



University of the State of New York
State Education Department

District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) School Year 2012-13

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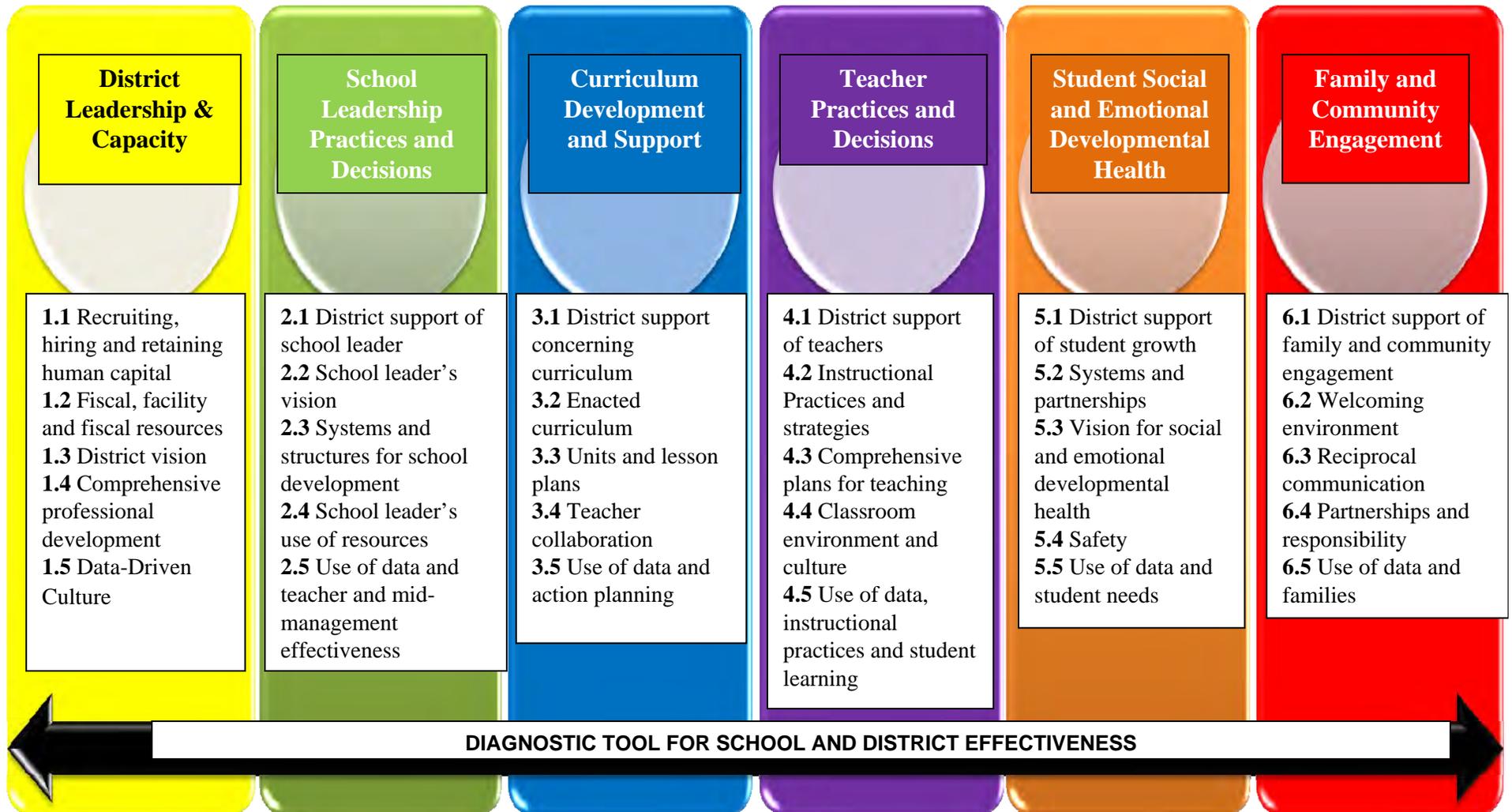
District Comprehensive Improvement Plan (DCIP)

Overview

- **DCIP:** details how the district plans to improve instruction and address the identified needs of Focus and Priority Schools.
- **SCEP:** details how the identified school plans to improve instruction and address the identified needs.
- Both plans are:
 - Aligned to the Six Tenets
 - Allowable Activities for Improvement
 - Diagnostic Tool for School and District Effectiveness
 - Webinar is archived on www.nysed.gov
 - Statement of Practice (SOP)
 - Student Performance
 - Meaningful Collaboration

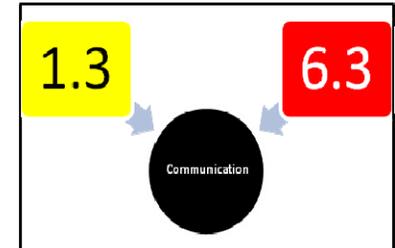
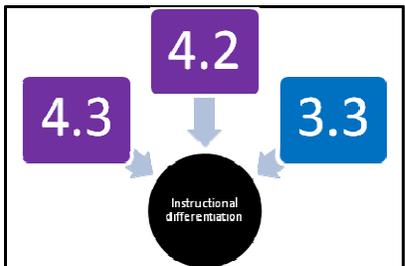
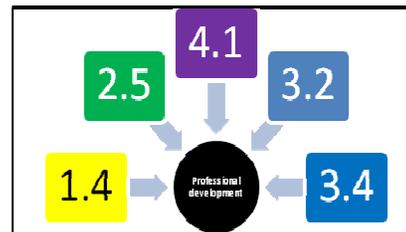
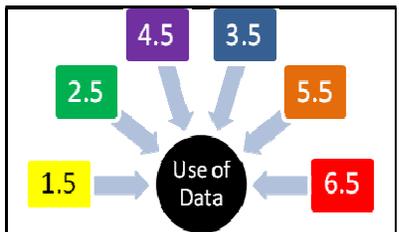
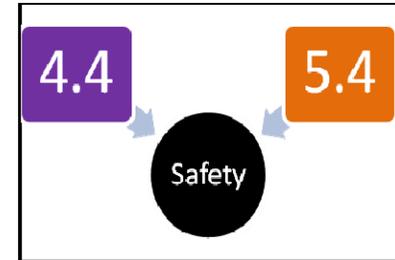
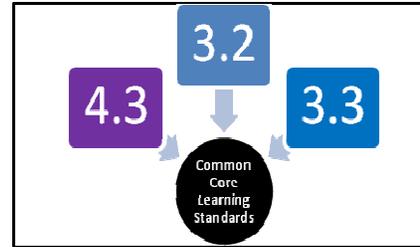
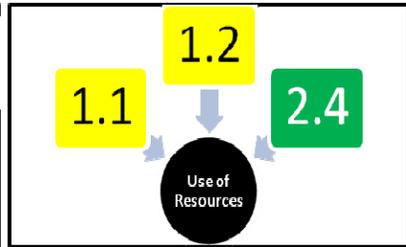
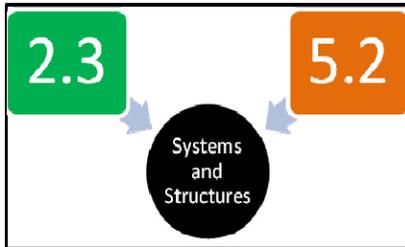
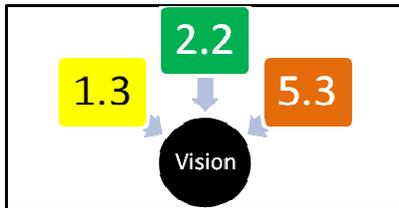


SIX TENETS: BIG IDEAS





Mental Model of Statement Interdependence





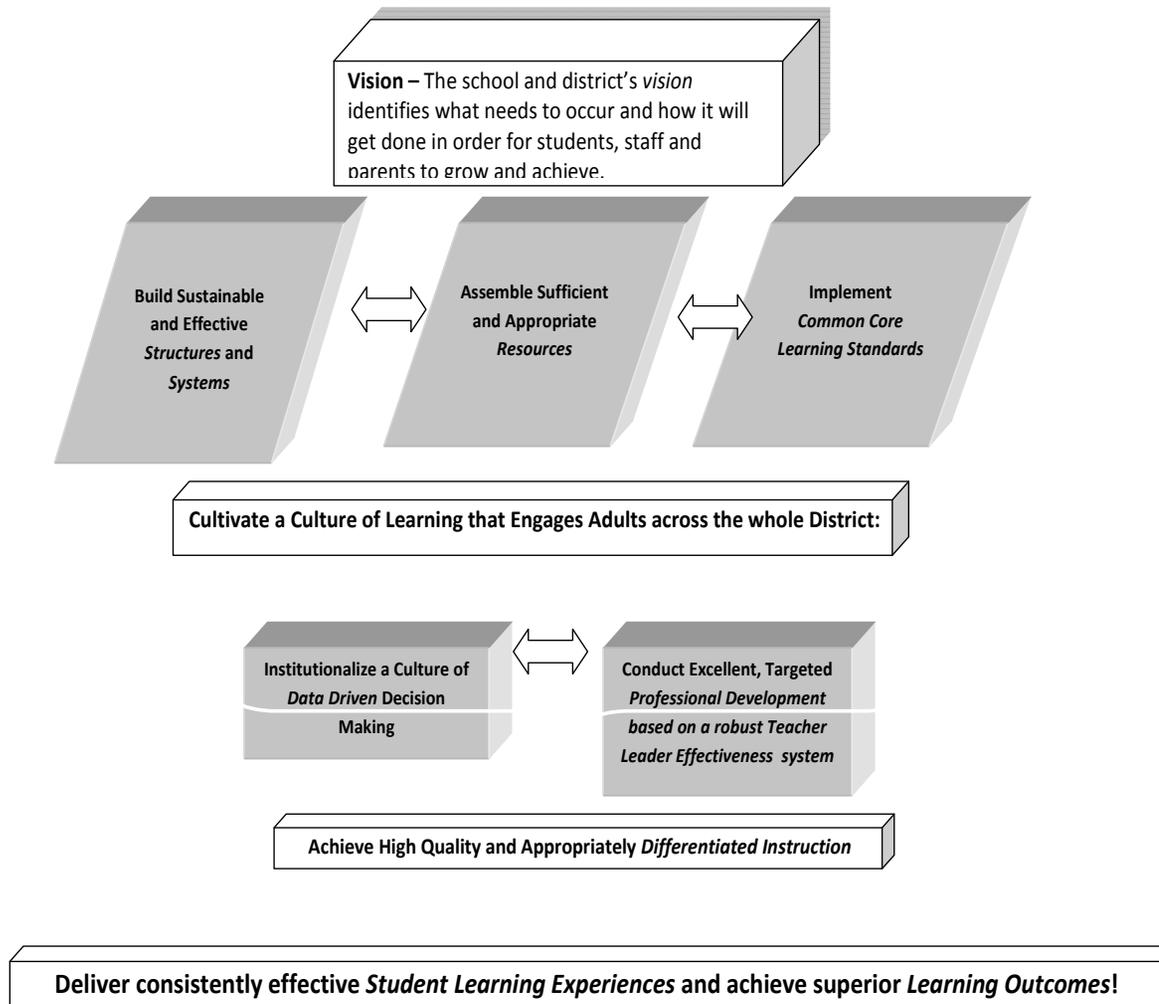
MENTAL MODEL MAP

Embrace a
Vision:

Build
Capacity:

Establish
Routines:

Achieve
Outcomes:



All within a climate of collegial and systematic *Communication and Safety.*



What is the DCIP based on?

- For transitional SY 2012 -13, the DCIP is based on the findings and recommendations contained in the most recent:
 - School Quality Review (SQR);
 - External School Curriculum Audit (ESCA)/
School Curriculum Readiness Audit (SCRA);
 - Joint Intervention Team (JIT);
 - Quality Improvement Process (QIP);
 - Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP); and/or
 - Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP).



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What if those reports are not available?

- **Use data that is readily available.**

Examples include (but are not limited to):

State Assessment data;

Internal assessment data;

Graduation rate data;

Attendance rate data; and

Survey analysis.



DCIP Requirements

Based on the findings and recommendations contained in the most recent school reports or readily available data:

- Identify the supports and interventions that will be provided from the list of Allowable Activities for Improvement;
- Explicitly delineate the district's plan for annually increasing student performance;
- Address how the district will use its full range of resources;
- Address the six tenets; and
- Develop in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11).



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Charter School DCIP Equivalency Form

- Charter Schools are not required to complete the DCIP.
- Charter Schools are required to submit the equivalency form.
- A working web link to the Charter Application, Renewal Charter Application, and/or any Probation/Remedial Action/Improvement Plan must be provided.

LEA Name _____ LEA BEDS Code _____

2012-13 CHARTER SCHOOL DCIP EQUIVALENCY FORM



CONTACT NAME		TITLE	
PHONE		E-MAIL	
CHARTER SCHOOL AUTHORIZER			

APPROVAL OF THIS FORM BY THE SCHOOL LEADER AND BOARD OF TRUSTEES IS MANDATORY.
Approval is required no later than three months following the designation of the school as a Focus or Priority Charter School.

THE SIGNATURES BELOW CONFIRM APPROVAL

POSITION	PRINT NAME	SIGNATURE	DATE
SCHOOL LEADER			___/___/___
PRESIDENT, B.O.T.			___/___/___

In lieu of a District Comprehensive Improvement Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer.

DCIP EQUIVALENCY DOCUMENTS FOR THIS LEA (Select all that apply):

- ORIGINAL CHARTER APPLICATION (insert web link)**
Issuance Date: _____
- RENEWAL CHARTER APPLICATION (insert web link)**
Issuance Date: _____
- PROBATION/REMEDIAL ACTION/IMPROVEMENT PLAN (insert web link)**
Issuance Date: _____

NOTE: Please do not submit paper copies of the above referenced items. Please ensure all web links provided work.



DCIP Overview Statement

- **A complete statement will include:**
 - A summary of the primary identified needs of the district and its schools, using information from SED-led visits or readily available data;
 - Mission or guiding principles that are connected to the identified needs of the district and its schools;
 - The strategy and overall timeline for accomplishing the mission/guiding principles;
 - Anticipated barriers;
 - An overview of the district structure that will support the strategic implementation of the mission/guiding principles. Communication with and professional development for school leaders at identified schools should be addressed;
 - Highlights of the initiatives described in the DCIP through all funding sources that support further the mission/guiding principles; and
 - Overarching goals for what the initiatives described in the DCIP will accomplish by the end of the three year period.



Needs Assessment

- Conduct a needs assessment prior to completing the DCIP.
- Analyze the recommendations from ***all*** of the most recent school level reports or conduct a thorough analysis of the readily available data.
- Organize activities according to the Six Tenets.

**Note: It is only necessary to address the Tenets and SOPs that are applicable based upon the identified needs.



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Diagnostic Report Crosswalk

- Basic crosswalk between the previous diagnostic report structures and the (new) Diagnostic Tool for School and District Effectiveness (DTSDE).
 - DTSDE to be implemented in 2012-13.

LEA Name _____ LEA BEDS Code _____

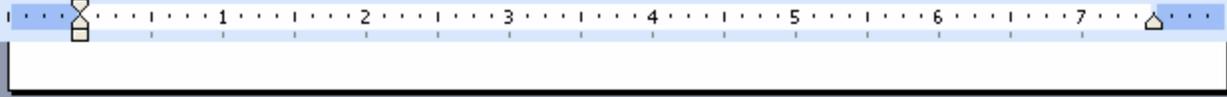
The chart below provides a basic crosswalk between previous diagnostic report structures/indicator categories and the new Diagnostic Tool for School and District Effectiveness that will be implemented in 2012-13. The purpose of this chart is to guide LEAs as they create District Comprehensive Improvement Plans and Comprehensive Education Plans for SY 2012-13 so that new report information can be easily aligned with their DCIP and SCEP. **This is intended to facilitate future revisions and is only a guide, not a required format.** LEAs should align their information with the Six Tenets based on the details of the findings and recommendations in their actual reports rather than follow the suggestions in this chart exactly.

The Six Tenets	SQR	ESCA/SCRA	JIT
1. District Leadership & Capacity			VII. District Support
1.1 Recruiting, hiring, & retaining human capital			
1.2 Fiscal, facility, and personnel resources			
1.3 District vision			
1.4 Comprehensive professional development			
1.5 Data-Driven Culture	I. Collection, Analysis & Utilization of Data		
2. School Leadership Practices and Decisions	III. School Leadership		III. School Leadership
2.1 District support of school leader			
2.2 School leader's vision			
2.3 Systems and structures for school development	I. Collection, Analysis & Utilization of Data (1.1) II. Teaching & Learning (2.10)		VI. Professional Development (6.1, 6.3-6.5)
2.4 School leader's use of resources	VI. Facilities and Resources		
2.5 Teacher effectiveness	V. Professional Development (5.1-5.2, 5.5-5.6)		V. Collection, Analysis & Utilization of Data (5.8)
3. Curriculum Development and Support		ESCA: IV Critical Analysis	I. Curriculum
3.1 District support concerning curriculum		SCRA: Criteria, IV. Assessment	
3.2 Enacted curriculum		SCRA: Criteria, II	
3.3 Units & lesson plans		SCRA: Criteria, II	
3.4 Teacher collaboration	II. Teaching & Learning (2.9) V. Professional Development (5.3-5.4)		VI. Professional Development (6.2)
3.5 Use of data	I. Collection, Analysis & Utilization of Data (1.3)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.1-5.2)



DCIP: Action Plan

- **STRUCTURE**
 - Tenet number
 - **Statement of Practice**
 - A. Major Recommendation
 - B. Goal
 - C. Target
 - D. Activity
 - E. Time Line
 - F. Key Personnel
 - G. Fund Source(s)
 - H. District Cost



LEA Name _____ LEA BEDS Code _____

TENET I: DISTRICT LEADERSHIP AND CAPACITY

ADD ROWS AS NEEDED



1.1 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.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost



School Comprehensive Education Plan (SCEP)

- Priority Schools that ***are not*** implementing one of the four SIG intervention models:
 - required to construct a School Comprehensive Education Plan (SCEP);
 - submitted as part of the DCIP;
 - addresses applicable tenets and SOPs outlined in the Diagnostic Tool for School and District Effectiveness.
- Note: Submit SCEPs for each Priority and Focus School not implementing a 1003(g) SIG grant or SIF grant in 2012-13.



SCEP Requirements

- Based on the findings and recommendations contained in the most recent school reports or readily available data;
- Identifies the supports and interventions that will be provided from the list of Allowable Activities for Improvement;
- Explicitly delineates the schools plan for annually increasing student performance;
- Addresses how the school will use its full range of resources;
- Addresses the six tenets; and
- Is developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11).



SCEP: Directions

- **Needs Assessment**

- Conduct a needs assessment prior to completing the SCEP.
- Analyze the recommendations from ***all*** of the most recent school level reports or readily available data .
- Organize activities according to the Six Tenets.

**Note: It is only necessary to address the Tenets and SOPs that are applicable based upon the identified needs.



SCEP: Action Plan

- **STRUCTURE**
 - Tenet number
 - **Statement of Practice**
 - A. Major Recommendation
 - B. Goal
 - C. Target
 - D. Activity
 - E. Time Line
 - F. Key Personnel
 - G. Report Citation
 - H. School Cost

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost



Focus LEA Fiscal Requirements

- **Title I Parent Involvement**
 - LEAs with Title I, Part A allocations of \$500,000 or more must set aside 1% of the LEA's Title I A funds for Parent Involvement activities in Title I schools.
 - Private school equity applies to the Title I Parent Involvement set-aside.
 - Title I A funds must be used for these activities.



Focus LEA Fiscal Requirements

- **Focus LEA Parent Engagement**
 - Focus LEAs must set aside an amount equal to 1% of their Title I A allocation for Parent Engagement activities in Focus and Priority Schools.
 - Private school equity does NOT apply to the Focus LEA Parent Engagement set-aside.
 - Title I funds may be used for Parent Engagement in Title I Focus and Priority schools, but LEAs MUST use other funds for these activities in Non-Title I Focus and Priority schools.



Focus LEA Fiscal Requirements

- **Title I Parent Involvement Allowable Activities**

Title I Parent Involvement is based on ESEA Section 1118 and its sub-parts. <http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

Allowable activities include:

- Involving parents in the development and review of program plans;
- Sharing information related to parent programs, meetings, and other activities in a format and language that parents can understand;
- Maintaining and engaging parents in the development and review of the district and building parent involvement policies;
- Sharing progress reports through parent-teacher conferences, annual meetings, etc;
- Sharing information regarding curricula, school accountability data, etc;
- Providing information regarding complaint procedures.



Focus LEA Fiscal Requirements

- **Focus LEA Parent Engagement Allowable Activities**

Focus LEA Parent Engagement is based on National PTA Standards for effective parent engagement.

http://www.pta.org/national_standards.asp

Allowable activities include:

- Welcoming all families into the school community
- Communicating effectively
- Supporting student success
- Speaking up for every child
- Sharing power
- Collaborating with community



Focus LEA Fiscal Requirements

- **School Improvement**

- The equivalent of 5% - 15% of an LEA's Title I A and Title II A funds must be used to support programs and services from the list of Allowable Activities for Improvement.
- LEAs identified for performance of ELLs must also include Title III A funds in this calculation.
- LEAs may use multiple fund sources to meet this requirement, but Title I A funds may only be used in Title I Focus and Priority schools.



Allowable Activities for Improvement Set-Aside Requirement

- List provides a description for each activity with the corresponding Statement Of Practice (SOP).
- SOP included for reference when completing the DCIP/SCEP Action Plans.
- Not all fund sources listed for each activity.

Statement Of Practice	List of Allowable Activities for Improvement Set-Aside Requirement
Section A: Federal and State Required Activities	
Tenet 1	Public School Choice (Up to 20% of the LEA set-aside).*
Tenets 1 & 2	Supplemental Educational Services (Up to 30% of the LEA set-aside).*
*These are recommended limits. LEAs may exceed these amounts, but must demonstrate that sufficient resources will be provided to support implementation of required improvement plans.	
All Tenets	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
All Tenets	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
Section B: Standards and Assessment	
1.2, 1.4, 2.1, 3.1, 3.2, 4.1, 3.5, 4.5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes (Title II A ONLY).
Tenet 5, 6.1, 6.3, 6.4	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS) (Title II A ONLY).
1.2, 1.4, 2.1, 2.4, 3.5, 4.1, 4.5, Tenet 5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
1.5, 3.5, 4.5	Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations (Title II A funds NOT ALLOWED).
1.4, 2.1	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll. (Title I funds NOT ALLOWED).
1.2, 2.4	Equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll (Title I funds NOT ALLOWED).
1.4, 2.1	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll (Title II A ONLY).
1.4, 2.1	Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved



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Allowable Activities for Improvement Set-Aside Requirement

Section A: Federal and State Required Activities

- Public School Choice
- SES (optional)
- Diagnostic Tool for School and District Effectiveness (including cost of OEE)
- Distinguished Educator



Allowable Activities for Improvement Set-Aside Requirement

Section B: Standards and Assessment

- Professional Development to implement
 - Common Core State Standards, Data Driven Inquiry Systems & Annual Professional Performance Reviews
 - Scientifically based behavior management programs
 - Response to Intervention aligned with AIS
- Other
 - Development of local formative & summative assessments
 - AIS for ELLs & PD for teachers working with ELLs
 - Title I Pre-K programs



Allowable Activities for Improvement Set-Aside Requirement

Section B: Standards and Assessment

(continued)

- Professional Development to implement programs for historically underserved students:
 - Career and Technical Education (CTE)
 - Expanded Learning Time (ELT)
 - Advanced Placement (AP), International Baccalaureate (IB),
 - Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE])
 - Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses



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Allowable Activities for Improvement Set-Aside Requirement

Section C: Data Systems

- PD for use of Data systems & alignment K-12 to college & career (listed in Section B)
- Implementing school-based Inquiry Teams



Allowable Activities for Improvement Set-Aside Requirement

Section D: Great Teachers and Leaders

- Training evaluators, instructional coaches & teacher leaders
- Training or hiring evaluators to conduct teacher observations
- Supplemental compensation for highly effective teachers serving high needs schools who:
 - Provide AIS in hard-to-staff subjects
 - Provide mentoring, coaching & PD for new/ineffective teachers
 - Transfer to a high needs school



Allowable Activities for Improvement Set-Aside Requirement

Section E: Turning Around Lowest- Performing Schools

- Implementation of an approved intervention model (turnaround, restart, transformation or school closure).
- Supporting approved partner organization planning activities for implementation of an approved intervention model or whole-school change model.



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DCIP/SCEP: Submission Instructions

- Due three months from preliminary designation (10/31/12).
- Documents should be emailed as separate files; only 1 email per district should be sent.
- Clearly indicate the District and BEDS code in the subject line.
- DCIP and SCEPS should be emailed to:
CONAPPTA@MAIL.NYSED.GOV
- An LEA needing an extension should contact Roberto Reyes at CONAPPTA@MAIL.NYSED.GOV with the subject line DCIP/SCEP Extension Request.



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Guidance and Technical Assistance

- Important Links:

- 2012-13 DCIP & SCEP Templates

- http://www.p12.nysed.gov/accountability/consolidatedappupdate/1213/DCIPSC_EPFINAL.doc

- Flexibility under ESEA for New York State

- <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>



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QUESTIONS

During the webinar, please
send questions to:

accountinfo@mail.nysed.gov





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District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP)

Thank you for joining us today.

For more information, please call
1-518-473-0295

Or Visit

<http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>