

BUFFALO PUBLIC SCHOOLS ACTION PLAN STATUS UPDATE January 7, 2013

Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager <sup>1</sup>	Evidence of Success	Status Update as of January 30, 2013	Distinguished Educator Comments
1 Governance	a. Conduct an FTE run of schools by position to compare staffing to student enrollment.	October 1, 2012  Appendices A and B (FTE and CA Staffing)	D. Brown	The district will make decisions how to equitably staff schools and will adjust FTE accordingly. There will be revisited/revised "Budget Assumption" that is used to staff schools in an equitable and consistent manner.  a. Completion of FTE run on Oct. 1, 2012 b. Revisiting and possible revision of budget assumptions for staffing on March 1, 2013 c. Development of a more equitable staffing formula on March 1, 2013 d. Provision of a more equitable preliminary staffing allotment to schools on March 15, 2013	The FTE run of schools was completed prior to October 1, 2012, according to specifications. Equitable and consistent staffing allocation decisions are being made in a manner that does not disrupt the climate and operations within schools. For example, differentiated allotments have been provided for ESL teachers and SAMs. Also, the Office of School Performance has been re-structured to provide more individualized school-based support through three Community Superintendents and Academic Support Teams.	A data run of FTE of all schools will be used to begin discussions around revisions of budget assumptions and equitable staffing formulae. The data run reveals excessive/ additional FTEs across most schools, including Priority Schools, while performance at those schools remain relatively flat. Budget discussions and allocations are underway for this Spring's budget cycle.
	b. Create school-based budgets based on per pupil expenditure for Title I and III.	March 15, 2013  Appendices C, D, E, F, G, and H	B. Smith	Each Priority School will have its own budget with which to staff the school and provide professional development, and purchase materials based upon school needs.  a. Provision of professional development on the use of data to inform planning on Dec. 21, 2012 and ongoing b. Provision of professional development on the budget process on Feb. 28, 2013 c. Development and articulation of district-wide system of focused/earned autonomy for decision making on March 15, 2013 d. Provision of preliminary budget allocation to each Priority School, based on per pupil expenditure for Title I and III on March 15, 2013	On November 5, 2012, the Buffalo Public Schools launched its strategic planning process through the presentation of the findings of strategic reviews focused on finance and curriculum and instruction that were conducted by external consultants last spring. A list of strategic priorities will be developed by the end of February 2013, which will be used to inform the 2013 budgeting process. The strategic plan will be completed in the spring of 2013.  Principals will be able to exercise greater autonomy in the use of their budgets with regard to school personnel services and materials in preparation for the 2013-14 school year. In the meantime, through the use of Title I and III and other grant and O&M funds, Priority Schools are being provided with differentiated resources for parent involvement/engagement, extended day programs, professional development opportunities, and school-based instructional and leadership support.  Principals must understand how to access and use relevant data in order to develop effective plans, align appropriate resources to those plans, monitor plan implementation, and make adjustments as needed. The PD sessions focusing on data, (Appendix C), are intended to build the principals' capacity, as a precursor to the PD that they will receive on the budget process.	The listed interim benchmarks provide clear targets toward meeting the action step. Discussions about school-based budgets are underway.  It is unclear what the plan or conversation is to address the SIG schools that will no longer be funded next year (e.g. South Park).  The attachments to support (b), while informative, do not directly support professional development (PD) related to supporting principals on the creation of school-based budgets. However, to ensure that principals are able to make the best decisions for the use of resources, PD efforts have been made to familiarize principals with resources to access and use relevant data to inform planning (Appendix C). Attendance is not required.  Other Appendices (D, E, F, G) reference differentiated personnel support, parent engagement funding, and school program funding which Priority School principals could use to target their schools' needs.  It is unclear what the outcomes and expectations of the PD listed are (Appendix C). As submitted, the Attachment is a calendar and matrix of title of PD offerings. These PD offerings are provided. Attendance is not required.

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<p>c. Provide budget training and oversight to all central and school personnel to develop data-based accountability &amp; oversight.</p>	<p>Beginning January 2013  Appendix C</p>	<p>B. Smith</p>	<p>All Central Office and site expenditure decisions will be based upon data and a set of parameters that guide the allowed use of funds per federal law.</p> <ul style="list-style-type: none"> <li>a. Provision of professional development on the use of data to inform planning 9 Dec. 21, 2012 and ongoing</li> <li>b. Provision of professional development on the budget process 9 Feb. 28, 2013</li> <li>c. Priority Schools 9 development of proposed budgets based on relevant data 9 April 30, 2013</li> <li>d. Review and approval of Priority Schools 9 budget by the Superintendent or designees 9 May 31, 2013</li> <li>e. Ongoing review of the use of Priority Schools 9 budget to achieve specific targets and ensure regulatory compliance 9 June 30, 2013 and ongoing</li> </ul>		
<p>d. Move toward a decentralized school-based system of professional development.</p>	<p>March 15, 2013 March-Sept. 2013  Appendix C</p>	<p>F. Wilson</p>	<p>Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result.</p> <ul style="list-style-type: none"> <li>a. Provision of professional development on the use of data to inform planning 9 Dec. 21, 2012 and ongoing</li> <li>b. Provision of professional development on the budget process 9 Feb. 28, 2013</li> <li>c. Establishment and implementation of a system earned autonomy for professional development decision-making 9 March 15, 2013 and ongoing</li> </ul>		
<p>e. Examine and evaluate the current Targeted Assistance Title I schools (15) to ensure the fidelity of fit to the needs of the students/school.</p>	<p>January 2013  Provided on Dec. 21, 2012</p>	<p>F. Wilson</p>	<p>Schools remaining Targeted Assistance will document 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 Dec. 21, 2012</li> <li>b. Evaluation of suitability of Targeted Assistance</li> </ul>		

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					o Syracuse City School District has school-wide Title I assignments; no Targeted Assistance assignments	
2 organization	a. Establish monthly Principal Meetings for Priority School principals to build skills and capacity to use data to drive instructional decisions.	October 1, 2012  Appendices I-N	F. Wilson	Principals will have networks of supports and collaboration among and between colleagues. Principals will report that the meetings added value to their skill and knowledge regarding how to accelerate improved outcomes for students. a. Publication of calendar for monthly Principal Meetings on Oct. 1, 2012 b. Holding regular cluster meetings on Aug. 28, 2012 and ongoing c. Regular meetings with Superintendent on Sept. 2012 and ongoing d. Configuration of meetings based on need on Aug. 28, 2012 and ongoing e. Task force service opportunities on Nov. 1, 2012 and ongoing f. PGS evaluations on Oct. 1, 2012 and ongoing	Regular Principal Meetings were launched on Aug. 28, 2012, with a two-day Leadership Conference. The schedule for monthly Principal Meetings was distributed to all principals in September 2012. The Superintendent meets with Priority School principals at least monthly.	Priority School Principal meetings have taken place in Sept, Oct, Dec, and Jan. It is anticipated that these meetings, going forward, will be interactive professional growth opportunities.  It has been requested that a calendar of monthly Priority School Principals be developed through the purpose of delivering PD to schools that will inform and develop the knowledge to lead work around school review rubrics, SCEPS, as well as other identified needs.  As 2 <sup>nd</sup> semester begins, a meeting has been scheduled for Feb. 7, 2013 for the purpose of targeted PD for Priority Schools. It has been communicated to the Priority School principals by the Community Superintendents. The Community Superintendents are confirming meeting dates through June 2013 and will send a follow up notification. Topics of meeting TBD.
	b. Establish a year long calendar of Principal Meetings and opportunities for schools to break out by level (elementary, middle, high school).	October 1, 2012  Appendices I-N	F. Wilson	Principals will have networks of supports and collaboration among and between colleagues. Principals will report on how they are providing support for their schools.		

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c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority	Dec. 1, 2012	F.			
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					Academic Recovery Center for over-age, under-credit students in 2013-14.  Priority School students will be given preference for participation in all of the opportunities mentioned above.
3 rticulation/ Coord	a. Define, in writing, the autonomy and decision making authority of Priority School principals.	Nov. 1, 2012	P. Brown	Priority School principals will understand & execute their autonomy and authority to make site-based decisions, based on data, to accelerate improved student outcomes. Student outcomes will improve as a result (NOTE: Currently school-based budgets do not exist. The ability to impact and change current instructional support structures is limited for SY2012-13.) <ul style="list-style-type: none"> <li>a. Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard) ̢ Oct. 2012</li> <li>b. Clear oral and written articulation of policies, guidelines, and performance standards for the of principal ̢ November 1, 2012 and ongoing</li> <li>c. Provision of professional development on the use of data to inform planning ̢ Dec. 21, 2012 and ongoing</li> <li>d. Provision of professional development on the budget process ̢ Feb. 28, 2013</li> <li>e. Establishment and implementation of a system earned autonomy for professional development decision-making ̢ March 15, 2013 and ongoing</li> <li>f. Meeting multiple SCEP targets ̢ June 30, 2013</li> </ul>	All principals have been provided with numerous written sources of information on standards of practice, decision making authority and available resources, including but not limited to a regularly updated online Leadership and Operations Handbook, Curriculum and Instructional Framework, core instructional materials, weekly Race to the Top and Community Superintendents Newsletters and Professional Development Plan and opportunities.  This past summer, all principals received written procedures for utilizing their budgets and selecting candidates to fill their personnel vacancies. In early October 2012, they received additional written information on the process to select personnel for the vacant positions.  Priority School principals have been provided with school-based budgets for parent engagement, and a variety of PLOs in prioritized areas (for themselves and their staff members). Within the parameters set by federal and state law and regulations, Board of Education



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<p>b. Implement a system to monitor, on a monthly basis, the service and support provided by the Office of School Performance to Priority Schools.</p>	<p>October 19, 2012</p> <p>Appendices K, T, U, and V</p>	<p>P. Brown</p>	<p>Priority Schools will report and show evidence of impact of support provided by the Community Superintendents and respective staff. Result will be improved student outcomes across multiple measures (e.g., suspension, attendance, achievement, referrals to special education, student transfers, discipline referrals, support services, parent participation).</p> <ul style="list-style-type: none"> <li>a. Superintendent's weekly review meetings with the Community Superintendents and CAO ̢ S 2012 and ongoing</li> <li>b. Training in use of Observation Tracker for Community Superintendents ̢ Oct. 2012</li> <li>c. Monthly monitoring of student outcomes ̢ Oct 2012 and ongoing</li> <li>d. Superintendent's regular review of School</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>Appendices C, D, L, M, T, U, V, and W</p>	<p>F. Wilson M. Boorady C. Harrington D. Mauricio</p>			

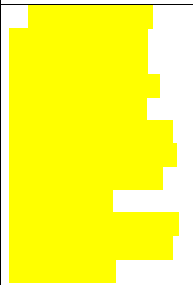



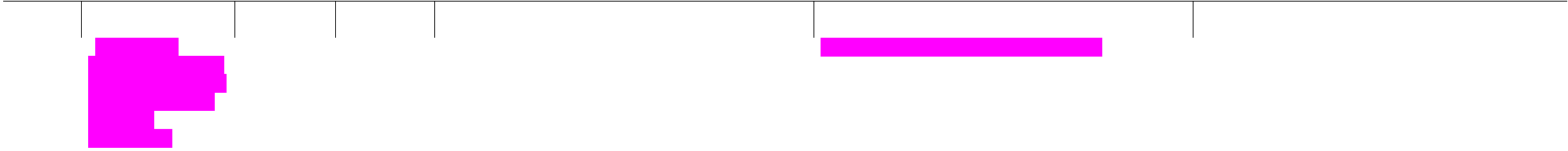


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<p>b. Provide training for Priority School principals and site leadership teams on the data dashboard.</p> <p>c. Provide on-going training on the use of data from the dashboard to drive instruction, planning, and delivery of services to students.</p> <p>d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark</p>	<p>Nov. 16, 2012</p> <p>Appendices C, L, M, X, and Y</p>	<p>F. Wils scn B</p>	<p>c. Launch of a more comprehensive Data Dashboard ̢ Oct. 19, 2012</p>		
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<p>assessments.</p>	<p>Appendix CC</p>		<p>benchmark assessments ̢ Oct. 2012</p> <ul style="list-style-type: none"> <li>b. Development of an assessment calendar, including formative assessments ̢ Nov-Dec. 2012</li> <li>c. Distribution of written procedures and logistics for new formative assessments ̢ Jan. 15, 2013</li> <li>d. Development and administration of the new formative assessments ̢ Jan. 2013</li> <li>e. Use of formative assessment results and other</li> </ul>		
 					





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<p>use and impact of NOVA net in Priority Schools for students in need of credit recoupment and acceleration.</p>	<p>2013</p> <p>Appendices O, Z and EE</p> <p>See copy of audit report</p>				
<p>f. Evaluate the impact of the current special education service delivery model of co-teaching and its impact on students with disabilities performance outcomes.</p>	<p>Nov. 1, 2012</p> <p>Appendices O, II, JJ, and KK</p>				
<p>g. Evaluate the current alternative education model, including site-based instructional delivery and staffing for suspended students.</p>	<p>Dec. 1, 2012</p> <p>Feb. 15, 2013</p>				

<p>h. Evaluate the role, function, and -1.14 T</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p>			<p>[Redacted]</p>	
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