to facilitate NCLB School Choice placements – Sept. – Dec. 2013</li> <li>c. Review of quarterly student placement reports – Nov 2013, Jan, March and July 2014</li> <li>d. Provision of guidance to CRC leadership to better inform parents of options for student placement during registration – Oct, 2013 and ongoing</li> </ul>	November 20	students on IEPs at Priority Schools exceed the District's average.  Noted are the quarterly meetings that may provide the opportunity for such a systemic plan to be developed. It is recommended that Principals be a part of the plan development.
	. Explore and expand existing student support services (e.g., family support coordinators model) to include the establishment of city- and county-wide targets for coordinated multi-agency efforts that directly address a myriad of factors impacting student achievement (e.g., chronic absenteeism).	Jan 2014	W. Keresztes	Attendance rate will increase, chronic absenteeism will decrease, and student outcomes will improve across multiple measures in all Priority Schools. <ul style="list-style-type: none"> <li>a. Exploration of services – Nov. 2013</li> <li>b. Expansion of services: Ready Freddy and Get Schooled attendance programs – Sept. 2013</li> <li>c. Expansion of services: Placement of a Site Facilitator in each Say Yes to Education Cohort 1 School and Closing the Gap School (total of 27) – Sept 2013</li> <li>d. Expansion of services: Placement of a Parent Facilitator in each school – Sept. 2013</li> <li>e. Launch of phase 1 of the District Student Monitoring System, with teacher and student surveys sent – Oct 2013</li> </ul>	<ul style="list-style-type: none"> <li>a. 3 meetings held with county stakeholder team throughout summer and fall 2013.</li> <li>b. RF launched in 15 total schools in August 2013; campaigns engaged at new schools.</li> <li>c. SY Site facilitators placed at approximately 30 schools to implement tertiary –level interventions and implementation of SMS October 2013</li> <li>d. All district schools have assigned parent facilitators as of September 2013—exceptions will periodically include replacement of current PFs and transition for new personnel.</li> <li>e. SMS launched for use in approximately 20 schools with training held at E1B in Oct. 2013.</li> <li>f. In Oct. 2013 Erie County committed to fully funding site facilitators in all district schools for tertiary level intervention support.</li> <li>g. Simultaneously, Erie County establishes framework for Medicaid-generating mental health services to be located inside schools beginning Sept. 2014. Approximately 12 schools will be selected to start.</li> </ul>	Please provide information that addresses the overall Evidence of Success.  In general, what are the results of the 'exploration of services' and the 3 meetings held?  Please provide an update of the Say Yes facilitators at Priority Schools. What data do we have to celebrate? Same for Parent Facilitators?
	e. Parents/Guardians will be actively		W. Keresztes	Parents/Guardian/Families will be actively engaged in attending and contacting other	Strategic Alignment Handbook was developed for Parent Facilitators	The District has a new Parent Engagement Director. The parent engagement policy is still under review.

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	<p>engaged inParent engagement workshops, events, as well as District/School based reporting to the State (e.g., DCIP, SCEP Consolidated Application)</p>			<p>parents/families to participate in Parent Involvement/Engagement workshops designed to build capacity for effective, meaningful participation in the education of their child(ren).</p> <ul style="list-style-type: none"> <li>a. # of workshops hosted by the District</li> <li>b. # of parents/families attending workshops</li> <li>c. # of "contacts" made by parent facilitators</li> <li>d. Survey results indicating workshop effectiveness (i.e., were needs of parents/families met, suggestions for improvement, ideas for subsequent topics)</li> <li>e. Developing and participating in action steps for the successful implementation of the NNPS (Epstein) Six Types Model of Parent Involvement</li> </ul> <p><b>Appendix 8A Parent Handbook</b></p>	<p><b>a-b. # of workshops and attendees</b></p> <p><b>Parent Facilitator Workshops – 5</b></p> <p>7/26 - Intro to Epstein/NNPS - (5 attendees)</p> <p>08/13 - Introduction, Orientation, Roles/Responsibilities for 2013-2014 - (37 attendees)</p> <p>09/25 - 2nd Orientation and PI Budgeting for Parent Facilitators (26 attendees)</p> <p>10/17 - School Based Management Teams (30 attendees)</p> <p>11/14 – DCIP/SCEP/DTSDE - (36 attendees)</p> <p><b>Community Workshops - 3</b></p> <p>10/19 - Parent Portal - (63 attendees)</p> <p>11/14 - DCIP/SCEP/DTSDE - (36 attendees)</p> <p>11/21 - Superintendent Roundtable (attendee information not available yet)</p> <p><b>c. # of contacts made by parent facilitators</b></p> <p>A quarterly review of contact/phone logs is "due" the first week of December. We will be able to provide data at that time.</p> <p><b>d. Survey results.</b> The workshops have been effective in that most attendees indicated the information/topic was useful and valuable for them as parents in the District.</p> <p>Attendees indicated that time of day of the workshops are an issue, regardless of transportation, consequently, the Office of parent/Family Engagement is now offering two workshops per topic: am and pm.</p> <p>Ideas for subsequent topics were suggested and as a result, the below are topics for the remainder of 2013-14.</p>	<p>It is critical that transparent and collaborative efforts begin immediately to ensure that genuine parental engagement, participation, and collaboration take place for the DCIP, SCEPs and Consolidation Application efforts that are required under Ed Code.</p> <p>It is critical that the District expand its efforts for parental engagement beyond the DPCC to ensure a wider population of parents are involved in District opportunities.</p>