

Kenmore–Town of Tonawanda UFSD Focus District 2013–14 Plans

Board of Education
September 30, 2013

Presentation Outline

- ▶ Purpose
- ▶ Review of Requirements of a Focus District
- ▶ Since First Submission
- ▶ What is New in the Template
- ▶ Next Steps

Purpose

- »» To fulfill the requirements of the Focus District Designation

Approve Final Update of the District Comprehensive Improvement Plan and School Comprehensive Improvement Plans

Review: Requirements of a Focus District

»» School Identification and Update

OEE

Training

DTSDE

On-Site Reviews

DCIP/SCEP

Cohort Grad Rates – District

Cohort	Number Students	Percentage Graduate
2006 (2010 grads)	726	77%
2007 (2011 grads)	710	81.1%
2008 (2012 grads)	671	83.3%

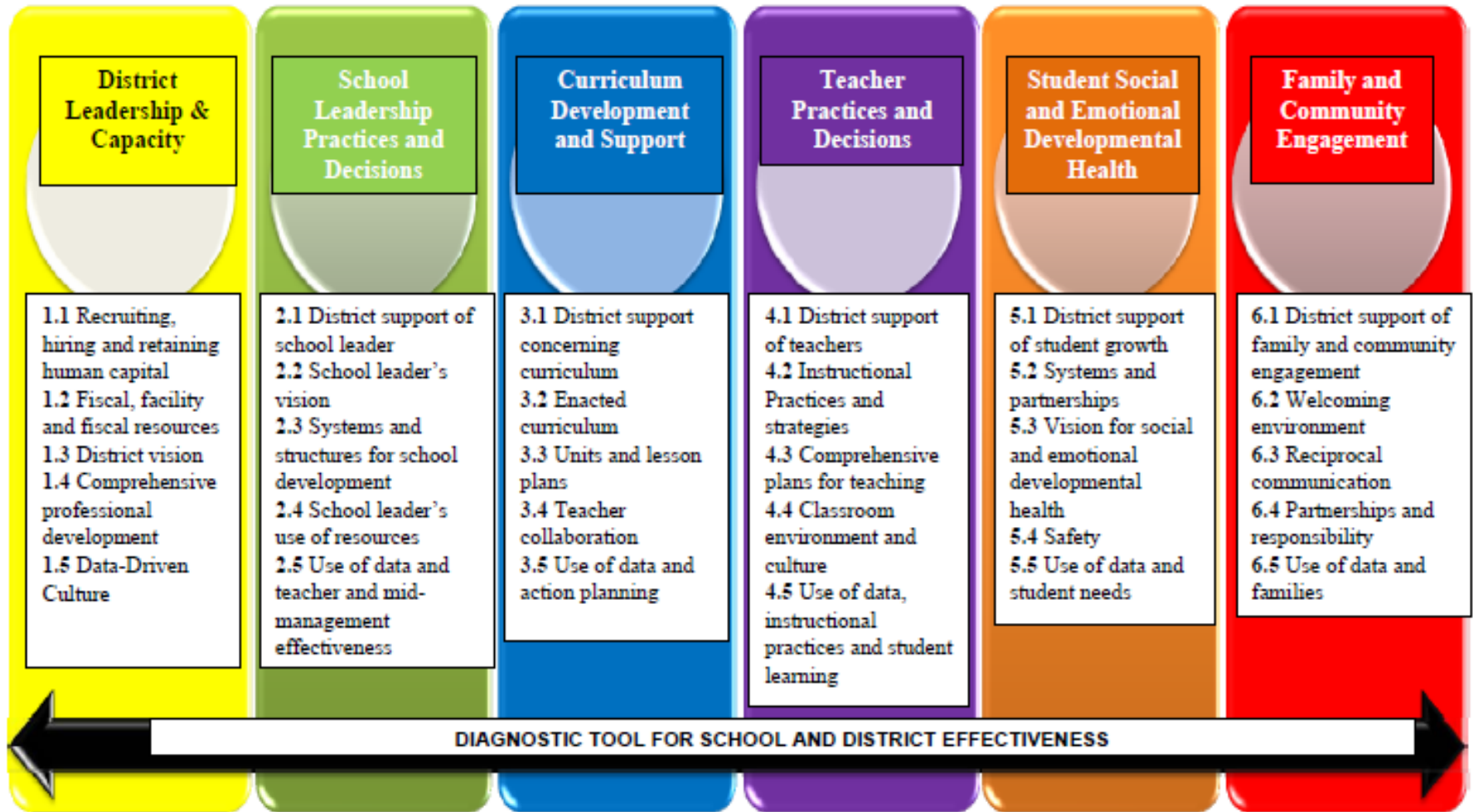
Sub-Cohort Grad Rates – District Identified sub-group

Cohort	Number Students	Percentage Graduate
2006 (2010 grads)	43	53%
2007 (2011 grads)	30	53%
2008 (2012 grads)	38	65.8%

Requirements Summary

- ▶ District identifies an Outside Educational Expert (OEE) if chooses; this year SED will be providing OEE for diagnostic review
- ▶ Select district personnel must attend SED training on the Diagnostic Tool for School and District Effectiveness (DTSDE)
- ▶ District must participate in on-site diagnostic reviews
- ▶ Each Focus School must develop a School Comprehensive Education Plan (SCEP)
- ▶ Each District must develop a District Comprehensive Improvement Plan (DCIP)

DTSD E Six Tenets: Big Ideas



The overarching Tenet statement is located in this box.

***Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students, including identified subgroups in order to maximize teacher instructional practices and student learning outcomes.**

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p>Statement of Practice 3.2: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula aligned to the Common Core Learning Standards (CCLS) in Pa 012.</p>	<p>a) The school leader and staff provide consistent, systematic, and timely individual and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCSS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies aligned to the CCSS and consider what students need to know across all grades to become college- and career-ready.</p>	<p>a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects aligned to rigorous and coherent CCSS curricula. b) The school leader and teachers work to ensure that the implemented curricula are aligned to the CCSS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies aligned to standards and consider what students need to know across all grades.</p>	<p>a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCSS. b) The school leader and staff use of curricula focuses on standards that are not CCSS-aligned. c) The school uses curricula that consider standards and what students need to know.</p>	<p>a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff curricula are static and are not aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.</p>
<p>Statement of Practice 3.3: Teachers ensure that unit and lesson plans that are aligned to the CCSS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.</p>	<p>a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are aligned to the CCSS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCSS-aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.</p>	<p>a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCSS-aligned curriculum unit plans across their grade/subject. b) Teachers use CCSS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCSS-aligned lesson plans that promote higher-order thinking skills and help students analyze information.</p>	<p>a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards.</p>	<p>a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students.</p>

Theme 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p>Statement of Practice 2.2: Leaders ensure an articulated vision, understood and displayed with a shared ownership by school staff, students and families.</p>	<p>a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being and holds itself accountable to realize this vision as outlined in its CSP and other school improvement documents. b) The vision is effectively supported by staff, families and students across the community and known across the school. c) The school community develops and works toward specific, measurable, ambitious, realistic and timely goals and ensures that these goals are aligned with the vision.</p>	<p>a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the CSP and other school improvement documents. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, realistic and timely goals that reflect priorities that are aligned with the vision.</p>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community develops and works toward specific, measurable, ambitious, realistic and timely goals, these goals are not priorities aligned to the vision.</p>	<p>a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, realistic and timely.</p>
<p>Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices, leadership development, community/family engagement, and student social and emotional developmental health) that make progress toward mission-critical goals.</p>	<p>a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.</p>	<p>a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.</p>	<p>a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps in place to communicate them to all stakeholders.</p>	<p>a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are, nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.</p>
<p>Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p>	<p>a) The school leader strategically recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel. The leader also uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably and adequately meet the academic and social needs of all students. b) The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative extended learning time program that is aligned to student achievement. c) The school leader consistently analyzes the fiscal capital available to the school community, making critical and strategic decisions to fund targeted efforts that are aligned to school-wide goals, and considers the needs of all students and staff members.</p>	<p>a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school) and sustains personnel that enable the school to meet the academic and social needs of the students and school. b) The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement, and incorporates an extended learning time program. c) The school leader analyzes the fiscal capital available to the school community to make funding decisions that address the school goals.</p>	<p>a) The school leader espouses to hire, but has not taken the appropriate steps to ensure personnel that will allow the school to meet the academic and social needs of the students, where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs. b) The school leader uses static systems and structures for programming students and teachers that do not address the changing needs of student achievement. c) The school leader considers the fiscal capital available to the school community with the intent to connect it with school goals.</p>	<p>a) The school leader does not link the hiring of personnel with the need to meet the academic and social goals of students, and where the district makes the hiring decisions, the school leader does not communicate with the district about hiring needs. b) The school leader does not have established systems and structures for programming students and teachers connected to student achievement. c) The school leader does not connect the use of fiscal capital and school goals.</p>

The statements written in these boxes are called Statements of Practice (SOP).

All Statements of Practice are deconstructed into sub-statements of practice.

*Row 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the needs of all students and promote high levels of engagement, thinking and achievement.			
Statements of Practice	Highly Effective	Effective	Ineffective
<p>Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p>	<p>a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, 80%, NYSED/LAT, etc.), grade-level and school-wide goals for all groups of students.</p> <p>b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students.</p> <p>c) Teachers create short- and long-term goals with learning trajectories for students based on identified needs.</p>	<p>a) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students.</p> <p>c) Teachers create short- and long-term goals for students based on grade-level benchmarks.</p>	<p>a) Teachers do not have plans that are based on data.</p> <p>b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students.</p> <p>c) Teachers have not established short- or long-term goals for students.</p>
<p>Statement of Practice 4.3: Teachers provide coherent, Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.</p>	<p>a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans aligned to CCCL curriculum maps to instruct students, leading to high levels of achievement.</p> <p>b) Teachers use data to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted individual goals.</p>	<p>a) Teachers use instructional practices, aligned to CCCL curriculum maps to instruct students, leading to student achievement.</p> <p>b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve individual goals.</p>	<p>a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement.</p> <p>b) Teachers provide generic instruction to students that limits the ways in which students are able to access learning and achieve goals.</p>
<p>Statement of Practice 4.4: Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.</p>	<p>a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught.</p> <p>b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.</p> <p>c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.</p>	<p>a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.</p> <p>b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities.</p> <p>c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.</p>	<p>a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students.</p> <p>b) Some teachers provide opportunities to acknowledge diverse groups of students.</p> <p>c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.</p>

On-Site Diagnostic Reviews

Types of Reviews

State-Led Reviews

The following reviews will be conducted by the Integrated Intervention Team:

- District level reviews.
- Review of Priority Schools that will implement a whole school reform model beginning in 2013-2014.
- Reviews of selected schools that are receiving a 1003(g) School Improvement Grants.
- Reviews of a sample of Focus Schools within each Focus District (at least one elementary/middle school and one high school, if each type is identified).

District-Led Reviews

The following reviews will be conducted by a district-led school review team:

- Focus and Priority Schools that are not reviewed by an Integrated Intervention Team.
- Optional: Districts may want to consider conducting mock DTSDE reviews in other schools within the district so that all schools within the district become familiar with the DTSDE rubric and concepts.

Since First Submission

»» Action Updates

District Team

Role	Name
Superintendent	Mark Mondanaro
Assistant Superintendent	Janet Gillmeister
Director Student Services	Robin Zymroz
Director Accountability	Barbara Battaglia
Principal*	Patrick Heyden
Teacher*	Jill Neuhaus
Teacher	Mary Patterson
Principal*	Dean Johnson
Teacher*	David Rogalski
Teacher	Charlie Panepinto
Counselor, HS	Judy Flateau
CLS Mental Health Professionals	Betty Sullivan
Principal, MS	Elaine Thomas
Counselor, MS	Tom Schwob
Parent	Mary Piatek
Parent	Karen Whitelaw
Parent	Jill O'Malley

What is New in the Template

»» Changes for 2013–14

Focus LEA Fiscal Requirements

- ▶ Title Parent Involvement – \$11,549 – to be used in Title Schools only
- ▶ Title Parent Engagement – \$11,549 – since Focus schools are NOT Title I buildings, the LEA must identify the 1% from other sources.
- ▶ School Improvement – \$72,259

New Template

A. Statement of Practice Addressed		1.1 1.2 1.3 1.4 1.5 Tenet 1 as a whole NA			B. HEDI Rating: H E D I N A		
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.							
D. 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.							
1.							
2.							
3.							
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.		I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
				Improvement PE NA			
				Improvement PE NA			
				Improvement PE NA			

Example

A. Statement of Practice Addressed	3.1 3.2 3.3 3.4 3.5 Tenet 3 as a whole NA	B. HEDI Rating: H E D I N A
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.		
<p><i>Per the Kenmore West School Review with District Oversight SOP 3.2 (HEDI rating E) and SOP 3.3 (HEDI rating D), the district curriculum maps (including units and sample lesson plans) will continue to be updated to reflect the CCLS in ELA and Math, and PD offered in translating CCLS into rigorous practice.</i></p>		
D. 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.		
<p><i>1. By July 2014, a maximum of six Curriculum Learning Specialists (teachers) will have attended the Network Team Institute sessions in Albany, representing K-12 ELA and Math, in order to turn-key information regarding the CCLS Curriculum modules.</i></p>		
<p><i>2. During the 2013-14 school year, we will increase the number of teachers who will pilot the ELA and math curriculum modules from 18 to at least 40.</i></p>		
<p><i>3. By June 2014, ELA and Math Curriculum maps will be again updated in NYLearns to reflect the new information regarding CCLS, regarding new information from SED and the COII curriculum projects.</i></p>		
<p><i>4. Through the recently approved QZAB, enter discussion with our match partner, A+ Educators, regarding professional development opportunities that accomplish the goals set forth in the Recommended Deliverables Proposal and the Professional Services Agreement for 2013-2016. (Cloud-based work location, PD modules for SDC, job-embedded PD in CCLS, resources, etc)</i></p>		

Example page 2

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Representative Curriculum Learning Specialists will register and attend the NYS Network Team Institute in Albany as members of the Network Team Equivalent Level 1 Team.	General Fund RTTT	\$3,500 \$20,000	Improvement PE NA	District Level	7/8-12/13 11/12-15/13 2/4-7/14 5/13-16/14 7/7-11/14
1. Information will be turn-keyed to the Elementary and Secondary ELA and Math Committees, Department and Grade Level Chairpersons, Building Literacy Teams; Professional Development will be held on the Superintendent’s Conference Days	General Fund	Not able to calculate; part of job duties	Improvement PE NA	District Level	9/4/13, 11/5/13, and after each Institute
2. ELA (Secondary and Elementary) and Math (Secondary) Curriculum Learning Specialists will solicit additional teachers to pilot the curriculum modules during the 2013-14 school year.	General Fund	Not able to calculate; part of job duties	Improvement PE NA	District Level	By September 30, 2013
2. The district will schedule a two-day professional development opportunity for interested grades 3-8 ELA teachers with Expeditionary Learning, to give first-hand training the CCLS curriculum modules.	Management Efficiency Grant	\$21,000	Improvement PE NA	District Level	8/28-29/13
2. The Elementary and Secondary ELA Curriculum Learning Specialists will provide follow-up professional development through the Staff Development Center model	General Fund	\$2,000	Improvement PE NA	District Level	September – December 2013

Next Steps

»» What is left to be done?

Next Steps

- ▶ Submit the 1003a grant for the DTSDE training and OEE costs – postmark by September 30, 2013 (was submitted on 9/23/13)
- ▶ Submission of the three plans to SED
- ▶ Post on website
- ▶ Implement plans
- ▶ Participate in the SED IIT review at KW; Schedule and coordinate review at KE