

Strengthening Teacher and Leader Effectiveness Program

Grantee Information

Grantee: **Mount Morris Central School District**

Abstract:

The development of a Teacher and Leader Effectiveness (TLE) continuum that is worthy of the 500 deserving children of the Mount Morris Central School District comes at a time when the longest-serving member of the administration is the Superintendent, who began her tenure August 1, 2011. The difficulty of attracting quality teacher and leader candidates to a small, rural school with an economically disadvantaged rate of 60% has been lessened by securing this grant. Over the next two years, we will concentrate on three major goals in different areas of the TLE continuum:

- To attract two high-quality building principals, who have proven leadership experience, and have them in place no later than March 31, 2013, providing them with one-to-one mentoring and coaching, and retaining them in these positions for not less than 5 years.
- To develop a plan based on differentiated performance needs by August 2013 for all non-tenured teachers that encompasses a multi-year induction program connected to ongoing professional development activities with trained, proficient, and appropriately compensated mentor teachers.
- To develop for the 2013-14 school year a supplemental financial award program for teachers who are rated Highly Effective or at the upper end of the Effective scale and who work with students with disabilities.

A customized leader integration plan, with an emphasis on our SED-approved APPR plan, and ongoing coaching support is the major activity planned to meet our first goal. We will shift the practice of **all** teachers to reflect Common Core implementation and data driven instruction (per our APPR plan) and to replace an emphasis on “orientation” by veterans with once-a-month meetings with novices to meet the second goal. Finally, our Career Ladder goal reinvents the job description of a true lead teacher (Instructional Coach) whose duties include leading special educators in data-driven instructional activities and working with struggling teachers. Our remaining four goals will be accomplished outside the parameters of the grant and will complete an exemplary TLE continuum.

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