New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Brasher Falls Central School District

Table of Contents

Contents

District Contact Information

	Superintendent	STLE Grant Manager
Name	Stephan J. Vigliotti Sr.	John Hirschey
Phone	315-389-5131	315-389-5131 x1399
Email	svigliotti@bfcsd.org	jhirschey@bfcsd.org

Section I – District Description

Source: All district description data comes from the Brasher Falls Central School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: March 19, 2014

District Location	
Region	**BOCES**
BLK River St. Lawrence	St. Lawrence – Lewis BOCES

District Designations (i.e. DTSDE School, TIF Recipient, etc.)
Good Standing

Student Demographics					
Number of Students	**Eligible for Free Lunch**	**Eligible for Reduced Lunch**	**Limited English Proficient**	**Students with Disabilities**	**Economically Disadvantaged**
1,058	618	121	n/a	134	616

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	**Black or African American**	**Hispanic or Latino**	**Asian/Native Hawaiian/Other Pacific Islander**	**White**	**Multiracial**
4	2	2	1	91	0

Attendance/Suspension Rates	
Annual Attendance Rate	**Student Suspensions**
94%	3%

Teacher Qualifications				
# Teachers	**Percent No Valid Teaching Certificate**	**Percent Teaching Out of Certification**	**Turnover Rate for Teachers under 5 Years' Experience**	**Turnover Rate all Teachers**
80	0	1	50	15

Need Status
High Need/Resource Rural District

Section II – Academic Performance

Source: All academic performance data comes from the Brasher Falls Central School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: May 1, 2014

Student Performance: 2011-12& 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3 (2011-12)	48	18	None tested	37
3(2012-13)	18	0	None tested	12
4(2011-12)	52	n<5	None tested	33
4 (2012-13)	16	0	None tested	11
5(2011-12)	37	0	None tested	37
5(2012-13)	11	0	None tested	4
6(2011-12)	42	13	None tested	21
6(2012-13)	16	0	None tested	13
7(2011-12)	39	0	None tested	42
7(2012-13)	18	0	None tested	7
8(2011-12)	48	0	None tested	39
8(2012-13)	13	0	None tested	11
District Wide (2011-12)	**44**	**5**	**None tested**	**35**
District Wide (2012-13)	**16**	**0**	**None Tested**	**10**

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	46	17	None tested	37
3(2012-13)	4	13	None tested	2
4(2011-12)	48	n<5	None tested	36
4(2012-13)	15	17	None tested	9
5(2011-12)	43	0	None tested	31
5(2012-13)	15	0	None tested	9
6(2011-12)	76	22	None tested	62
6(2012-13)	40	0	None tested	30
7(2011-12)	64	0	None tested	57
7(2012-13)	21	9	None tested	9
8(2011-12)	82	40	None tested	82
8(2012-13)	14	0	None tested	13
District Wide (2011-12)	**57**	**12**	**None Tested**	**48**
District Wide (2012-13)	**19**	**7**	**None tested**	**13**

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4*(2011-12)	93	80	None tested	92
4(2012-13)	92	83	None tested	88
8(2011-12)	88	20	None tested	62
8(2012-13)	79	67	None tested	78
District Wide (2011-12)	**91**	**63**	**None tested**	**81**
District Wide (2012-13)	**85**	**75**	**None tested**	**83**

*From 2010-11 Report Card (2011-12 is not available)

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	68	20	11	0
Integrated Algebra	71	7	35	0
Geometry	75	13	-	-
Algebra 2/Trigonometry	47	6	0	0
Global History and Geography	81	33	44	6
U.S. History and Government	100	21	-	-
Living Environment	76	20	42	0
Physical Setting/Physical Earth	69	33	-	-
Physical Setting/Chemistry	84	0	0	0
Physical Setting/Physics	50	17	0	0

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	14	2	87	32
SWD	14	0	56	0
ELL	None tested	None tested	None tested	None tested
ED	6	3	81	27

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	80	7	90	13
SWD	29	0	33	0
ELL	None tested	None tested	None tested	None tested
ED	71	3	87	12

	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	4	2	-	-	-	-
	5	2	-	-	-	-
	6	1	-	-	-	-
	7	1	-	-	-	-
	8	1	-	-	-	-
			-	-	-	-
Mathematics	4	2	-	-	-	-
	5	2	-	-	-	-
	6	1	-	-	-	-
	7	1	-	-	-	-
	8	1	-	-	-	-
Science	4	2	-	-	-	-
	8	1	-	-	-	-

2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	81	83	90	66
Students With Disabilities	14	n<30	19	n<30
Limited English Proficient	0	n<30	0	n<30
Economically Disadvantaged	31	77	36	50

List Any Measures Where the District **Did Not** Meet AYP in 2011-12
• Elementary/Middle-Level ELA – All Students
• Elementary/Middle-Level ELA – White
• Elementary/Middle-Level ELA – Students With Disabilities
• Elementary/Middle-Level ELA – Economically Disadvantaged
• Elementary/Middle-Level Math – Students With Disabilities
• Elementary/Middle-Level Science – All Students
• Elementary/Middle-Level Science – White
• Elementary/Middle-Level Science – Economically Disadvantaged
• Secondary- Level ELA – All Students
• Secondary- Level ELA – White
• Secondary-Level Math – All Students
• Secondary-Level Math – White

List Any Measures Where the District **Did Not** Meet AYP in 2012-13
• Elementary/Middle-Level ELA – White
• Elementary/Middle-Level ELA – Students With Disabilities
• Elementary/Middle-Level Math – White
• 5- Year Graduation Rate – All Students
• 5- Year Graduation Rate – White
• 5- Year Graduation Rate – Economically Disadvantaged

Section III – District Schools Profile

Source: Information in the following table was provided by the district.

Most current information as of: April 4, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Brasher Falls CSD	Stephan J. Vigliotti, Sr.	2013-2014	New	1,095	1,048	3 P	3 P	76	78

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
St. Lawrence Elementary School	Johnathan Hirschey	2013-14	New	UPK-4	394	392	1P	1P	26	26
St. Lawrence Middle School	Christopher Rose	2013-14	Con	5-8	357	343	1P	1P	27	27
St. Lawrence High School	Tracy Davison	2013-14	Con	9-12	344	313	1P	1P	25	22

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/brasher-falls-appr-plan.pdf
Most current version as of: December 4, 2012

Performance Evaluation Rubrics	
Teacher	**Principal**
Marzano's Causal Teacher Evaluation Model	Vanderbilt Assessment of Leadership in Education (VAL-ED)

Teacher Evaluation *(2012-13)*				
Presented as % by rating category	**Composite Rating**	**State-provided growth or other comparable measures**	**Locally-selected measures of student achievement or growth**	**Other measures of teaching effectiveness**
Highly-Effective	50	53	70	48
Effective	48	20	22	50
Developing	2	18	8	2
Ineffective	0	8	0	0

Principal Evaluation *(2012-13)*				
Presented as % by rating category	**Composite Rating**	**State-provided growth or other comparable measures**	**Locally-selected measures of student achievement or growth**	**Other measures of principal effectiveness**
Highly-Effective	*	*	*	*
Effective	*	*	*	*
Developing	*	*	*	*
Ineffective	*	*	*	*

*No data are available for this combination of filters

Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator	June 8, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator	August 20, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	November 6, 2013
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	February 19, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014

2013-14	Year 2 Final Report Status Update Call	Courtney Max, Project Coordinator	August 13, 2014

Section VI - STLE Grant Profile

Source: District STLE Grant Application, interim reports, and year end final reports.

General Grant Information			
STLE #	**Funding Amount**	**Implementation Dates**	**Individual or Consortium**
5545-13-0003	$135, 875	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. **Preparation** – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: ***The District teachers and administrators attended trainings at St. Lawrence University and St. Lawrence Lewis BOCES.***
2. **Recruitment and Placement** – Activities to attract educators to the district and the schools that need them: ***This component was not addressed by STLE grant funded activities.***
3. **Induction and Mentoring** – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: ***The District provided mentoring experiences to teachers and leaders three times per month at designated times. In addition to these mentoring experiences, teachers attended training provided by APL associates about effective teaching. Leaders were also provided with the mentoring training through the St. Lawrence Lewis BOCES and the Constructivist Conference through St. Lawrence University.***
4. **Evaluation** – The new APPR system based on Education Law §3012-c.: ***The District expending their supplies monies through the grant have purchased iPads to be used by administrators during observations for evaluations.***
5. **Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: ***The District provided first year teachers with Harry Wong's <u>First Days of School</u> as well as using the video cameras to record and reflect upon a lesson. Leaders also attended trainings held by St. Lawrence University, St. Lawrence Lewis BOCES, and NYSED's Network Team Institute trainings.***
6. **Performance Management** – Use of evaluation data in development and employment decisions: ***Grade Level Leaders and Department Chairs positions were recruited and created based on evaluation data for the elementary, middle, and high schools.***
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: ***The District selected teachers as grade level leaders and department chairs based upon their leadership experience and highly effective or effective rating.***

Program Goals (Taken from Year 1 Final Report)	Targets (Taken from Year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: To insure high quality teaching staff by providing support and training to new and ineffective teachers.	All new teachers will be assigned a mentor and attend training in effective teaching strategies.	All non-tenured employees were given a mentor that they met with three times per month. The mentors had received formal training from SLL BOCES. Chair people have met with non-tenured staff on a minimum of three times per month.
	All teachers attaining scores of ineffective will be provided with a mentor and a teacher improvement plan will be developed and implemented.	The new positions are well positioned to support new and early career educators and teachers who were developing or ineffective to improve their ability to produce positive student outcomes.
Goal II: A career ladder will be developed to reward effective and highly effective teachers and to utilize their expertise in assisting other faculty to improve student outcomes.	Highly effective and effective teachers will be selected as grade/department chairs. They will comprise the district inquiry team.	Grade level leaders and department chairs had been named based upon their APPR standing
	Chair persons will be provided training in data analysis and become team leaders in analyzing student data from interim assessments.	All staff have received Data Driven Instruction (DDI) training to assist in data analysis.
Goal III: All teachers will be trained to embed higher order thinking skills into their learning activities.	Professional development will be provided during the two weeks of summer staff development.	All teachers have received professional development in DDI. All teachers now have 3 interim assessments that follow their curriculum.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
$135,875	$26,784	$120,324

Budget Code	Description of Funded Activities/Strategies/Initiatives (*This information is available from STLE interim and final reports*)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported *(10/31/12 – 3/1/13)*	Year 1 Final – Actual Exp. Per FS-10 F *(10/31/12 – 6/30/13)*	Year 2 Interim Report – School Reported *(7/1/13 – 12/31/13)*	Year 2 Final – Actual Exp. Per FS-10 F *(7/1/13 – 6/30/14)*
15	Grade/Department Chairs	17	-	$9,750	-	$14,250
15	Mentor Training	5	-	-	$3,681	$5,978
15	Mentors	57	-	-	$17,500	$21,181
45	CDW-Government - Video cameras and tripods	-	$870	$870	-	-
45	Amazon.com- Purchase "Driven by Data" and "First Days of School",7 IPads keyboards and cases	-	$2,991	$2,990	-	$196
40	Data driven instruction training	3	-	-	$333	$414
40	Network Team Institute training (November and February)	2	-	-	$913	$829
49	Constructivist Conference (teachers and administrators)	58	-	-	$11,150	-
49	St. Lawrence Lewis BOCES	-	-	-	-	$17,981
45	Common Core Curriculum Materials	-	-	-	$32,224	$53,265
80	Benefits for Salaries/Stipends paid	13	-	$1,941	$6,229	$6,230
	Total Actual Expenditures	**-**	**$3,861**	**$15,551**	**$72,030**	**$120,324**

Section VII – STLE Grant Analysis

Source: STLE file compiled by the New York State Education Department

Guiding questions to direct the review:

> *I. Does the school district have a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of effective teachers and school leaders?*

> *II. Is the grant impacting high need students and shortage subject areas?*

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district's career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
Summary: The district has met this standard by developing a partnership with higher education institutions and their local BOCES to prepare teacher leaders and administrators with skills in their new roles. These activities supported the district in attaining Goal I: to maintain and strengthen our current programs in preparation, recruitment and placement, and performance	

management, Goal V: 40% of highly effective and effective teachers will assume leadership roles and Goal VI: 100% of teachers will implement interim, common core aligned assessments every 8 weeks.

Brasher Falls CSD created positions and selected mentors, grade/department leaders, and chair persons that were approved by the board of education. Individuals selected were rated as effective or highly effective and make up the district's inquiry team. These individuals selected worked closely with administrative staff to set up meetings throughout the two years of this grant. In collaboration with St. Lawrence Lewis (SLL) BOCES, St. Lawrence University, and SUNY Potsdam, Brasher Falls received professional development to meet their needs. The NTI team, through BOCES worked with teachers, teacher leaders, and administrators to focus on DDI and Common Core Learning Standards (CCLS).

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
N/A							

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:
- In development of planning: all new teachers will be assigned a mentor and attend training in effective teaching strategies; the highly effective and effective teachers will be selected as grade/department chairs and they will make up the district's inquiry team; the department/grade level data meetings will be held bi-monthly.
- The district developed a job description and began the selection process for department/grade level chair persons.
- The district ordered teacher and principal copies of "Driven by Data" by Paul Bambrick-Santoya and "The First Days of School" by Harry K. Wong and Rosemary T. Wong.
- Administrators and chair persons would begin planning for the week of professional development, which would occur July 29 - August 2, 2013. The district completed the plans for summer professional development week.

Evidence from Year 1 Final Report:
- BFCSD selected and appointed a mentor for a newly hired teacher.
- The district selected chair persons and received board of education approval.
- The district inquiry team met to finalize plans for June 2014 professional development week. Professional development week will be held during the last week of June 2014.

Evidence from Year 2 Interim Report:
- The teachers have engaged in preparation through the Constructivist Conference held at St. Lawrence University with 58 teachers and administrators attending.
- Through the training, teachers were able to partake in curricular reflection to best adapt previous practices into the newly adopted Common Core Curriculum including the development of grade and department curriculum maps.

- The mentor teachers were provided with mentoring training through St. Lawrence-Lewis BOCES with 5 teachers attending.
- There are continued partnerships with higher education institutions of the State University of New York at Potsdam and St. Lawrence University.

Evidence from Year 2 Final Report:

- The grant period accomplishments as reported by the district were the continued implementation of the Common Core Learning Standards, developing effective teachers into leaders as department heads and grade level leaders, mentoring of new staff, implementation of interim assessments for all grades and subject areas, and staff partaking in data meetings reflective of their interim assessment results.
- All mentors received SLL BOCES mentor training.

Recruitment and Placement

Recruitment and Placement	
Standard	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools has effective or highly effective educators.
Summary: This component was not addressed by STLE grant funded activities.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
N/A							

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.

Summary: The district used grant funds to ensure that new and early career educators will have mentoring. These activities were supportive of the district in attaining Goal II: 100% of new, re-assigned and ineffective teachers will be assigned a teacher mentor rated as highly effective or effective, with a plan in place within one month and Goal V: 40% of highly effective and effective teachers will assume leadership roles.

The department/grade level chair and mentor positions were established district wide. The department chairs are for grades 6-8 which spans the Middle and High Schools. These two schools are in one building which facilitated the effectiveness of these positions. Teachers were evaluated as effective or highly effective to serve in these positions. The duties they were required to perform were: facilitate data meetings, facilitate department/grade level meetings, serve on district RTTT inquiry team, serve on hiring committees, assist in budget processes insuring acquisition of needed alternative format materials, and assist in development of testing proctoring schedules.

These new positions were well positioned to support new and early career educators and teachers who were developing or ineffective to improve their ability to produce positive student

outcomes.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Mentor professional development	T-Mentor	Group	DDI, APPR-other, coach, grant	District	15	19	$41,387.84
Mentoring benefits	T-Mentor	Group	DDI, APPR-other, coach, grant	District	80	19	$6,251.44

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:
- A new teacher to the school district will receive a mentor.
- All teachers attaining scores of ineffective will be provided with a mentor and a teacher improvement plan will be developed and implemented.

Evidence from Year 1 Final Report:
- Chair persons have been selected and begun their work.
- The District has provided training on the data reports available and on their use to inform instruction.
- All new teachers will be assigned a mentor. All mentors will be chosen by principal recommendation from teachers rated as highly effective or effective.

Evidence from Year 2 Interim Report:
- Mentors met with new teachers of a minimum basis of three times per month.
- Chair people will receive mentor training through BOCES.
- Teachers were involved with mentoring experiences three times a month at a specified time. During these meetings, developments of integral best teaching practices were discussed.
- The district sent their teachers to receive training on effective teaching provided by APL associates.
- The district sent teacher leaders to mentor training at SLL BOCES and a constructivist conference at St. Lawrence University. These trainings developed their teacher leaders to guide the new teachers during their formative years.
- Chair people provided support to department and grade level peers three times per month with a focus upon non-tenured and developing or ineffective teachers.
- Teachers developed integral best teaching practices during the three times per month meetings.

- The District has shown development of reflective practitioners as they hone their craft in adapting the implementation of the Common Core Learning Standards.
- Both the high school and middle school principals presented to the board of education on December 18, 2013 in regards to the district's progress in the implementation of the grant and how the department chairs' roles and responsibilities were outlined. The board was very receptive and the district will continue to move forward with the mentoring program.

Evidence from Year 2 Final Report:
- All non-tenured teachers have received mentor experiences.
- Chair people have met with non-tenured staff on a minimum of three times per month.
- All mentors have received BOCES mentor training

Evaluation

Evaluation	
Standard	The district is fully implementing an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss effective teaching and leadership practices

Summary: The district used grant funds to fully implement an APPR plan that complies with Education Law §3012-c and it is approved by the Commissioner. These activities were in direct support of the district in attaining Goal III: by September 2012, the district and the administrators will sign an evaluation agreement as per Education Law 3012-C and Goal IV: given targeted teacher professional development as identified by APPRs, grades 3-8 ELA and math scores for economically disadvantaged students and students with disabilities will increase by 5 percentage points each year.

The district used STLE funds to create and hire teacher leaders, mentors, and department chair persons. These selected individuals were provided professional development relating to DDI and CCLS while administrators received professional development related to APPR training. Staff development days were provided to staff to ensure they could develop common core lessons and/or interim assessments. Data team meetings were established so that teachers could go over the results from the interim assessments. The district held summative evaluation meetings to disseminate composite APPR ratings to staff members in accordance with the APPR agreement held between the district and the St. Lawrence Central United Teachers.

The district's evaluations of teachers with the Marzano rubric were on-going while the principals were being evaluated through Val-ed. They have used STLE funds to purchase iPads for evaluation purposes. The district subscribed to eDoctrina as a platform for their interim assessments and teachers have tested students three times this school year and have had professional development aimed towards data analysis and how to interpret the reports.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Materials purchased included "Driven by Data," "The First Days of School," iPads for	T-Eval	Resource	APPR-Other, CC-	FP-DS	45	all		$53,460.72

			Other						
evaluation with covers, and Common Core Curriculum materials. Other materials include Fountas & Pinnell Benchmark Assessment Kits, and Leveled Literacy Intervention Kits									

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:
- The district's evaluations with the Marzano rubric are on-going.
- The district has subscribed to eDoctrina as a platform for their interim assessments and teachers have tested students three times this school year.
- The inquiry team met for the first time on December 10, 2013.
- Staff was provided with a half-staff development day so that staff could attend data review meetings by department or grade level.
- Principals spent the March 2013 staff development day working with teachers on developing common core units in grades K-4 and building interim assessments in grades 5-12. Principals completed the APPRs for teachers with the exception of state scores in June 2013.
- The district indicated that in Year 2, data from the 2012-13 teacher APPRs will be analyzed to determine any needed changes in chairpersons and teacher improvement plans can be developed and mentors assigned.

Evidence from the Year 1 Final Report:
- Professional development days in April and May 2013 focused on teachers developing common core units and lessons and/or developing interim assessments for the 2013-14 school year.
- Teachers were evaluated using the Marzano evaluation rubric. Principals attended APPR training provided by SLL BOCES.
- Administrators were evaluated using the Val-ed rubric.
- Principals completed the APPRs for teachers with the exception of the state scores.
- Teacher improvement plans will be developed for developing and ineffective teachers and mentors will be selected and assigned.
- The district provided a staff development day for all teachers to develop common core units and/or interim assessments.
- Data meetings were held throughout the year to analyze the results of the interim assessments.
- The district inquiry team held meetings throughout the year that focused on progress towards goals.

Evidence from Year 2 Interim Report:
- Teachers have developed two interim assessments for the year and are on track to have their fourth interim assessment completed by the 24 week mark.
- Using supply funds from the STLE grant, the district purchased seven iPads to be used by district administrators in observations for evaluations.
- Teacher improvement plans were developed for developing and ineffective teachers and mentors were selected and assigned.
- The district administrators attended the February 2014 Network Team Institute in Albany.
- Data meetings were held throughout the year to analyze interim assessment results.
- By the end of June 2014, the district will hold reflection in regards to the interim assessment practices for refinement. The information gained will be used to guide the development of summative, year-end interim assessments.

Evidence from site visit:
- The administrator stated that, "Teachers have become much more reflective with their instructional practice and moving toward the vision of the district and NTI trainings have been a valuable resource to help develop our teachers. Administrators use information obtained through informal and formal observations, and pre/post conferences to determine those areas in need of further improvement."
- The district indicated that individualized APPR data provided individualized support. Based on data collected, specific resources were provided to teachers such as modeling instruction and informal observations.

Evidence from Year 2 Final Report:
- The district will continue to maintain its personnel infrastructure along with all APPR evaluation agreements.
- The district ordered teacher and principal copies of "Driven by Data" by Paul Bambrick-Santoya and "The First Days of School" by Harry K. Wong and Rosemary T. Wong; and all teachers received these texts.
- All teachers have received professional development in DDI and the development of interim assessments through the October professional development day and half day trainings with Stephanie Allen on conducting data analysis meetings.
- The district sent two administrators to the Network Team Institute in Albany and shared practices with staff.

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
Summary: The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness. Teachers and administrators had opportunities to engage in professional development specifically in the areas of CCLS, DDI, Advanced DDI,	

APPR Lead Evaluator training, eDoctrina, and iObservation. These activities supported the district in attaining Goal I: to maintain and strengthen our current programs in preparation, recruitment and placement, and performance management; and Goal IV: given targeted teacher professional development as identified by APPRs, grades 3-8 ELA and math scores for economically disadvantaged students and students with disabilities will increase by 5 percentage points each year and Goal V: 40% of highly effective and effective teachers will assume leadership roles.

The district took steps to prepare educators for the development of common core units and develop interim assessments. Through the use of the eDoctrina platform, staff members became familiar with the reports that were produced and used them as a tool to inform their instruction.

Teacher leaders were active members in working with administrators to plan professional development days for staff. A variety of steps were taken to provide quality professional development, consistent with the spirit of STLE and the goals defined by the district in relation to it. The administrative staff had taken action to survey teachers on Professional Development (PD) needs to help target specific areas of need and further develop a culture of collaboration. The district found it challenging to find time to provide all the PD that teachers were requiring and requesting.
In the second year of the grant period, the district continued to both send and provide staff with professional development based on needs established.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Professional development for administrators in leading data driven instruction and the Common Core Curriculum	P-PD External	Group	DDI, CC-Other	FP-DS,NT-DS	40	4	2 conferences	$1,243
Professional development for the adoption of the Common Core Curriculum, Constructivist Conference	T-PD External, P-PD External	Group	CC-Other	FP-DS	49	58	1	$17,981

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:
- The district provided training on the data reports available through eDoctrina and how teachers can use them to inform their instruction.

- Positive feedback was received from staff about the opportunities for professional development on the Common Core and Data Driven Instruction over the next fifteen months.
- All administrators attended APPR training provided by the SLL BOCES network team.
- Chair persons will be provided training in data analysis and become team leaders in analyzing student data from interim assessments.
- Chair persons will also be trained in the art of peer coaching and leading professional learning communities.
- It has been planned for in Year 2, to hold professional development during the summer of 2013 and 2014.
- Training in Collins writing is planned to be completed prior to September 2013.

Evidence from Year 1 Final Report:
- The District Inquiry Team met on April 3 and May 6 to finalize plans for the professional development week in July. The plans were made for teachers to develop common core units and lessons and/or to develop interim assessments for the 2013-14 school-year. The professional development week was put out to teachers for enrollment on the My Learning Plan portal.
- BOCES provided training on data driven instruction.
- The district provided training on the use of interim assessment data to drive instruction and held data review meetings with teachers by department or grade level during an early release half-staff development day.
- Principals spent March 15 staff development day working with teachers on developing common core units in grades K - 4 and building interim assessments in grades 5 - 12.
- In April of 2013, administrators and chair persons began the planning for the week of professional development, which is July 29 - August 2.
- It was planned that by the end of the summer 2013, the district will complete the plans for the summer professional development week. The fourth half day focusing on student data from interim assessments will be held. Teachers produced learning units aligned with the common core and/or interim assessments that are aligned with the common core and that are cumulative in nature.
- The chair persons who the district has selected will be provided training in data analysis and become team leaders in analyzing student data from interim assessments.
- The district provided training on the data reports available through eDoctrina and how teachers can use them to inform their instruction.

Evidence from Year 2 Interim Report:
- Mentors have received explicit mentor training from BOCES.
- The district provided first year teachers with Harry Wong's First Days of School as well as used the video cameras to record and reflect upon lessons.
- Teachers were assimilated with best practices during the first years of teaching and active reflection and self-evaluation of teaching practices in the classroom.
- The district provided teacher leaders with mentor training at St. Lawrence-Lewis BOCES, sent them to a constructivist conference at St. Lawrence University and the

Network Team Institute. Data Driven Instruction training at St. Lawrence Lewis BOCES was also provided to them.

- The district sent three district administrators to attend a three day DDI workshop presented by former Lowville Academy Superintendent. Through this workshop, administrators were introduced to the philosophy and protocols associated with DDI to best guide the district in its Race To The Top (RTTT) participation.
- The teacher leaders have become certified New York state teaching mentors through these trainings. Partaking in the Network Team Institutes, Constructivist Conference, and Data Driven Instruction trainings have assisted in leading the implementation of the Common Core Learning Standards.
- The district provided staff development for all teachers during the week of July 29 – August 2, 2013.
- Teacher leaders and administrators received three days of training from SLL BOCES on DDI.
- Elementary staff received training on data analysis provided by SLL BOCES.
- Administrators attended the February NTI training in Albany and professional development was provided on information gained from this training.

Evidence from site visit:
- District leaders indicated that Professional Development (PD) was driven based on the district's vision of increasing student achievement. The district leaders conducted three observations and noted that each time the teachers have been observed their rigor has increased. Within these observations, administrators are observing staff implementing PD strategies.
- With the district's use of the Marzano rubric, it has given administrators insight to where staff need additional support and where staff are excelling.
- Using the Marzano rubric consistently has allowed administrators to see areas of continued PD needs.
- PD is focused around DDI and CCLS provided by the BOCES NTI team. This PD has helped the district with its continued efforts to roll out CC modules.
- The district has utilized the BOCES NTI team to its fullest extent and has been able to produce better written assessments.
- BOCES NTI member indicated that the district was very forward thinking in its PD roll out knowing DDI PD is what will help teachers to effectively use data to inform and improve instruction.
- The district has taken great advantage of the support NTI can offer their educators. This support has led to better written assessments for the students. Staff members are very comfortable approaching the NTI trainers. They are all very driven to improve themselves and their students.
- Data Analysis Leadership Teams have been formed where NTI trainers are helping to run these meetings; assisting with processes, protocol and the most effective ways to use data. The district is beginning to see all of their hard work pay off because they have been given the tools to improve each student.
- Training the Data Analysis Leadership Team helped sustain the district's DDI efforts post STLE.

- Administrators surveyed staff to determine PD needs that are in line with the district's vision and goals while NTI survey administrators to determine effectiveness of PD training.
- Administrators continually monitored implementation of PD through conversations with faculty, as well as informal and formal observations.

Evidence from Year 2 Final Report:
- All teachers have received professional development in DDI and the development of interim assessments.
- Data driven instruction training (three administrators in attendance)
  Network Team Institute training (2 administrators in attendance; November and February)
- Professional development for the adoption of the Common Core Curriculum; Constructivist Conference (58 teachers and administrators in attendance)

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.

Summary: The district used grant funded activities to systemically use evaluation data in development and employment decisions specifically in the area of recruitment and designation of department chairs for the high school and middle school and for grade level leaders for the elementary school.

These activities supported the district in attaining its STLE Goal I- To maintain and strengthen current programs in preparation, recruitment and placement, and performance management and STLE Goal VI- 100% of teachers will implement interim, common core aligned assessments every 8 weeks.

Mentors were recruited and selected based upon criteria connected to the teacher evaluation system index of meeting or exceeding standards. Likewise, leaders were selected based upon similar connection to the administrative evaluation system index of meeting or exceeding standards.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
N/A							

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Final Report:
- The district developed a job description and began the selection process for department/grade level chair persons based on meeting the criteria of highly effective or effective.

- Teacher improvement plans were developed for developing and ineffective teachers. They were assigned mentors for the following school year.
- Using STLE funds, recruited teachers will be required to be highly effective or effective, tenured, and demonstrate a willingness to grow professionally through participation in the mentoring program.

Evidence from Year 2 Interim Report:
- The district used the Marzano rubric to evaluate staff. To better ensure effective evaluation practices, the district has purchased laptops for teacher evaluations. This will greatly improve the administrators' ability to assess teachers in a timely manner.
- In order to maintain and strengthen the district's current programs in preparation, recruitment, and placement, and performance management, the district is maintaining their previous practice in hiring and retaining teachers.
- The district indicated that for the 2012-13 academic year evaluations, over 90% of all staff were rated at either effective or highly effective. This enabled the district to have a higher pool of applicants for the grade level leader and department chair positions.
- The district used evaluation data as evidence for the recruitment and designation of department chairs for the high school and for grade level leaders for the elementary school.
- The district's goal of 40% of highly effective and effective teachers will assume leadership roles was met with the creation of grade level leader, department chair, and mentor positions within the district.

Evidence from Site Visit:
- Administrators used information obtained through informal and formal observations, and pre/post conferences to determine those areas in need of further improvement.
- Individualized APPR data provided individualized support. Based on data collected, specific resources were provided to teachers such as modeling instruction and informal observations.
- An administrator stated that, "Teachers have become much more reflective with their instructional practice and moving toward the vision of the district and the NTI trainings have been a valuable resource to help develop our teachers."

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
Summary: Effective and highly effective teachers were selected as grade/department chairs and mentors. The chairs served on the district Race To The Top (RTTT) inquiry team. Chairs were trained in data analysis and become team leaders in analyzing student data from interim assessments. The district created a total of five mentor teachers, nine department chairs, and five grade leaders. The grade leaders and department chairs were responsible for facilitation of data meetings, facilitation of department/grade level meetings, served on district RTTT inquiry team, served on hiring committees, assisted in budget process ensuring acquisition of needed	

> alternative format materials, and assisted in development of test proctoring schedules.
>
> Mentors, Teacher Leaders, Mentees, and Administrative staff were interviewed during the site visit. Overall, there was positive feedback in both the mentees and the new roles that were created as part of this grant funded initiative. Specifically, areas of strengths and weaknesses were discussed during both formal and informal meetings.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Mentor	T-PM	Employ	APPR-other, CC-other	Stipend	15	5	$4,1387.84 for all positions
Grade Level Leaders	T-PM	Employ	APPR-other, CC-other	Stipend	15	5	$41,387.84 for all positions
Department Chairs	T-PM	Employ	APPR-other, CC-other	Stipend	15	9	$41,387.84 for all positions

Supporting Evidence:

Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Year 1 Interim Report:
- The district and the local NYSUT reached agreement on the roles of the department/grade level chairs in November.
- The district indicated that the department/grade level chair and mentor positions were established district wide. The department chairs were for grades 6-8 which spans the Middle and High Schools. These two schools are in one building which facilitates the effectiveness of these positions. The assigned duties for these positions were to facilitate data meetings, facilitate department/grade level meetings, serve on district RTTT inquiry team, serve on hiring committees, assist in budget process insuring acquisition of needed alternative format materials, and assist in development of test proctoring schedules.
- The district indicated that there are 12 new teacher leader positions, 7 department chairs and 5 grade level leaders. These new positions will receive a stipend of $750.

Evidence from Year 1 Final Report:
- Meetings with department/grade level chairs were held on April 3 and May 6 to plan for the July professional development week.
- Chair persons have been selected and began their work
- Mentors will be chosen by principal recommendation from teachers rated as highly effective or effective.

Evidence from Year 2 Interim Report:
- The district indicated that they sought to empower their teachers in multi-faceted peer leadership.

- Since time is limited, the district created a product oriented; mentor facilitated, and practice of curriculum refinement. This would allow teachers to provide a written proposal of curricular guidance to be completed to be reviewed by their building principal. Winning submissions will be compensated for their mentor facilitated supplemental hours.
- Teachers were selected as grade level leaders and department chairs as based upon their leadership experience and highly effective or effective rating.
- The district designated mentors, grade level leaders in the elementary school, and department chairpersons for the middle and high schools.
- The district indicated that there are 12 new teacher leader positions, 7 department chairs and 5 grade level leaders. These new positions will receive a stipend of $700, a change from first reporting.
- Highly effective and effective teachers will be identified and selected as grade level/department chairs. These chair people will receive mentor training through BOCES.
- 5 mentors received training through BOCES.

Evidence from site visit:
- Effective and highly effective teachers were selected as grade level chairs to serve on the district's RTTT inquiry team. They have been trained in data analysis and become team leaders in analyzing student data. Effective and highly effective teachers were selected to mentor new teachers and teachers scoring developing or ineffective
- The district indicated that grade level chairs are helping to provide turnkey training which has helped a great deal in delivering consistent information throughout the district.
- An administrator stated that, "Grade level chairs have helped to focus more on student achievement, especially with our low performing students. Grade level chairs have helped to create an action plan to increase test scores."
- An administrator stated that, "Mentors are helping to acclimate new teachers to the district. Being a small district, we have had only 5 new hires this school year, all at the elementary level. These new teachers have the support needed to be successful from the start and have a much greater chance of staying within the district, rather than being lost to a district that might pay more in an area with more opportunities."
- Grade level chairs are helping to create assessments that are designed with district goals in mind.
- A principal stated that, "Teacher Leaders are helping administrators to drive district initiatives; curriculum mapping, DDI, CCLS."
- The district noted that there is greater consistency in implementing subject material; and that teacher leaders are being proactive in developing mini-PD sessions within their grade levels especially in the area of Common Core.
- The teacher leader's role was to facilitate grade level meetings every Wednesday, collaborate with their principal to help determine topics for each meeting, coordinate grade level budget, order Common Core text books and supplies to ensure teachers have all necessary material to implement Common Core modules, provide PD in eDoctrina as well as PD based on individual need; creating interim assessments, and curriculum mapping.
- The teacher leader also worked with the third grade team to design more rigorous assessments, aligned with state tests. The teacher leader stated that, "We have been able

to link specific standards to questions to better determine those areas where improvement/further instruction is needed and as a group we have been able to see other ways why test scores may be low; local industry closing, death in the community, high population of low income families."

- At the site visit, the mentor and the mentee met together. They indicated that they met daily to discuss the day to day challenges that they come up against and find the best ways to overcome these challenges.

Evidence from Year 2 Final Report:
- The grade level leaders and department chairs have been identified and empowered.
- The Mentors have been identified and have received formal mentor training.
- 40% of effective teachers have assumed leadership roles according to the district.

Other

Other	
Standard	[Note: There is no standard for "Other".] The district uses grant funds for activities and/or positions that do not directly align with the seven TLE components.
Summary: This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Purpose	Provider	Budget Code	Compensation	Total Amount
N/A						

Issues of Equity

Issues of Equity	
Standard	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including Science, Technology, Engineering and Math (STEM), English Language Learners (ELL), bilingual and/or special education or in schools identified as at-risk.
Summary: The district used STLE funded activities to support the equitable distribution of high quality educators. In particular, the district targeted students of poverty and students with disabilities. The district used mentors, grade level leaders, and department chairs to support these areas of focus.	

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

Evidence from Final Report Year 1:
- Mentors, grade level leaders, and chairpersons were selected.

Evidence from Year 2 Interim Report:

- The district's mentors provided support and guidance to new teachers in the three times per month meetings by providing supplemental strategies and additional professional support as these teachers are in the most dire need of insight during their formative teaching years. There are five individuals who are non-tenured teachers, four of which are in their first year of teaching in the district.
- The district's grade level leaders provided support and guidance to all teachers in the three times per month's meetings by providing supplemental strategies and additional professional support, especially as needed during challenging cases that arise. These meetings also help to guide the curriculum so that these targeted students are at the forefront of teachers' minds in adapting the implementation of the Common Core Curriculum to diverse learners. In the elementary school there were a total of 25 teachers and teaching assistants to receive guidance from grade level leaders. Five individuals were identified as grade level leaders with one per grade level for kindergarten through fourth grades.
- The district's department chairpersons provided support and guidance to all teachers in the three times per months meetings through providing supplemental strategies and additional professional support as especially needed during challenging cases that arise. These meetings also help to guide the curriculum so that these targeted students are at the forefront of teachers' minds in adapting the implementation of the Common Core Curriculum to diverse learners. In the middle school there were 26 teachers and in the high school there were 26 teachers. These 52 teachers were provided guidance by their 9 department chairs.

Evidence from Year 2 Final Report:

- Supply funds were used to bolster ELA programming through the purchasing of Fountas & Pinnell Benchmark Assessment kits to drive interventions and the purchasing of Fountas & Pinnell Leveled Literacy Intervention Kits.

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district used grant funded activities to implement programs and practices that should have a long term impact on the district. While it is not clear exactly how the district will sustain programs and personnel related to the STLE grant, the district has great buy-in of the grant and has budgeted for the chair persons positions in the 2014-15 school year.	

Short Description	Code	Type
Department Chairs	Personnel	Shift, SF

Supporting Evidence:
Please note that evidence is progressively collected throughout the STLE grant program period. Evidence seen below will reflect the status of grant activities at the time the evidence was collected.

<u>Evidence from Year 1 Interim Report:</u>
- The district indicated that they purchased eDoctrina through a BOCES Co-Service instead of using grant funds so that it will be more easily sustained after the grant period is over.
- The district indicated that they have put the chairs positions in their budget projections for 2014-15 school year.

<u>Evidence from Year 2 Interim Report:</u>
- The district noted that the buy-in towards this initiative is great.

<u>Evidence from Year 2 Final Report:</u>
- The district is currently participating with a much larger consortium of schools in the St. Lawrence-Lewis BOCES for STLE3. This continued participation will allow the district to maintain the current services and to augment professional development BOCES-wide.

Section VIII – Methodology

Overview of monitoring activities and site visit including a description of individuals interviewed, description of classroom observations including amount of time, student population and any protocol or rubrics used to conduct the observations and/or monitoring of the grant.

<u>Individuals interviewed</u>

District Level
- Superintendent

St. Lawrence Elementary School
- Principal and Grant Coordinator

St. Lawrence Middle School
- Principal

St. Lawrence High School
- Principal

Mentors and Mentees

Network Team Members

<u>Description of classroom observations</u> (including amount of time, student population and rubrics used to conduct observations)
- N/A

<u>Documents and materials reviewed to complete this report</u>
- Brasher Falls Year 1 Interim Report

- Brasher Falls Year 1 Final Report
- Brasher Falls Year 2 Interim Report
- Brasher Falls Year 2 Final Report
- Brasher Falls Site Visit Notes