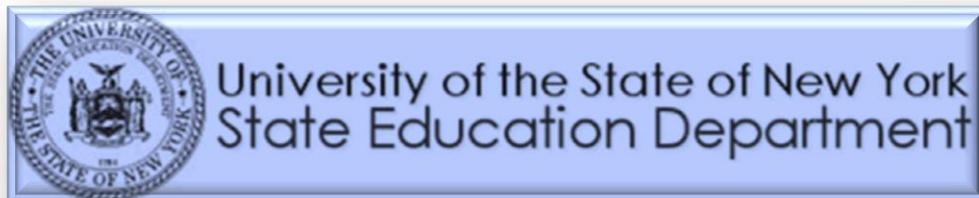


**District Comprehensive
Improvement Plan/School
Comprehensive
Education Plan Feedback
2014-2015**



OVERVIEW

- Interpreting Feedback
- Making Revisions
- Sample
- Moving Forward

INTERPRETING FEEDBACK

- Same structure as 2013-14 feedback
- 3 main sections:
 - Planning process
 - Program review
 - Fiscal review

INTERPRETING FEEDBACK:

Planning Process

- Assess' evidence of a quality system planning process:
 - Does the plan contain evidence of collaboration from stakeholder groups?
 - Does the overview clearly articulate the planning process that occurred?
 - Was feedback from the prior year or from DTSDE reviews used to inform decisions?
 - Was data reviewed and used? Was data defined?
 - Were prioritization of goals and activities justified based on data?
 - Were resources of time sufficiently allocated?
 - Is the calendar realistic and achievable?
 - Is funding sufficient?
 - Are measurement methods identified?

District Comprehensive Improvement Plan Review Form – For Review of 2014-15 DCIP Submissions

| | |
|-----------------------|-----------------------|
| LEA NAME: | REVIEWER NAME: |
| LEA BEDS CODE: | NYSED LIAISON: |

PLANNING PROCESS

SYSTEMIC PLANNING

This section is intended to give feedback to the District regarding evidence of a quality system planning process that resulted in an improvement plan designed to achieve excellence. Quality systemic planning requires the ability of district leaders to engage stakeholders in processes that examine data and prioritizes areas of need based on that examination of data. It requires teams to develop a Theory of Action that defines member beliefs to teach, support and demand changes in certain behaviors that will maximize the probability of positive outcomes for student learning. Systemic planning directs resources toward those actions and provides support during the evolution of change. Quality planning also measures implementation on two levels: 1) the degree to which training and support have delivered on the right promises, and 2) the degree to which positive changes in student outcomes are evident.

On a Likert scale from 1 to 4, components of the quality of a planning process for this district are rated below. Reviewers will place an "X" in the most appropriate box for each subset.

KEY

| | |
|-----------------------|---------------------|
| 1=Insufficient | 3=Reasonable |
| 2=Limited | 4=Exemplary |

| Subsets of Planning Criteria | | 1 | 2 | 3 | 4 |
|-------------------------------------|--|----------|----------|----------|----------|
| A | This plan contains a narrative summary that captures an overview of the district planning process and includes some detail for each area of planning listed below in letters B through M. | | | | |
| B | This plan contains evidence of collaboration from multiple stakeholder groups (administration, teachers, parent(s), community, students (as appropriate), etc. | | | | |
| C | This plan contains evidence that this year's planning process and improvement decisions were informed by feedback sent from the NYS Education Department (NYSED) that followed the previous year improvement plan. | | | | |
| D | This plan contains evidence of alignment to prioritized recommendations from an external or internal review | | | | |

INTERPRETING FEEDBACK:

Program Review

- Organized according to Tenet
- 3 ratings:
 - Developed
 - Partially Developed
 - Insufficiently Developed
- Evidence – Specific language lifted from the submitted DCIP or SCEP
- Recommendations – Indicate revisions needed for 2014-15

| | | | | | |
|----------|--|--|--|--|--|
| | desired changes in behavior that will most likely result in the best outcomes for student learning. Funding is properly aligned to specific activities as required. | | | | |
| L | This plan contains evidence that measurement of skill implementation will take place and will be used to provide feedback, reflection, and on-going improvement. Measurement methods are identified. | | | | |
| M | This plan contains evidence that measurement of student learning will take place and will be used to provide feedback, reflection, and on-going improvement. Measurement methods are identified. | | | | |

| DEFINITIONS | | |
|--|---|--|
| DEVELOPED | PARTIALLY DEVELOPED | INSUFFICIENTLY DEVELOPED |
| <i>A developed plan contains strong evidence that the plan addresses critical alignment of goals and activities in direct response to data-driven recommendations within</i> | <i>A partially developed plan contains some evidence that the plan addresses limited critical alignment of goals and activities in direct response to data-driven</i> | <i>Insufficient evidence means that the plan contains errors in critical alignment of goals and activities in direct response to data-driven recommendations</i> |

| | | |
|--|---|--|
| <i>the appropriate tenet(s). Recommendations may have resulted from either an internal or external review. Strong systemic planning increases the ability of the school system to achieve meaningful improvement in student learning outcomes. Ongoing measurement, reflection, and adjustment is planned to determine implementation success.</i> | <i>recommendations within the appropriate tenet(s). Recommendations may have resulted from either an internal or external review. Limited systemic planning diminishes the ability of the school system to achieve meaningful improvement in student learning outcomes.</i> | <i>within the appropriate tenet(s). Recommendations may have resulted from either an internal or external review. Errors in systemic planning severely diminish the ability of the school system to achieve meaningful improvement in student learning outcomes.</i> |
| TENET 1: | DISTRICT LEADERSHIP AND CAPACITY: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful. | |
| Whole <input type="checkbox"/> | By SOP <input type="checkbox"/> | |
| TENET 1 Statement of | District has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community | |

| | | | | | |
|----------------------------------|----------|----------|--|--|--|
| TENET 1 | | | District is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community. | | |
| Statement of Practice 1.3 | | | Impact: The resources in the district are effectively administered to promote school improvement and success. | | |
| D | P | I | Developed | Partially Developed | Insufficiently Developed |
| | | | <p><u>This plan contains strong evidence of:</u></p> <ul style="list-style-type: none"> Structures for assessing and deploying resources that readily respond to the expressed needs of school communities. Ongoing assessments to provide adaptive support to school leaders in these areas: <ul style="list-style-type: none"> ✓ how the school is organized, and ✓ <u>how</u> the school benefits from resources allocated by the district. Resources that are equitably and adequately allocated throughout the district to meet student, staff, and family needs. | <p><u>This plan contains some evidence of:</u></p> <ul style="list-style-type: none"> Structures for assessing and deploying resources that readily respond to the expressed needs of school communities. Ongoing assessments to provide adaptive support to school leaders in these areas: <ul style="list-style-type: none"> ✓ how the school is organized, and ✓ <u>how</u> the school benefits from resources allocated by the district. Resources that are equitably and adequately allocated throughout the district to meet student, staff, and family needs. | <p><u>This plan contains insufficient evidence of:</u></p> <ul style="list-style-type: none"> Structures for assessing and deploying resources that readily respond to the expressed needs of school communities. Ongoing assessments to provide adaptive support to school leaders in these areas: <ul style="list-style-type: none"> ✓ how the school is organized, and ✓ <u>how</u> the school benefits from resources allocated by the district. Resources that are equitably and adequately allocated throughout the district to meet student, staff, and family needs. |
| | | | <u>EVIDENCE</u> | <u>EVIDENCE</u> | <u>EVIDENCE</u> |
| | | | <u>RECOMMENDATIONS</u> | <u>RECOMMENDATIONS</u> | <u>RECOMMENDATIONS</u> |
| TENET 1 | | | The district has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and | | |

INTERPRETING FEEDBACK:

Fiscal Review

- District Level:
 - Were the minimum set-aside requirements met?
 - Do activities have sufficient funding?
 - Are schools allocated sufficient funding?
- School Level:
 - Are projected costs reasonable?
 - Does the building allocation match the allocation from the DCIP?



Reminder: This is a working plan, not a budget.

| Fiscal Review | | |
|---|------------|-----------|
| TIER 1 PRIORITIZED ACTIVITIES | | |
| INDICATOR | YES | NO |
| Has the District met the reserve for Tier 1 prioritized activities? | | |
| Do the activities identified in section D align to the prioritized activities identified in section C? | | |
| Is the cost identified in section C reasonable in achieving the activities identified in section D? | | |
| TIER 2 ALLOWABLE ACTIVITIES | | |
| Does the amount of funds budgeted for Tier 1 and Tier 2 match the amount of planned expenditures on the "DistrictInfoSheet(1)"? | | |
| TENET TABLES | | |
| Are the activities identified in section E aligned to the activity identified in section G? | | |
| Is the cost identified in section I reasonable for completion of the activity in section E? | | |
| FISCAL SUMMARY | | |
| Do the building allocations match the totals from the DCIP Tenet Tables? | | |
| | | |

MAKING REVISIONS

- Directive clearly stated in feedback:
For the 2014-15 amendment....
- Opportunity to make additional changes
- Build robust program
- Team effort: Consult with stakeholders
- Signatures: dependent on district policy



...

The sample provides a snapshot of a fairly well developed statement of practice

ool Name:

Tenet 3: Curriculum Development and Support

| Statement of Practice Addressed | B1. HEDI Rating | B2. HEDI Rating Source |
|--|-----------------|------------------------|
| P 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | Developing | District-Led Review |

Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

| | |
|---------------------------------|---|
| Recommendation / Rationale #1 - | Attention needs to be given to developing and supporting a collaborative learning culture for all faculty and students. |
| Recommendation / Rationale #2 - | Design protocols to monitor and adjust instructional practices using ongoing student data |
| Recommendation / Rationale #3 - | Revisit the use of the Tri-State Rubric to teachers as a process to support unit and lesson planning. |

Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

| | |
|---------|---|
| Goal #1 | Within each grade level, 100% of the teachers will collaborate to create monitoring tools, and analyze data from existing monitoring tools (i.e. STAR Assessments, DRA) in ELA and Math (see Tenet 4.5) for implementation in September 2014. |
| Goal #2 | On a monthly basis, each grade level will meet with the principal to present their ELA, Math, and Behavioral data and action plans for improvement created using data from student self-monitored checklists and teacher compilation portfolios of student progress., with focus on subgroup achievement and identified at-risk students. |
| Goal #3 | 90% of the teachers will participate in a minimum of three "instructional rounds" (on grade level and vertical grade) by June 2015 as evidenced by instructional round observation sheets and minutes from debrief discussions. |

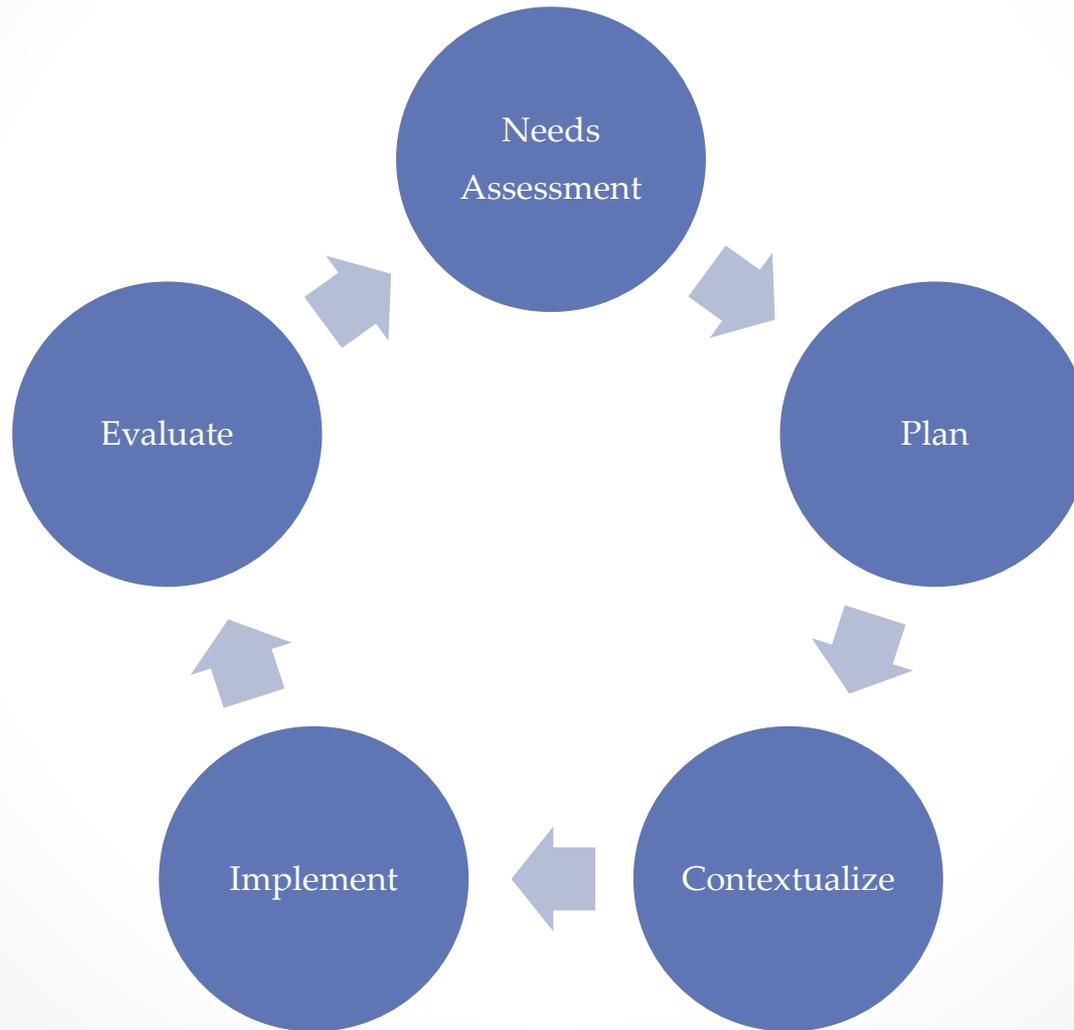
| Goal(s): List the number of the goal to which the proposed activity aligns. | E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). | F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements. | G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported. | H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity. | I. District Cost(s): Identify the district cost associated with each fund source. | K1. Timeline: Identify the projected start date for each activity. | K2. Timeline: Identify the projected end date for each activity. |
|---|---|---|---|---|---|--|--|
| Goal #1 | Building team members will design formative and summative assessment tracking sheets across PreK-4, and design protocols for students to self monitor in Reading, Writing, and Math. | Improvement | Tier 2-13 | Local/General Fund | \$2,500 | June 27, 2014 | August 30, 2014 |
| Goal #1 | All staff will be trained in how to use the self-monitoring protocols with their students at the first faculty meeting by SCEP team members. | Improvement | Tier 2-13 | Local/General Fund | \$5,200 | September 11, 2014 | September 11, 2014 |
| Goal #1 | Students reading on a DRA level of 3 or higher will record their Guided Reading levels on a ladder chart and set learning targets for themselves. Students in grades K-4 will choose and reflect upon one writing | | | No Cost | \$0 | September 15, 2014 | June 30, 2015 |

| Sample SCEP 2014-2015.pdf - Adobe Acrobat Pro | | | | | | | |
|---|--|----------------|-----------|---------------------------------------|----------|--------------------|-----------------|
| File Edit View Document Comments Forms Tools Advanced Window Help | | | | | | | |
| Goal #1 | Using the grade level tools created/provided, each teacher will tabulate and evaluate the data to adjust instructional practices for the following week. Students will earn a weekly paycheck of "Smart Schools Cash" for use in the school store, based on completion of checklists. | Not Applicable | | SIG (a) | \$19,500 | September 15, 2014 | June 30, 2015 |
| Goal #2 | On a monthly basis, each grade level will meet with the principal to share their ELA, Math, and Behavioral data from student self-monitored checklists and teacher compiled portfolios of student progress., with a focus on the subgroup improvement and identified at-risk students. | Improvement | Tier 2-13 | No Cost - done during contractual day | \$6,500 | October 1, 2014 | June 30, 2015 |
| Goal #3 | The principal will distribute the Tri-State Rubrics in ELA and Math to the staff by Sept 2, 2014. | Improvement | Tier 2-9 | No Cost | \$0 | September 30, 2014 | October 2, 2014 |
| Goal #3 | A SCEP team member will provide 1 hour of in-service training on the Tri-State Rubric in ELA and Math during the 2nd hour of the October, 2014 faculty meeting to aid the teachers in modifying lesson plans so they | Improvement | Tier 2-9 | Local/General Fund | \$1,000 | October 9, 2014 | October 9, 2014 |
| Goal #3 | The math AIS, Special Ed consultant and classroom teachers will adapt the math supplied lesson plans from the State Education department and the district-provided Core Investigations (ELA/Social Studies/Science) utilizing the Tristate rubric to meet the needs of the current Smart Schools students. | Improvement | Tier 2-9 | SIG (a) | \$1,500 | September 2, 2014 | June 19, 2015 |
| Goal #4 | Sub coverage will be provided to allow time for teachers to participate in collaborative planning, instructional rounds, the development of formative and summative assessments, data analysis and creation of academic improvement plans as part of the Data Wise Improvement Process. | Improvement | Tier 1-1 | Title IIA | \$2,850 | January 5, 2015 | June 5, 2015 |
| | Teachers will implement STAR assessments (Math, | | | No Cost | \$0 | September 19, 2015 | June 12, 2015 |

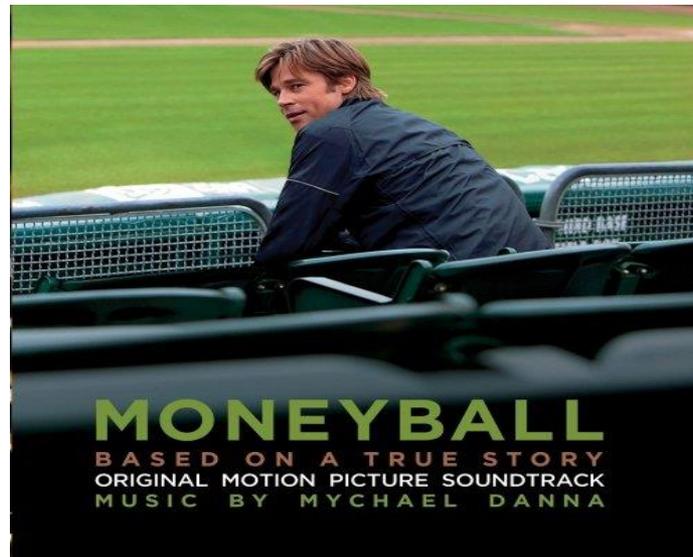
MOVING FORWARD



MOVING FORWARD



Where do we fit?



- <http://www.imdb.com/video/imdb/vi363633689>

QUESTIONS



CONTACT INFORMATION

- All DCIP and SCEP Inquiries can be addressed to
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 - Erica.meaker@nysed.gov
 - 518-473-0295

