



2021

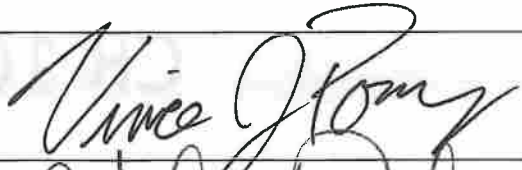


Biennial Review of Shared
Decision Making

CR 100.11

**2021 BIENNIAL REVIEW OF SHARED DECISION MAKING
CR 100.11**

1.	DISTRICT/BOCES INFORMATION SHEET
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School District/BOCES:	Sherrill City School District
Address:	5275 State Route 31, PO Box 128, Verona, NY 13478
BEDS Code:	412000050000
Person Submitting Form: <i>(Print or Type Name)</i>	Andy F. Brown
Title:	Student Success Coordinator
Telephone:	(315) 829-2520 x7301
E-mail Address:	abrown@vvsschools.org

Endorsements Received:	Signatures:
Building Principal	
Teachers	
School-Related Parent Organizations	

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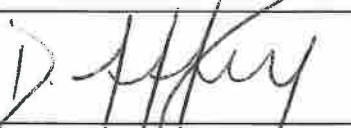

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E-mail Address:	abrown@vvsschools.org

Endorsements Received:	Signatures:
Building Principal	
Teachers	
School-Related Parent Organizations	Middle School Parent Advisory Committee (PAC) 

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Endorsements Received:	Signatures:
Building Principal	
Teachers	
School-Related Parent Organizations	Boosters (Sports)

2a.**STATEMENT OF SUCCESS: Required Components**

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2a. provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making					X
Involvement of All Parties					X
Means and Standards Used to Evaluate Improvement of Student Achievement					X
Accountability for Decisions					X
Dispute Resolution Process					X
Coordination of State and Federal Requirements for Parental Involvement					X

2b.

STATEMENT OF SUCCESS: School-Based Planning

1. What is the approximate composition of the district-wide committee that develops, amends, or recertifies your Shared Decision-Making plan?

Teachers:	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-7	<input type="checkbox"/> 8-10	<input checked="" type="checkbox"/> 11 or more
Parents:	<input checked="" type="checkbox"/> 1-3	<input type="checkbox"/> 4-7	<input type="checkbox"/> 8-10	<input type="checkbox"/> 11 or more
Building-level Administrators:	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-7	<input checked="" type="checkbox"/> 8-10	<input type="checkbox"/> 11 or more
District-level Administrators:	<input checked="" type="checkbox"/> 1-3	<input type="checkbox"/> 4-7	<input type="checkbox"/> 8-10	<input type="checkbox"/> 11 or more

Other: (specify) _____

2. Is the Shared Decision Making team also responsible for developing any of the following plans at the building level? (check as many as apply):

- ✓ Professional Development Plan (PDP)
- ✓ Academic Intervention Services (AIS)
 - Comprehensive System of Personnel Development (CSPD)
 - Local Assistance Plan (LAP)
 - SURR Corrective Action Plan (CAP)
- ✓ Comprehensive Education Plans (CEP)
 - Other Improvement Plans or Corrective Action Plans
- ✓ Other (specify): Comprehensive District Education Plan

3. How do you determine the priority of elements identified by various plans? (check as many as apply)

- ✓ Based on needs assessment
- ✓ Based on data
 - Based on needs of low-performing schools
- ✓ Based on resource streams and requirements
- ✓ Based on level of scrutiny (constituency groups, public reporting, etc.)
- ✓ Based on recommendations of Shared Decision Making team
- ✓ Based on administrator recommendations
- Other (specify) _____

4. In general, how often do building-level Shared Decision Making teams meet?

- ☐ Weekly ☒ Monthly ☐ Quarterly ☐ Bi-annually ☐ Yearly
- ☐ Other (specify): _____

5. To what extent are Shared Decision Making team recommendations used when determining resource allocations at the **district** level?

- ☐ never ☐ hardly ever ☐ sometimes ☒ most of the time ☐ all of the time

7. Which of the following data sources does your district comprehensive planning team use when analyzing data to determine teaching and learning needs? (check as many as apply)
- | | |
|---|---|
| <input checked="" type="checkbox"/> School Report Card | <input type="checkbox"/> New York: The State of Learning (Chapter 655 Report) |
| <input type="checkbox"/> BEDS data | <input checked="" type="checkbox"/> Building-level data |
| <input checked="" type="checkbox"/> Graduation rates | <input checked="" type="checkbox"/> Student attendance rates |
| <input checked="" type="checkbox"/> Drop-out rates | <input checked="" type="checkbox"/> Student discipline rates |
| <input checked="" type="checkbox"/> Student standardized assessment results disaggregated by ethnicity, ELL, disability, SES, and other special needs | |
| <input checked="" type="checkbox"/> Student local assessment results disaggregated by ethnicity, ELL, disability, SES, and other special needs | |
| <input checked="" type="checkbox"/> Other student performance results disaggregated by ethnicity, ELL, disability, SES, and other special needs | |
| <input checked="" type="checkbox"/> State benchmarks for student performance | <input checked="" type="checkbox"/> Community employment opportunities |
| <input type="checkbox"/> Student aspirations | <input type="checkbox"/> Other student surveys |
| <input checked="" type="checkbox"/> Longitudinal student data | |
| <input type="checkbox"/> Student/teacher ratios | <input type="checkbox"/> Teacher turnover rate |
| <input type="checkbox"/> Number of uncertified teachers | |
| <input checked="" type="checkbox"/> Teacher surveys | <input type="checkbox"/> Teacher proficiency data |
| <input checked="" type="checkbox"/> Teacher self-assessment | |
| <input type="checkbox"/> Number of teachers teaching out-of-field | <input checked="" type="checkbox"/> Curriculum surveys |
| <input type="checkbox"/> Other (specify): _____ | |
8. Indicate which of the following plans you are most likely to use as the basis for making district-wide resource decisions (check all that apply):
- | | |
|--|---|
| <input checked="" type="checkbox"/> DCEP, CDEP, or other comprehensive district plan | <input type="checkbox"/> CR 100.11 Shared Decision-Making |
| <input checked="" type="checkbox"/> CR 100.2 (dd) Professional Development Plan | <input type="checkbox"/> Operating Standards Aid |
| <input checked="" type="checkbox"/> CR 100.2 (o) Annual Professional Performance Review | <input type="checkbox"/> Local Assistance Plan |
| <input checked="" type="checkbox"/> Comprehensive System of Personnel Development (CSPD) | <input checked="" type="checkbox"/> Academic Intervention Services (AIS) |
| <input type="checkbox"/> No Child Left Behind (NCLB) Consolidated Application | <input checked="" type="checkbox"/> District Technology Plan |
| <input type="checkbox"/> Improvement Plan or Corrective Action Plan | <input checked="" type="checkbox"/> Other plan(s) (specify): Building & Dept. Plans |
- Why? These plans all use student achievement data and focus on district goals.
-
9. Do you provide professional development for members of the **district comprehensive planning team** in any of the following areas? (check all that apply):
- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> understanding data | <input type="checkbox"/> performing causal analyses | <input checked="" type="checkbox"/> team building |
| <input checked="" type="checkbox"/> working with parents | <input checked="" type="checkbox"/> working with teachers | <input checked="" type="checkbox"/> working with school administration |
| <input type="checkbox"/> facilitation skills | <input type="checkbox"/> conflict resolution | <input checked="" type="checkbox"/> defining mission, vision and goals |
| <input checked="" type="checkbox"/> addressing equity and diversity | | <input checked="" type="checkbox"/> identifying benchmarks and performance measures |
| <input type="checkbox"/> Other (specify): _____ | | |
10. Do you **attribute** any of the following outcomes as results of using comprehensive planning processes in your district? (check all that apply)
- ☒ a. improved communication between stakeholders (parents, teachers, paraprofessionals, administrators)
 - ☒ b. improved communication between buildings
 - ☒ c. greater parent and/or community support for improving student achievement
 - ☒ d. greater focus on supports that ensure high achievement for all students
 - ☒ e. greater capacity for school improvement
 - ☒ f. greater capacity for district improvement
 - ☒ g. greater focus on, and attention to, improving student achievement in lower-performing buildings
 - ☒ h. greater attention to **building-level** professional development that responds to identified teaching and learning needs
 - ☒ i. greater attention to **district-wide** professional development that responds to identified teaching and learning needs
 - ☒ j. improved curriculum integration from elementary to middle and/or from middle to secondary
 - ☒ k. improved teacher practice
 - ☒ l. improved student results
 - ☒ m. reduction in achievement gaps between student groups
 - ☒ n. more efficient resource allocation
 - ☐ o. other (specify) _____

1. Does your district engage in comprehensive planning [defined as a district-wide, reiterative and ongoing process that involves multiple education stakeholders - at a minimum, building-level administrators, teachers and parents - in looking deeply at data and making educational decisions based on that data analysis]?
 - ✓ Yes (continue with questions 2-11)
 - No (stop here; all subsequent questions relate to districts that are engaged in comprehensive district planning)
2. Which, if any, of the following SED-required plans are included in your district comprehensive planning process?
 - ✓ CR 100.11 Shared Decision-Making
 - ✓ CR 100.2 (dd) Professional Development Plan
 - ✓ CR 100.2 (o) Annual Professional Performance Review
 - ✓ Academic Intervention Services (AIS)
 - ✓ VESID's Comprehensive System of Personnel Development (CSPD)
 - No Child Left Behind (NCLB) Consolidated Application
 - ✓ District Technology Plan
 - Local Assistance Plan
 - ✓ Comprehensive Education Plans (CEP) (building-level)
 - SURR Corrective Action Plan (CAP)
 - Other Improvement Plans or Corrective Action Plans
3. How does your comprehensive planning team determine the priority of elements identified by various plans? (check as many as apply):
 - ✓ Based on needs assessment ✓ Based on data ___ Based on providing support to low-performing schools
 - ✓ Based on resource streams and requirements
 - ✓ Based on level of scrutiny (constituency groups, public reporting, etc.)
 - ✓ Based on recommendations of the comprehensive planning team
 - ✓ Based on administrator recommendations
 - ✓ Other (specify) Based on building and department recommendations, based on SED mandates and requirements
4. When incorporating the requirements of the different plans that you include in your district comprehensive planning process, to what extent do you find congruence in the following characteristics?

The data elements that must be addressed are:	✓ the same	___ similar	___ different
The professional development requirements are:	✓ the same	___ similar	___ different
The outcomes that must be addressed are:	✓ the same	___ similar	___ different
The parties that must be included in planning are:	✓ the same	___ similar	___ different
The required formats to be used (if any) are:	✓ the same	___ similar	___ different
5. What is the approximate composition of your district comprehensive planning team?

✓ Teachers:	___ 1-3	___ 4-7	___ 8-10	✓ 11 or more
Of these, about how many are:	31 - Elementary	8 - Middle	10 - Secondary	
	3 - Special Education	38 - from Title I Schools		
✓ Parents:	✓ 1-3	___ 4-7	___ 8-10	___ 11 or more
Paraprofessionals:	___ 1-3	___ 4-7	___ 8-10	___ 11 or more
✓ Building-level Administrators:	___ 1-3	___ 4-7	✓ 8-10	___ 11 or more
✓ District-level Administrators:	___ 1-3	✓ 4-7	___ 8-10	___ 11 or more
Other: (specify) Support Staff and Board of Education Member				
6. Approximately how often does the district comprehensive planning team meet?
 - ☐ Monthly ☐ Quarterly ☐ Bi-annually ☐ Yearly
 - ✓ Other (specify): 3 times per year

6. To what extent are Shared Decision Making team recommendations used when determining resource allocations at the **building** level?

☐ never ☐ hardly ever ☐ sometimes ☒ most of the time ☐ all of the time

7. Which of the following data sources do your Shared Decision Making teams use when analyzing data to determine teaching and learning needs? (check as many as apply)

- ✓ School Report Card ___ New York: The State of Learning (Chapter 655 Report)
- ✓ BEDS data ✓ Student attendance rates ✓ Student discipline rates
- ✓ Graduation rates ✓ Drop-out rates
- ✓ Student standardized assessment results disaggregated by ethnicity, ELL, disability, SES, and other special needs
- ✓ Student local assessment results disaggregated by ethnicity, ELL, disability, SES, and other special needs
- ✓ Other student performance results disaggregated by ethnicity, ELL, disability, SES, and other special needs
- ✓ State benchmarks for student performance ___ Community employment opportunities
- ✓ Student aspirations ✓ Other student surveys ✓ Longitudinal student data
- ✓ Student/teacher ratios ___ Teacher turnover rate ___ Number of uncertified teachers
- ✓ Teacher surveys ___ Teacher proficiency data ✓ Teacher self-assessment
- ___ Number of teachers teaching out-of-field ✓ Curriculum surveys
- ✓ Other (specify): Parent Survey Results

8. Do schools or the district provide professional development for members of **Shared Decision-Making teams** in any of the following areas? (indicate for all that apply: **S** if **school-based**, and/or **D** if **district-wide**)

- S/D understanding data S/D performing causal analyses S/D team building
- S/D working with parents S/D working with teachers S/D working with school administration
- S/D facilitation skills S/D conflict resolution S/D defining mission, vision and goals
- S/D addressing equity and diversity S/D identifying benchmarks and performance measures
- ___ Other (specify): _____

9. Do you **attribute** any of the following outcomes as results of using Shared Decision-Making in your buildings? (check all that apply)

- ✓ a. improved communication between stakeholders (parents, teachers, paraprofessionals, administrators)
- ✓ b. greater parent and/or community support for improving student achievement
- ✓ c. greater focus on supports that ensure high achievement for all students
- ✓ d. team members become empowered as building-level mentors and leaders
- ✓ e. greater attention to professional development that responds to identified teaching and learning needs
- ✓ f. improved curriculum alignment across classrooms at the same grade level
- ✓ g. improved curriculum alignment across grade levels
- ✓ h. improved teacher practice
- ✓ i. improved student results
- ✓ j. reduction in historic achievement gaps
- ✓ k. more efficient resource allocation
- l. other (specify) _____

10. Do you **have evidence** (evaluation study, etc.) that one or more of the above outcomes were a direct result of using Shared Decision Making processes in your district? ✓ Yes ___ No

If yes, which outcome(s) ? all of the above

If yes, briefly describe the type(s) of evidence: Curriculum, instruction, assessment, teacher performance

11. Do you **have evidence** (evaluation study, etc.) that one or more of the above outcomes were a direct result of using comprehensive planning processes in your district? ☒ Yes ☐ No

If yes, which outcome(s) ? all of the above

If yes, briefly describe the type(s) of evidence: Student achievement data, teacher performance reviews, professional development feedback, curriculum, instruction, and assessment documents and data, lesson plans, student goals, parent participation in student planning and conferencing, drop-out data, discipline data, per pupil expenditures

3.

STATEMENT OF ASSURANCES

I, Thomas Moats President of the Board of
(Print or Type Name)

Education of Sherrill City School District (or
BOCES), do assure that the district's (or BOCES') plan for the participation of teachers and parents
with administrators and school board members in school-based planning and shared decision
making was (check one):

- ☐ AMENDED and is attached in its entirety, with amendments underlined; or
- ☒ RECERTIFIED as previously approved by the Commissioner and therefore not attached;

at a public meeting held on December 20, 2021.
(Date)

My signature below affirms that the board of education reviewed the district plan previously adopted and submitted to the Commissioner for approval. The amended/recertified plan was adopted at a public meeting, after consultations with and full participation by the district committee convened for the purpose of the biennial review as required by CR 100.1(b), (d), and (f), and after seeking the endorsement of the following representatives of the committee:

- the superintendent of schools (or BOCES district superintendent);
- administrators selected, where represented, by the administrators' collective bargaining organization;
- teachers selected by the teachers' collective bargaining organization; and,
- parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district [or BOCES] selected by a school-related parent organization(s) or, where no such organization(s) exists, by their peers under a process developed by the board of education.)

The amended/recertified plan incorporates all of the components listed in CR 100.11 (c). As required by CR 100.11 (f) the attached statement of success reflects the six required parts of the plan and the planning success indicators. The amended/recertified plan has been made available to the public, and has been filed with the BOCES District Superintendent.

Thomas Moats
Name, President, Board of Education
(Print or Type)


Signature, President, Board of Education

