
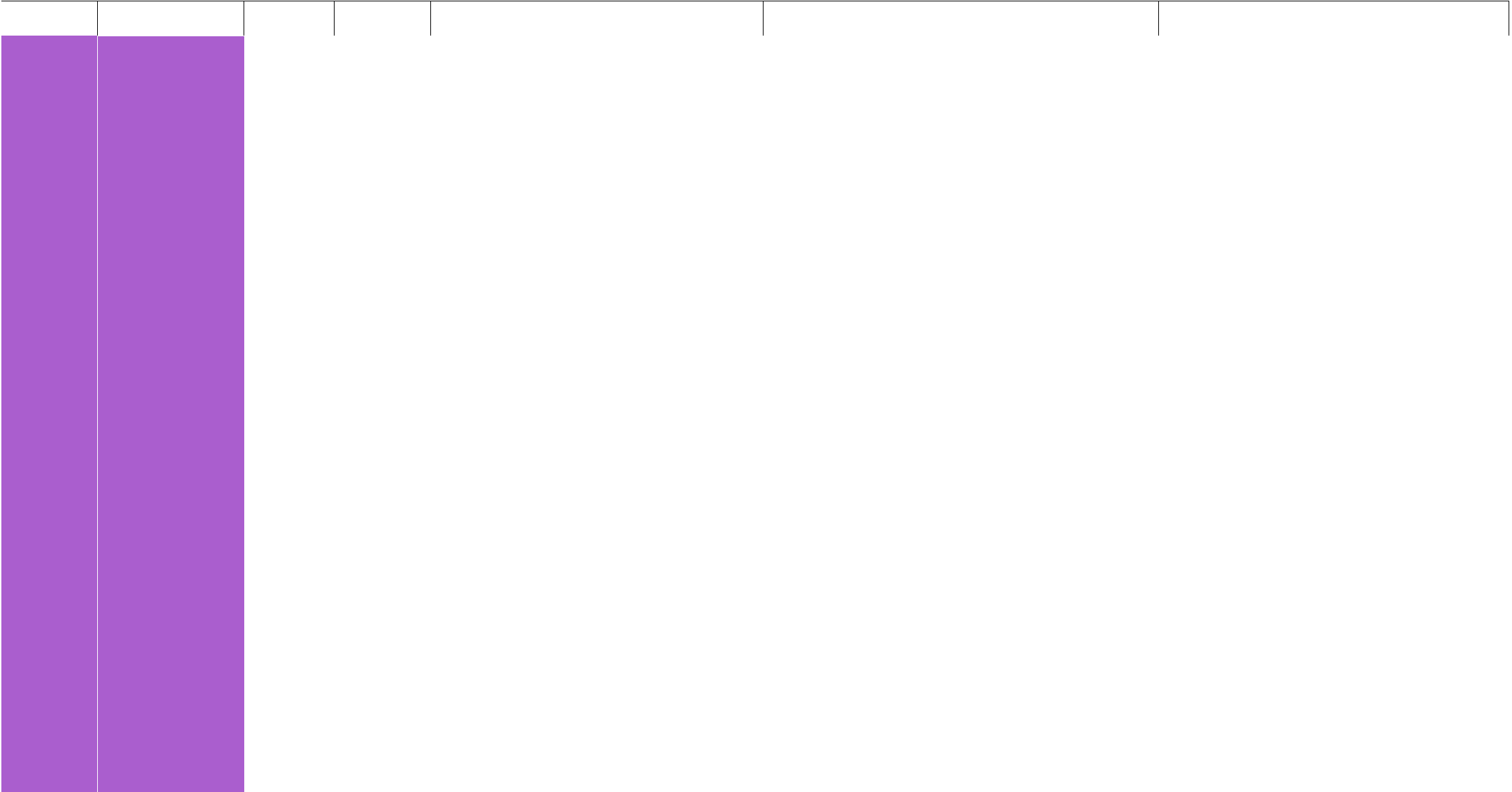



Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager ¹	Evidence of Success	Status Update as of July 18, 2014	DE Comments
					tool that allows us as instructional leaders in our building to take a closer look at the data that's reflective of classroom visits and apply it to an action plan. " ACTI n BT /CS0 cs Tw 0 Ts 100 Tz 0 Tr 8.2	
						

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

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

BUFFALO PUBLIC SCHOOLS ACTION PLAN STATUS UPDATED

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

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	on student achievement.			intervention will be provided for Priority Schools that is preventative and proactive in progress		



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	j. Evaluate and analyze the current instruction, training, supervision, and service delivery for students with disabilities to understand the lack of achievement.	Nov. 1, 2013	M. Pauly	Improved and accelerated outcomes for students		

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	<p>central administrators will be certified in the APPR evaluation process.</p>	<p>during the 2012-2013 school year.</p> <p>This item is ongoing. (e.g., for new admin.)</p>		<p>commence upon final approval of the APPR.</p> <ul style="list-style-type: none"> a. Completion of APPR evaluation training by most principals ð Oct. 2012 b. Completion of APPR evaluation training by remainder of principals, most assistant principals and all except seven (7) central office administrators ð Dec. 2012 c. Negotiation of an agreement with the BCS on the APPR Plan ð December 2012 d. Continuation of efforts to negotiate an agreement with the BTF on the APPR Plan July 2012 ð Jan. 17, 2013 e. Identification of opportunity for APPR evaluation training for remaining central office and school-based administrators ð March 31, 2013 	<p>they were enrolled in.</p> <p>Dates: March 19 & 20, April 22 & 23, May 13, 16 & 30 ð Site</p> <p>Visits will take place on May 14, 15, 27, 28 or 29</p> <p>Time: 8:30-3:00</p> <p>Location: BPDTC</p>	<p>certified in the APPR evaluation process.</p>
	<p>n. Establish a written</p>					

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

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