Deliverable Area	Specific Deliverable	Delivery Date/Status	Project Manager[1]	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 ÔBudget AssumptionÕ that is used t staff schools in an equitable and consistent manner. a. Completion of FTE run Ð Oct. 1, 2012 b. Revisiting and possible revision of budget assumptions for staffing Ð March 1, 2013 c. Development of a more equitable staffing formula Ð March 1, 2013 d. Provision of a more equitable preliminary staffi allotment to schools Ð March 15, 2013	The FTE run of schools was completed prior to Octob 1, 2012, according to specifications. Equitable and consistent staffing allocation decisions are being mad a manner that does not disrupt the climate and opera within schools. For example, differentiated allotments have been provided for ESL teachers and SAMs. Als the Office of School Performance has been re-structu to provide more individualized school-based support through three Community Superintendents and Acade Support Teams.	A data run of FTE of all schools will be used to begin discussions around revisions of budget assumptions 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 an allocations are underway for this SpringÕs budget cy
	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 sch needs. a. Provision of professional development on the u of data to inform planning Ð Dec. 21, 2012 and ongoing b. Provision of professional development on the budget process Ð Feb. 28, 2013 c. Development and articulation of district-wide system of focused/earned autonomy for decisi making Ð March 15, 2013 d. Provision of preliminary budget allocation to each Priority School, based on per pupil expenditure for Title I and III Ð March 15, 2013	On November 5, 2012, the Buffalo Public Schools launched its strategic planning process through the p sharing of the findings of strategic reviews focused on finance and curriculum and instruction that were conducted by external consultants last spring. A list o 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 comple in the spring of 2013. Principals will be able to exercise greater autonomy in the use of their budgets with regard to school personn services and materials in preparation for the 2013-14 school year. In the meantime, through the use of Title IIa and III and other grant and O&M funds, Priority Schools are being provided with differentiated resour for parent involvement/engagement, extended day programs, professional development opportunities, an 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. T PD sessions focusing on data, (Appendix C), are intended to build the principalsÕ capacity, as a precu 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 addre the SIG schools that will no longer be funded next ye (e.g. South Park). The attachments to support (b), while informative, do directly support professional development (PD) relate supporting principals on the creation of school-based budgets. However, to ensure that principals are able 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 differentiate personnel support, parent engagement funding, and school program funding which Priority School princip could use to target their schoolsÕ 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. Attenda is not required.

c. Provide budget training and oversight to all central and school personnel to develop data-based accountability & oversight.	Beginning January 2013
	
	Appendix C
		B. Smith	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.
			  a. Provision of professional development on the use of data to inform planning Ð Dec. 21, 2012 and ongoing
			  b. Provision of professional development on the budget process Ð Feb. 28, 2013
			  c. Priority SchoolsÕ development of proposed budgets based on relevant data Ð April 30, 2013
			  d. Review and approval of Priority SchoolsÕ budget by the Superintendent or designees Ð May 31, 2013
			  e. Ongoing review of the use of Priority SchoolsÕ budget to achieve specific targets and ensure regulatory compliance Ð June 30, 2013 and ongoing		

d. Move toward a decentralized school-based system of professional development.	March 15, 2013
	March-Sept. 2013
	
	Appendix C
		F. Wilson	Priority Schools will successfully conduct professional development, as evidenced by training evaluations. Classroom instruction and student performance will improve as a result.
			  a. Provision of professional development on the use of data to inform planning Ð Dec. 21, 2012 and ongoing
			  b. Provision of professional development on the budget process Ð Feb. 28, 2013
			  c. Establishment and implementation of a system earned autonomy for professional development decision-making Ð March 15, 2013 and ongoing		

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.	January 2013
	
	Provided on Dec. 21, 2012
		F. Wilson	Schools remaining Targeted Assistance will document in 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.
			  a. Development of SCEPs by all Priority Schools Ð Dec. 21, 2012
			  b. Evaluation of suitability of Targeted Assistance		

					o Syracuse City School District has school-wi Title I assignments; no Targeted Assistance assignments	
2 ganization	a. Establish monthly ÔPrincipal MeetingsÕ 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. Princi 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 Ð Oct. 1, 2012 b. Holding regular cluster meetings Ð Aug. 28, 20 and ongoing c. Regular meetings with Superintendent Ð Sept. 2012 and ongoing d. Configuration of meetings based on need Ð Au 28, 2012 and ongoing e. Task force service opportunities Ð Nov. 1, 201 and ongoing f. PGS evaluations Ð Oct. 1, 2012 and ongoing	Regular ÒPrincipal MeetingsÓ were launched on Aug 28, 2012, with a two-day Leadership Conference. Th schedule for monthly ÒPrincipal MeetingsÓ was distributed to all principals in September 2012. The Superintendent meets with Priority School principals a least monthly.	Priority School Principal meetings have taken place i Sept, Oct, Dec, and Jan. It is anticipated that these meetings, going forward, will be interactive profession growth opportunities. It has been requested that a calendar of monthly Prid School Principals be developed through for the purpo of delivering PD to schools that will inform and devel the knowledge to lead work around self review rubrics, SCEPS, as well as other identified needs. As 2nd semester begins, a meeting has been schedule Feb. 7, 2013 for the purpose of targeted PD for Priori Schools. It has been communicated to the Priority School principals by the Community Superintendents The Community Superintendents are confirming mor meeting dates through June 2013 and will send a foll 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. Princi will reporte bor beme pvedse f. by levPS, aape pl por bd tr		

c. Review and analyze the impact of Criterion-based administrative policies on student enrollment in Priority	Dec. 1, 2012	F.			

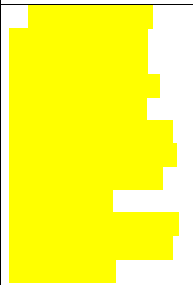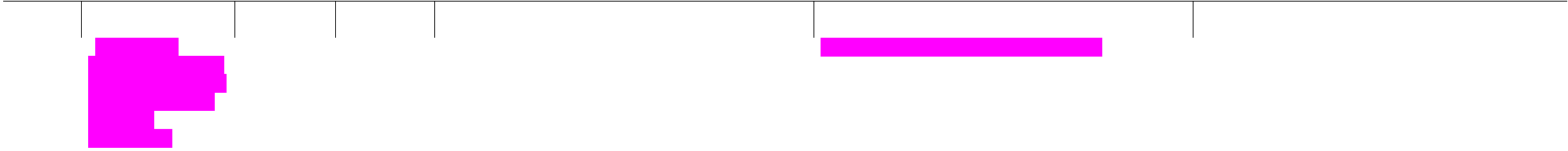|						Academic Recovery Center for over-age, under-credit students in 2013-14. Priority School students will be given preference for participation in all of the opportunities mentioned above	

3
rticulation/
Coord
	a. Define, in writing, the autonomy and decision making authority of Priority School principals.	Nov. 1, 2012
		
		Appendices C, E, F, L, M and P
			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 instruction and support structures is limited for SY2012-13.)
						   a. Increased accessibility to relevant data to inform decision making (e.g. Data Dashboard) Ð Oct. 2012
						   b. Clear oral and written articulation of policies, guidelines, and performance standards for the of principal Ð November 1, 2012 and ongoing
						   c. Provision of professional development on the u of data to inform planning Ð Dec. 21, 2012 and ongoing
						   d. Provision of professional development on the budget process Ð Feb. 28, 2013
						   e. Establishment and implementation of a system earned autonomy for professional development decision-making Ð March 15, 2013 and ongoing
						   f. Meeting multiple SCEP targets Ð June 30, 201
							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 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 Educa

b. Implement a system to monitor, on a monthly basis, the service and support provided by the Office of School Performance to Priority Schools. Appendices K, T, U, and V	October 19, 2012	P. Brown	Priority Schools will report and show evidence of impact of support provided by the Community Superintendent 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). a. SuperintendentÕs weekly review meetings with the Community Superintendents and CAO Ð S 2012 and ongoing b. Training in use of Observation Tracker for Community Superintendents Ð Oct. 2012 c. Monthly monitoring of student outcomes Ð Oct 2012 and ongoing d. SuperintendentÕs regular review of School
c. Provide training & coaching to develop the skill set of the Central Leadership team to include use of data to drive instructional decision-making and support. Appendices C, D, L, M, T, U, V, and W	October 30 & on-going	F. Wilson M. Boorady C. Harrington D. Mauricio	

			c. Launch of a more comprehensive Data Dashboard Ð Oct. 19, 2012		
b. Provide training for Priority School principals and site leadership teams on the data dashboard.	Nov. 16, 2012	F. Wils scn B			
	Appendices C, L, M, X, and Y				
c. Provide on-going training on the use of data from the dashboard to drive instruction, planning, and delivery of services to students.					
d. Provide a document that outlines the procedures, logistics, and expectations of the new benchmark					

assessments.			benchmark assessments Ð Oct. 2012 b. Development of an assessment calendar, including formative assessments Ð Nov-Dec. 2012 c. Distribution of written procedures and logistics for new formative assessments Ð Jan. 15, 201 d. Development and administration of the new formative assessments Ð Jan. 2013 e. Use of formative assessment results and other		
	Appendix CC				

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

h. Evaluate the role, function, and -1.14 T

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