



University of the State of New York  
State Education Department

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

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# **Fiscal Requirements for Focus LEA**

- **Purpose**

- Provide LEAs with technical assistance on how to address the requested fiscal revisions for the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).



## **Fiscal Requirements for Focus LEA**

- **ESEA Flexibility Waiver**
  - Focus LEAs are required to develop a District Comprehensive Improvement Plan that articulates how the district will use the **full** range of its resources, which may include Title I, Title II, and/or Title III funding to support improvement efforts in identified schools



## **Fiscal Requirements for Focus LEA**

- **ESEA Flexibility Waiver**
- **School Improvement**
  - The equivalent of 5% - 15% of an identified 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.
  - Title I A funds may only be used in Title I schools.
  - Set-aside rates can be found at:  
<http://www.p12.nysed.gov/accountability/documents/SchImpSetAsideFinal.xls>



## **Fiscal Requirements for Focus LEA**

- **ESEA Flexibility Waiver**
- **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.



# Fiscal Requirements for Focus LEA

- **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.



## **Fiscal Requirements for Focus LEA**

- **Fund Source and District Cost:**
  - Each activity must have a fund source and district cost associated with it.
  - Some activities may have more than one fund source and district cost.
  - The mandatory school improvement set-aside and parent engagement set-asides should be identified throughout the plan.

**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

**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 –emotional developmental health) that makes progress towards mission critical goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

**2.4** Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

**2.5** The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		



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# **Fiscal Requirements for Focus LEA**

## **LEA Sample**



# Fiscal Requirements for Focus LEA

- **Preface:**
  - The sample encompasses a small Focus LEA with 2 Focus Schools. The LEA has been allocated \$430,638 in Title I funds and \$70,047 in Title II funds. The total combined Title I and Title II allocation is \$500,685. The LEA is required to set aside 5% of the total allocations for school improvement activities. The total school improvement set aside should equal at least \$25,034. The LEA is also required to set aside 1% for parent engagement activities. The total parent engagement set aside should equal at least \$4,306. This LEA does not have a 1% parent involvement set aside requirement because the Title I allocation is less than \$500,000.



## **Fiscal Requirements for Focus LEA**

- **DCIP Directions:**
  - Identify all fund sources and corresponding amounts that will be used for completion of each activity. For school level activities, total the school amounts in all SCEPs by SOP number and fund source so they can be reported as line items in the DCIP.



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# **Fiscal Requirements for Focus LEA**

## **DCIP Sample**

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		
Develop a human capital management plan that enables the LEA to build, retain, and support a quality workforce at every level of the organization.	Reorganize and staff the Human Resources Department to support both the strategic and transactional processes of talent management, with a critical focus on customer service.	Reorganization of staff by December 2012.		
	Structure policies and practices to support early hiring of diverse, high quality candidates and full staffing of schools well in advance of the start of the school year.	100% current staffing vacancies completed by: SY 2013 - 2014 - August 19, 2013 SY 2014 - 2015 - August 11, 2014 SY 2015 - 2016 - August 3, 2015		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
Teacher recruitment days will be initiated by Human Resources in collaboration with the Department of Teaching & Learning and Departments of Education at local colleges and universities to generate a list/pool of qualified candidates.	December 2013	Executive Director of Human Resources	General Fund  SIF	\$1500.00  \$875.00
Survey new hires and understand the areas of strength and weakness in the LEAs hiring, interviewing, and on-boarding process. (District level activity only)	11/2012 Survey administered 12/2012 Data Compiled	Director of Employment Services	SIG 1003(a)	\$150.00
Professional development to support the implementation of APPR.	July 1, 2012 - August 31, 2013	Superintendent	Title IIA - school improvement set aside  General Fund - school improvement set-aside	\$1500.00  \$750.00

LEA Name \_\_\_\_\_ LEA BEDS Code \_\_\_\_\_

**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 –emotional developmental health) that makes progress towards mission critical goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)	General Fund	\$5,750.00
	Title I – School Improvement Set Aside	\$11,500.00
	Title IIA – School Improvement Set Aside	\$1500.00

**2.4** Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

**2.5** The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and



## **Fiscal Requirements for Focus LEA**

- **SCEP Directions:**
  - Identify all fund sources and corresponding amounts that will be used for completion of each activity.



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# **Fiscal Requirements for Focus LEA**

## **SCEP Sample**

### **School 1**

**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.

<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Principal participation in the Teacher Recruitment Days identified in the DCIP.	General Fund	\$312.00
		SIF	\$875.00
	Principal participation in professional development to support the implementation of APPR.	Title IIA - school improvement set aside	\$ 750.00
		General Fund	\$375.00

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.

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

**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 –emotional developmental health) that makes progress towards mission critical goals.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Review the current instructional schedule to develop school wide approach to teacher meetings. This approach should include data analysis to inform instruction and observations in the classroom (JIT p.23)	Teachers will use data effectively to drive instruction.		Teachers will set goals for at least a 5% increase in achievement based on current class configurations.  Reduce the gap between our special education and general education population by at least 5% for the 2012 – 2013 school year.  Increase attendance by 5%.  Reduce suspensions by 5%.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Professional development for teachers on interpreting and analyzing data.	October 2012	Principal	General Fund – school improvement set aside	\$3,000.00
Purchase data software	October 2012	Principal	General Fund	\$500.00
Implement Expanded Learning Time Program to assist students not meeting academic standards based on data analysis.	October 2012 – June 2013	Principal	Title I – school improvement set aside	\$11,500.00



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# **Fiscal Requirements for Focus LEA**

## **SCEP Sample**

### **School 2**

**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.

<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Principal participation in the Teacher Recruitment Days identified in the DCIP.	General Fund	\$1,188.00
	Principal participation in professional development to support the implementation of APPR.	Title IIA – school improvement set aside	\$ 750.00
		General Fund	\$375.00

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.

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

**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 –emotional developmental health) that makes progress towards mission critical goals.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
The school leadership team must ensure that all teachers are consistently using lesson plans, schedules, pacing guides, and other similar instructional aids. This can be accomplished by instituting a schedule of regular classroom visits where these items are examined and feedback is provided to the teachers as necessary (JIT p.2)	Establish a regular instructional classroom visit schedule as outlined in the APPR plan.	Administrative team will conduct at least two (2) classroom observation visits per day.  100% of classroom teachers will be utilizing lesson plans by December 2012.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Professional development for the principal on the implementation of the APPR plan.	October 2012	Principal	Title IIA – school improvement set aside  General Fund	\$1500.00  \$2,250.00

**2.4** Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
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## **Fiscal Requirements for Focus LEA**

- **Analysis of Review**
- **\$18,250 of the \$25,034 required school improvement set aside has been documented throughout the plans. The remaining \$6,784 must be identified.**
- **The \$4,306 required parent engagement set aside has not been documented throughout the plans. This set aside must be identified.**
- **\$3,000 of the \$5,750 general fund allocation for SOP 2.3 is identified as a school improvement set aside activity but is not identified as such at the district level.**



# Fiscal Requirements for Focus LEA

## Reminders

- Ensure each activity has a fund source and cost.
- If an activity is completed during the regular work day and is part of the employees regular duties, a fund source and cost still need to be identified.
- The school improvement set-aside, parent engagement set-aside, and parent involvement set-aside (if applicable) should be clearly delineated throughout all of the plans.
- The LEAs total set-aside amount should be accounted for throughout all of the SCEPs.



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# QUESTIONS





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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>