



University of the State of New York
State Education Department

2014 - 2015

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

2014–2015: Plan Basis

- ▶ Integrated Intervention Team (IIT) Model using DTSDE rubric
- ▶ District-led Diagnostic Reviews using DTSDE rubric
- ▶ School Review with District Oversight
- ▶ DCIP/SCEP recommendation letters

- ▶ **Outcomes:**

“Findings”

“Evidence”

“Impact”

“Recommendations”

“Comprehensive Plan”

2014-15: Year 3 - Template

- ▶ Template structures updated based on:
 - LEA feedback
 - External Reviewer feedback
 - Inter-Office Feedback

2014-15 EXCEL DCIP Template

2014-15 EXCEL SCEP Template

With Pre-Populated Functionality

2014-15: Year 3 - Template

- **REQUIRED SET-ASIDES**

IMPROVEMENT

Parent
Engagement

DCIP Cover Page

- ▶ When the BEDS code is entered, multiple data points pre-populate throughout the documents
 - Allocation Information
 - Required Set-Aside Percentages
 - Required Set-Aside Amounts
 - Tenet-Specific Reserve Amounts

IMPORTANT –

MUST ENTER BEDS CODE ON FIRST TAB

2014-15DCIP_Template_Draft_4_1.xlsx [Read-Only] - Microsoft Excel

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	A1							
1	LEA Name:							
2	BEDS Code:							
3								
4								
5	2014-2015 District Comprehensive Improvement Plan (DCIP)							
6								
7	Contact Name			Title				
8	Phone			Email				
9	Website Link for Published Plan							
10								
11	APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.							
12	Implementation is required no later than the first day of regular student attendance.							
13	Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.							
14								
15								
16								
17	THE SIGNATURES BELOW CONFIRM APPROVAL.							

ENTER DATA INTO YELLOW CELLS. ONCE BEDS CODE IS ENTERED, MULTIPLE DATA POINTS WILL AUTOMATICALLY PRE-POPULATE.

DCIPCoverPage DistrictLeadershipTeam DistrictInfoSheet(1) DistrictInfoSheet(2) DCIPOverview Prioritized Funding Matrix Tier 1 Prioritized Activities Tier 2 Allowable Activities

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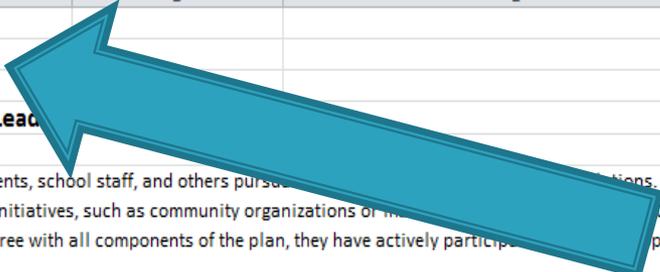
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General Conditional Formatting as Table Cell Styles

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	A	B	C	D	E	F	G	H
1		LEA Name:	0					
2		BEDS Code:	0					
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4								
5								
6		DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuing the plan. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or other groups, should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.						
7								
8		Instructions: List of stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.						



	A	B	C	D	E	F	G	H
9								
10		Name	Title / Organization	Signature				
11								
12								
13								
14								
15								
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18								

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Cells: Insert, Delete, Format

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1 LEA Name: 0

2 BEDS Code: 0

3

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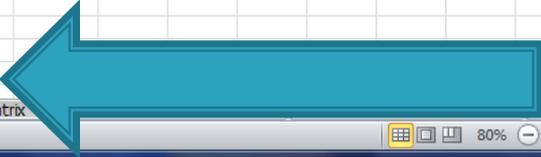
5 **District Information Sheet #1**

6

Set-Aside Calculation Based on Federal Funding				
Fund Source	Preliminary District Allocation	Improvement Set-Aside -- Required Percentage	Mandated Set-Aside (Equivalent Amount)	
Title I, Part A	#N/A	#N/A	#N/A	
Title II, Part A	#N/A	#N/A	#N/A	
Title III, Part A LEP (allocation listed only if	#N/A	#N/A	#N/A	
Total Federal Allocation Subject to Set-Aside	#N/A	#N/A	#N/A	



Funding Sources Used to Meet Required Set-Aside for Improvement		
Fund Source	Allocation	
Title I, Part A		
Title II, Part A		
Title III, Part A LEP		
Title VI REAP		
School Improvement Section 1003(a) - SIG A		
School Improvement Section 1003(g) - SIG G		
Race to the Top		
School Innovation Fund		
Local/General Funds		
Other (Please Define)		
Total Funding Reserved for Improvement	\$0	#N/A



DCIPCoverPage DistrictLeadershipTeam **DistrictInfoSheet(1)** DistrictInfoSheet(2) DCIPOverview Prioritized Funding Matrix Tenet Tr

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A	B	C	D	E	F
	LEA Name:	0			
	BEDS Code:	0			
District Information Sheet #2					
Did Not Meet Adequate Yearly Progress (AYP) in ELA					
	American Indian or Alaska Native			Black or African American	
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
	White			Multi-Racial	
	Students with Disabilities			Limited English Proficient	
	Economically Disadvantaged				
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics					
	American Indian or Alaska Native			Black or African American	
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
	White			Multi-Racial	
	Students with Disabilities			Limited English Proficient	
	Economically Disadvantaged				
Did Not Meet Adequate Yearly Progress (AYP) in Science					
	American Indian or Alaska Native			Black or African American	
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
	White			Multi-Racial	
	Students with Disabilities			Limited English Proficient	
	Economically Disadvantaged				
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective					
	Limited English Proficient				

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1		LEA Name:	0														
2		BEDS Code:	0														
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Prioritized Funding Matrix

- ▶ HEDI ratings will be used to prioritize how improvement reserve funds are budgeted.
 - Pre-determined percentages for each Tenet
 - Tier I - Prioritized Activities
 - Tier II - Allowable Activities
- ▶ There is flexibility based on HEDI ratings and/or Tenets that have not been reviewed.

<http://www.p12.nysed.gov/accountability/consolidatedappupdate/1415/PrioritizedFundingMatrix.doc>

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B1 LEA Name:

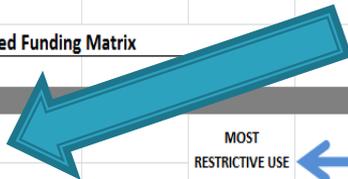
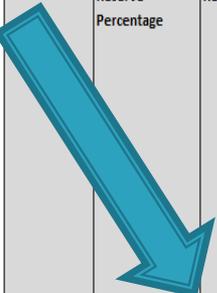
1 LEA Name: 0

2 BEDS Code: 0

Prioritized Funding Matrix

Improvement Reserve						
Improvement % for this District	#N/A			MOST RESTRICTIVE USE OF FUNDS	←	→ LEAST RESTRICTIVE USE OF FUNDS
List Required Reserve (in Dollars)	#N/A					

Tenet Area	Tenet-Specific Reserve Percentage	Tenet-Specific Reserve Amount	Has the District received a HEDI Score of "Highly Effective" or "Effective" for this Tenet?	How many identified schools received a DTSDE review of this Tenet?	How many identified schools received a rating of "Highly Effective" or "Effective" for this Tenet?	Is the district required to reserve a portion of their Improvement Set-Aside Funds for this Tenet?	The district <u>must</u> allocate <u>at least</u> this amount of the Tenet-specific reserve amount for Tier 1 activities mapped to this Tenet (to be reflected on the "Tier 1 Prioritized Activities" tab).	The district <u>may</u> allocate <u>up to</u> this amount of the Tenet-Specific reserve amount for Tier 1 or Tier 2 activities mapped to this Tenet.	The district must allocate this amount of Tenet-Specific reserve for Tier 1 or Tier 2 activities mapped to this Tenet <u>or</u> may reallocate this amount for Tier 1 or Tier 2 activities in any Tenet highlighted in RED in Column H.	The district may allocate this amount of Tenet-Specific reserve for Tier 1 or Tier 2 Activities in <u>any</u> Tenet.
Tenet 1	10.0%	#N/A				Yes	#N/A	#N/A	\$0	\$0
Tenet 2	10.0%	#N/A				Yes	#N/A	#N/A	\$0	\$0
Tenet 3	25.0%	#N/A				Yes	#N/A	#N/A	\$0	\$0
Tenet 4	25.0%	#N/A				Yes	#N/A	#N/A	\$0	\$0
Tenet 5	15.0%	#N/A				Yes	#N/A	#N/A	\$0	\$0
Tenet 6	15.0%	#N/A				Yes	#N/A	#N/A	\$0	\$0



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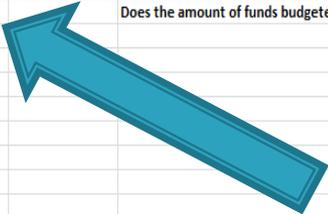
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B1 LEA Name:

1	LEA Name:	0
2	BEDS Code:	0

Tier 2: List of Allowable Activities for Improvement

28	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
29	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the multiple-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
30	Tier 2-25	Intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
31	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
32	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
33	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.



35	\$0	Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)
37	\$0	Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)
38	\$0	Total Funds Budgeted for Improvement Activities
39	#N/A	Has the District met the Improvement Set-Aside Requirement?
40	YES	Does the amount of funds budgeted for Tier I and Tier II activities match the amount of planned expenditures listed on "DistrictInfoSheet(1)?"

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B1 LEA Name:

1 LEA Name: **SAMPLE DISTRICT**

2 BEDS Code: **123456789012**

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed	B1. HEDI Rating	B2. HEDI Rating Source	B3. Tenet Specific Reserve Required
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	Developing	Integrated Intervention Team (IIT) Review	Yes

C. 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 -	Provide professional development for all teachers responsible for delivering Common Core-aligned instruction.
Recommendation / Rationale #2 -	
Recommendation / Rationale #3 -	

D1. 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	100% of district teachers will participate in a minimum of 40 hours of Common-Core professional development.
Goal #2	
Goal #3	

D2: 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.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
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Goal #1	District Coaches will provide monthly workshops to classroom teachers focused on Common Core modules to ensure all teachers are prepared for Instructional Shifts.	Improvement	Tier 2-9	Title II, Part A School Improvement Section 1003(a) - SIG A	\$5,000 \$5,000	School A School A	Priority School Priority School	October 14, 2014 March 27, 2015	October 16, 2014 March 29, 2015
				Title II, Part A	\$2,500	School B	Focus School	April 27, 2015	April 29, 2015
				Title II, Part A	\$2,500	School C	Focus School	April 27, 2015	April 29, 2015

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2	BEDS Code:	0														
Tenet 1: District Leadership and Capacity																
4	A. Statement of Practice Addressed						B1. HEDI Rating	B2. HEDI Rating Source	B3. Tenet Specific Reserve Required							
5									Yes							
7	C. 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.															
8	Recommendation / Rationale #1 -															
9	Recommendation / Rationale #2 -															
10	Recommendation / Rationale #3 -															
11	D1. 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.															
12	Goal #1															
13	Goal #2															
14	Goal #3															
15	D2: 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.	J1. Targeted Schools: Identify the school(s) targeted by each activity.	J2. Targeted Schools: Identify the identification status of each targeted school.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.						
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B1 LEA Name:

1 LEA Name: 0

2 BEDS Code: 0

Fiscal Summary Page #2

Improvement Set-Aside							
List the Improvement % for this District	List Required Set-Aside (in Dollars)	Identification Status of Each School	Number of Schools in Each Category	List Total Improvement Set-Aside Amount allocated to schools	Average Amount of Funds Distributed to Priority Schools	Average Amount of Funds Distributed to Focus Schools	Average Amount of Funds Distributed to Identified Schools
#N/A	#N/A	Priority Schools	0		\$0	\$0	#DIV/0!
		Focus Schools	0				
		All Identified Schools	0	\$0			

Parent Engagement (PE) Set-Aside							
List the Parent Engagement % for this District	List Required Set-Aside (in Dollars)	Identification Status of Each School	Number of Schools in Each Category	List Total PE Set-Aside Amount allocated to schools	Average Amount of Funds Distributed to Priority Schools	Average Amount of Funds Distributed to Focus Schools	Average Amount of Funds Distributed to Identified Schools
1%	#N/A	Priority Schools	0		\$0	\$0	#DIV/0!
		Focus Schools	0				
		All Identified Schools	0	\$0			

Local Assistance Plan (LAP)		
Number of Local Assistance Plan Schools in the District	List total amount of funds allocated to all Local Assistance Plan Schools	Average Amount of Funds Distributed to Local Assistance Plan Schools
0		\$0

QUESTIONS????

- ▶ Please enter any questions you may have into the chat feature.



CONTACT INFORMATION

CONAPPTA@mail.nysed.gov



Subject: DCIP_SCEP EXCEL