



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Central Square Central School District

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District Contact Information

	Superintendent	STLE Grant Manager
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Section I – District Description

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

Most current information as of: June 18, 2014

District Location	
Region	BOCES
Central	Oswego 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
4,156	1210	351	-	633	1622

Racial/Ethnic Origin					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0%	1%	1%	1%	96%	1%

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
94%	6%

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
323	0%	0%	19%	14%

Need Status
Average Need/Resource Capacity

Section II – Academic Performance

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

Most current information as of: June 18, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	58	15	n<5	47
3(2012-13)	35	14	None tested	24
4(2011-12)	56	11	None tested	41
4(2012-13)	27	2	None tested	18
5(2011-12)	55	12	None tested	34
5(2012-13)	23	2	None tested	15
6(2011-12)	58	18	None tested	42
6(2012-13)	24	2	None tested	12
7(2011-12)	53	14	None tested	32
7(2012-13)	25	2	None tested	11
8(2011-12)	52	9	None tested	33
8(2012-13)	35	7	None tested	23
District Wide (2011-12)	56	13	n<5	38
District Wide (2012-13)	28	4	Not available (n<5)	16

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	64	21	n<5	49
3(2012-13)	47	22	None tested	27
4(2011-12)	70	22	None tested	60
4(2012-13)	41	5	None tested	26
5(2011-12)	68	18	None tested	47
5(2012-13)	21	0	None tested	15
6(2011-12)	79	32	None tested	69
6(2012-13)	35	7	None tested	17
7(2011-12)	68	25	None tested	51
7(2012-13)	24	4	None tested	10
8(2011-12)	67	20	None tested	58
8(2012-13)	36	10	None tested	21

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District Wide (2011-12)	69	23	n<5	56
District Wide (2012-13)	34	7	Not available (n<5)	19

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	90	59	None tested	87
4(2012-13)	94	80	None tested	90
8(2011-12)	81	38	None tested	68
8(2012-13)	86	51	None tested	72
District Wide (2011-12)	85	48	None tested	78
District Wide (2012-13)	90	66	Not available (n<5)	82

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	79	29	27	2
Integrated Algebra	86	18	46	4
Geometry	95	37	80	0
Algebra 2/Trigonometry	77	23	43	0
Global History and Geography	77	40	33	7
U.S. History and Government	82	45	48	11
Living Environment	83	37	55	6
Physical Setting/Physical Earth	84	31	48	0
Physical Setting/Chemistry	82	15	-	-
Physical Setting/Physics	100	66	-	-

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	81	37	80	32
SWD	38	3	27	0
ELL	None tested	None tested	None tested	None tested
ED	67	18	64	21

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery

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All	85	17	88	19
SWD	38	2	45	2
ELL	None tested	None tested	None tested	None tested
ED	73	7	79	9

2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8						
	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	3	3	-	-	-	-
	4	2	-	-	-	-
	5	4	-	-	-	-
	6	4	-	-	-	-
	7	5	0	0	0	5
	8	3	-	-	-	-
Mathematics	3	3	-	-	-	-
	4	2	-	-	-	-
	5	4	-	-	-	-
	6	4	-	-	-	-
	7	5	0	0	1	4
	8	3	-	-	-	-
Science	4	2	-	-	-	-
	8	3	-	-	-	-

2012-13 New York State Alternative Assessment (NYSAA) Secondary Level					
	n Tested	Number of students scoring at:			
		Level 1	Level 2	Level 3	Level 4
English Language Arts	2	-	-	-	-
Mathematics	2	-	-	-	-

Group	2007 Cohort 5 Year		2008 Cohort 4 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	383	84	406	80
Students With Disabilities	50	64	61	49
Limited English Proficient	0	n<30	0	n<30
Economically Disadvantaged	103	72	120	64

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
<ul style="list-style-type: none"> 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-White
- Elementary/Middle-Level Science-Students with Disabilities
- Secondary-Level ELA- Students with Disabilities
- Secondary-Level Math-White
- Secondary-Level Math- Students with Disabilities
- Graduation Rate (4 and 5 year)-Economically Disadvantaged
- 4-Year Graduation-Rate Total Cohort- Economically Disadvantaged
- 5-Year Graduation-Rate Total Cohort-All Students
- 5-Year Graduation-Rate Total Cohort-White
- 5-Year Graduation-Rate Total Cohort- Students with Disabilities
- 5-Year Graduation-Rate Total Cohort- Economically Disadvantaged

List Any Measures Where the District Did Not Meet AYP in 2012-13
<ul style="list-style-type: none"> • Elementary/Middle-Level ELA-White • Secondary-Level ELA- All Students • Secondary-Level ELA- White • Secondary-Level ELA- Students with Disabilities • Secondary-Level ELA- Economically Disadvantaged • Secondary-Level Math-White • Secondary-Level Math- Students with Disabilities • 4-Year Graduation-Rate Total Cohort- Students with Disabilities • 4-Year Graduation-Rate Total Cohort- 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 (12-13)	# of Students (13-14)	# of Admin (12-13)	# of Admin (13-14)	# of Teachers (12-13)	# of Teachers (13-14)
Central Square Central School District	Joseph A Menard	2012-14	Con	4270	4151	10 P, 3 AP	10 P, 3 AP	343	336

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (12-13)	# of Students (13-14)	# of Admin (12-13)	# of Admin (13-14)	# of Teachers (12-13)	# of Teachers (13-14)
AA Cole ES	Brent Bowden	-	Con	K-5	247	234	1 P	1 P	27	23

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Brewerton ES	Erin Phillips	2011-14	Con	K-5	461	453	1 P	1 P	32	30
Cleveland ES	Michael Smolnik	2012-14	Con	K-5	199	193	1 P	1 P	16	16
Central Square IS	Dan Carroll	2012-14	Con	3-5	344	318	1 P	1 P	27	25
Hastings Mallory ES	Lawrence Wink	2008-14	Con	K-5	258	248	1 P	1 P	24	23
Millard Hawk PS	Lorraine Malecki	2010-14	Con	K-2	364	362	1 P	1 P	26	29
Central Square MS	Concetta Galvan	2012-14	Con	6-8	1025	1015	3 P	3 P	88	90
Paul V Moore HS	David Furletti	2012-13	Original	9-12	1372		1 P, 3 AP		103	
Paul V Moore HS	Jeff King	2013-14	New	9-12		1322		1 P, 3 AP		100

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
<p>Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/central-square-appr-plan.pdf</p> <p>Most current version as of: March 1, 2014</p>

Performance Evaluation Rubrics	
Teacher	Principal
NYSUT Teacher Practice Rubric (2012 Edition)	Multidimensional Principal Performance Rubric

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	9	14	-	12
Effective	89	74	-	80
Developing	3	9	-	8
Ineffective	0	3	-	0

*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

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	-	-	-	-

*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

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	Carrie Smith, Project Coordinator; April March, Project Assistant; Megan Lee Collins, Project Assistant	August 20, 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	June 5, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator; April March, Project Assistant	October 31, 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	March 17, 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	Robert Husain, Project Assistant	August 1, 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
5545-13-0006	\$549,500	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. Preparation – Collaboration or formal partnership between the applicant and IHEs and/or other eligible partner: <i>Central Square CSD partnered with three Institutes of Higher Education (IHEs) to help mentors with developing expectations and supports for new teachers - SUNY Oswego, Lemoyne University, and Syracuse University</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by STLE grant funded activities.</i>
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: <i>Central Square CSD used grant funds to ensure that new and early career educators received support, including ensuring new teachers had the support they need to transition from college to the classroom and new administrators transitioned well into the district. Additionally, ineffective or developing teachers were provided mentors for improvement.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>New district technology was made available for self-evaluation and reflection.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Principals, Instructional Coaches and the Regents Reform Agenda (RRA) Teacher On Special Assignment (TOSA) worked collaboratively to support district-wide initiatives.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>Instructional Coaches and the RRA TOSA were available for assistance with Annual Professional Performance Review (APPR), data driven instruction and planning. The RRA TOSA and Instructional Coaches delivered professional development on the use of data and provided one on one conference with teachers.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>Central Square CSD established the positions of grant co-facilitators, four instructional coaches, six subject area specialist interns, a principal mentor and a principal support mentor.</i>

Program Goals (Taken from Year 2 Interim Report)	Targets (Taken from Year 2 Interim Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: To improve the readiness of pre-service teachers and address areas of	Develop and administer a staff survey regarding pre-service teachers' preparation and areas	Staff surveys were implemented at the building and district level to determine

<p>weakness, such as literacy, Common Core Learning Standards, and data driven instruction as identified by previous cooperating teachers.</p>	<p>of weakness.</p> <p>Create and administer a pre-service teacher orientation and curriculum.</p>	<p>professional development needs.</p> <p>81 pre-service teachers (student teachers) from SUNY Oswego participated in a district orientation run by the Regents Reform Agenda (RRA) Teacher On Special Assignment (TOSA).</p>
<p>Goal II: Encourage teachers to explore educational leadership opportunities and pursue their Certificate of Advanced Study.</p>	<p>Hire a Principal Mentor whose role will be to mentor teachers considering a building leadership role.</p> <p>The Principal Mentor will provide a workshop that shares information on administrative careers, along with bringing individuals from area universities to provide additional information to teachers pursuing their Certificate of Advanced Study.</p> <p>The Principal Mentor will set up interested teachers with job shadowing experiences.</p>	<p>The district hired a Principal Mentor.</p> <p>The Principal Mentor produced a brochure on local programs, met with interested teachers, and organized a panel of current administrative position holders to answer questions of potential candidates.</p> <p>Five candidates have been accepted by the district for the 2014-15 school year to complete their administrative internships.</p>
<p>Goal III: To ensure new building leaders have the support they need to transition to the Central Square School District.</p>	<p>A Principal Support Mentor will be hired and charged with meeting with new building leaders on a bi-monthly basis to discuss concerns and address questions.</p> <p>Struggling principals will be given peer assistance.</p>	<p>A Principal Support Mentor was hired.</p> <p>The Principal Support Mentor met with 6 of newly hired administrators (six in total) on a monthly basis, reviewed job expectations, shared professional readings, and answered specific questions.</p> <p>10 participating principals completed a survey to</p>

		document effectiveness of program.
Goal IV: Differentiated, targeted professional development opportunities will be provided within the district. Data used to determine professional development needs will include: teacher evaluation data, student growth data, and teacher surveys. School leaders will attend appropriate training, and provide professional development differentiated to meet needs within buildings.	<p>Principals, instructional coaches, and RRA TOSA will collect information from classroom observation process and make suggestions for professional development for individual teachers.</p> <p>Principals, instructional coaches, and RRA TOSA will provide targeted professional development for buildings as trends in teacher needs appear.</p> <p>Instructional coaches will survey staff to determine staff needs for professional development.</p>	<p>10 building principals and RRA TOSA utilized the New York State United Teachers (NYSUT) Teacher Practice Rubric (2012 Edition) rubric to identify areas in need of improvement.</p> <p>10 building principals and the RRA TOSA reviewed OASYS data trends to identify areas of improvement within buildings.</p> <p>Instructional Coaches created and utilized surveys to identify areas of need for professional development.</p>
Goal V: Improve the district screening process for selection and placement of teachers and building leaders.	Create a rubric to evaluate resumes and applications to determine who should be interviewed for open teacher and building leader positions.	An ad hoc committee was formed with teachers and principals to develop a screening rubric. 13 building leaders were shown the screening rubric and expected to use it for screening purposes.
Goal VI: To ensure new teachers have the support they need to transition from college to the classroom, the mentoring program will be revamped and retooled.	<p>The RRA TOSA will be responsible for developing and implementing a new mentoring program to all novice teachers, including establishing and training a pool of mentors.</p> <p>New hires will be surveyed to determine their professional development needs, and workshops will be designed and given.</p>	<p>The new mentoring program was provided to 100% of novice teachers (13 in total).</p> <p>Mentoring was differentiated based on novice teacher need. Specific workshops were provided three times in 2013-14.</p>
Goal VII: To ensure new building leaders have the	A Principal Support Mentor will be hired and charged with	A Principal Support Mentor was hired and met with 100%

<p>support they need to transition to the Central Square School District.</p>	<p>meeting with new building leaders on a bi-monthly basis to discuss concerns and address questions.</p> <p>Struggling principals will be given peer assistance.</p>	<p>of the new administrative hires (six in total).</p> <p>13 principals and vice principals were deemed Effective or Highly Effective, although the Principal Support Mentor was available.</p>
<p>Goal VIII: Student performance, teacher and principals evaluation data will be used to make transfer and tenure decisions. Teachers, who work with high need students, and teachers and principals determined to be ineffective or developing will be provided mentors for improvement.</p>	<p>A teacher evaluation system will be implemented that collects information on student growth, and teacher effectiveness.</p> <p>This evaluation system will be used when making determinations of teachers needing assistance in improving in specific areas, and consulted for making determinations of career ladder opportunities.</p> <p>Principal effectiveness will be judged based on their evaluation rubric and student growth.</p>	<p>303 teachers were evaluated using the NYSUT Teacher Practice Rubric (2012 Edition), and incorporated measures of student growth and learning.</p> <p>8 teachers deemed overall Ineffective or Developing were placed on improvement plans based on their area of need.</p> <p>13 principals were evaluated using the Multidimensional Principal Performance Rubric, and incorporated measures of student growth and learning.</p>
<p>Goal IX: The district will increase the career ladder opportunities for teachers.</p>	<p>The district will implement new grant-funded positions including Grant Facilitator, Subject Area Specialist Interns, RRA TOSA, Building Mentors, Content Area Mentors and Instructional Coaches.</p> <p>All of these positions have increased responsibilities, including providing professional development, data-keeping, and peer support/mentoring.</p>	<p>The district funded 34 new positions using STLE funds, with differing areas of expertise and leadership function.</p>
<p>Goal X: To ensure school leaders remain current on educational research</p>	<p>School leaders will attend workshops and read current research on a variety of topics</p>	<p>Surveys were collected and analyzed.</p>

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	that would benefit all administrators, improve teacher effectiveness and student learning. The Principal Mentor will provide highly effective principals with an opportunity to support teacher leaders interested in entering the field.	My Learning Plan (MLP) evidence used for workshops
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Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$549,500	\$76,324	\$473,176

Budget Code	Description of Funded Activities/Strategies/Initiatives (<i>This information is available from STLE interim and final reports</i>)	# 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)
45	Wireless access point in district buildings.	-	\$14,000	\$13,246	-	-
15	A Principal Mentor, a Principal Support Mentor, Instructional coaches, Substitute Teachers, stipends for hosts of practicum/student teachers and Common Core Tech Cadre and Coordinator	34	-	\$54,991	\$16,700	\$ 325,614
40	School leaders will attend workshops and read current research on a variety of topics that would benefit all administrators, improve teacher effectiveness and student learning.	10	-	-	\$3,559	\$6,532
45	Purchase of materials for instructional coach use(BH Photo, Barnes & Noble, Apple Inc., CSSi, Provantage, Scholastic, Tecsmith, School Specialty)	-	-	-	\$1,236	\$10,783
46	Travel Expenses	1	-	-	-	\$35
80	Employee Benefits (SSI, Workers Comp, TR, Health Ins.)	34	-	-	-	\$126,441
20	Equipment (B&H Photo, Apple Ed)	-	-	-	-	\$3,329
	Total Actual Expenditures	-	\$14,000	\$68,236	\$21,545	\$472,734

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.
<p>Summary: The activities supported by Central Square CSD helped to achieve Goal II: encourage teachers to explore educational leadership opportunities and pursue their Certificate of Advanced Study and Goal III: to ensure new building leaders have the support they need to transition to Central Square CSD.</p> <p>The district has met this standard by collaborating with three Institutes of Higher Education (IHEs) to help mentors develop supports for new teachers. Information that was learned was shared out to different stakeholder groups to be used in preparing new teachers for expectations. Principal Mentors also had the opportunity to work with IHEs to share information about their programs to interested staff.</p> <p>Central Square CSD partnered with SUNY Oswego, Lemoyne University, and Syracuse University.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Paid in kind by IHE- 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 hired Instructional Coaches to provide ongoing support in implementing the Common Core Learning Standards.
- The district purchased materials for instructional coach use.

Evidence from Year 2 Interim Report:

- The district indicates 33 teachers were involved in action research projects due to the new collaboration between Central Square CSD and SUNY Oswego. Information learned was shared at workshops, Board of Education meetings and a regional forum through the college.

- The pre-service orientation for student teachers helped establish the expectations cooperating teachers have and to clarify questions for the students. To date the district has hosted 81 practicum students/student teachers.
- The Principal Mentor provided a workshop that shared information on administrative careers, along with bringing individuals from area universities to provide additional information to teachers pursuing their Certificate of Advanced Study.
- A Principal Mentor set up interested teachers with job shadowing experiences.
- A Principal Support Mentor was hired and charged with meeting new building leaders on a bi-monthly basis to discuss concerns and address questions.

Evidence from Year 2 Final Report:

- A Principal Mentor produced a brochure on local programs, met with interested teachers, and organized a panel of current administrative position holders to answer questions from potential candidates. Five candidates have been accepted by the district for the 2014-15 school year to complete their administrative internships.
- A Principal Support Mentor met with 100% of newly hired administrators (six in total) on a monthly basis, reviewed job expectations, shared professional readings, and answered specific questions.

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 need students and schools has effective or highly effective educators.
Summary: This component was not addressed by the 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.
<p>Summary: The activities supported by the district assisted the district in attaining its Goal I: to improve the readiness of pre-service teachers and address areas of weakness, such as literacy, Common Core Learning Standards, and data driven instruction as identified by previous cooperating teachers; Goal III: to ensure new building leaders have the support they need to transition to the Central Square School District; Goal VI: to ensure new teachers have the support they need to transition from college to the classroom, the mentoring program will be revamped and retooled; and Goal VIII: student performance data and teacher and principals evaluation data will be used to make transfer and tenure decisions.</p> <p>Teachers, who work with high need students, and teachers and principals determined to be ineffective or developing were provided mentors for improvement. In addition, the district used</p>	

grant funds to ensure that new and early career educators received support. The district added support for first, second and third year teachers using the Instructional Coaches, revamped the mentoring program and the workshops offered throughout the year, and continued to offer content-rich discussion with mentors and apprentices in bi-monthly meetings.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Mentors- Provide support for novice teachers, or others within their first years of hire.	T-Mentor	Group	Coach, DDI, CC-other, APPR-other	District	15	245	Flat Rate
Principal Support Mentor- Provide support for new administrators and any deemed developing or ineffective	P-Mentor	Group	Coach	District	15	4	Flat Rate

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 and administered a staff survey regarding pre-service teachers' preparation and areas of weakness.
- The district created and administered a pre-service teacher orientation and curriculum.

Evidence from Year 2 Interim Report:

- The Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) has developed a curriculum and orientation program for pre-service teachers to address areas of weakness as well as surveys for pre-service teachers and cooperating teachers to gather data including exit surveys.
- Mentor training was held on 8/26/13 and 8/27/13.
- The New Teacher Orientation Committee has developed and collected survey data from new hires to identify areas where specific support will continue to be necessary. A survey was developed and collected. All new teachers have attended the revamped orientation program.
- All teachers new to the profession were provided mentors, and training was provided in grade level modules for math and ELA teachers in grades K-8. Mentors and apprentices attended workshops throughout the school year using the new mentoring program. Workshops were provided on the following dates: 10/15/13, 10/31/13, 12/4/13, 12/17/13, and were planned for 3/11/14, 3/20/14, 3/24/14 and 5/28/14.
- A Principal Support Mentor was hired and charged with meeting with new building leaders on a bi-monthly basis to discuss concerns and address questions.
- A formal mentoring program for new or struggling school leaders was developed and used.
- Struggling principals were given peer assistance.

Evidence from Year 2 Final Report:

- All pre-service teachers (student teachers) from SUNY Oswego participated in a district orientation run by the RRA TOSA.
- The Principal Support Mentor met with 100% of newly hired administrators (six in total) on a monthly basis, reviewed job expectations, shared professional readings, and answered specific questions.
- A new mentoring program was provided to 100% of novice teachers (13 in total).
- The mentoring was differentiated based on novice teacher need and specific workshops were provided three times in 2013-14.
- 100% of teachers deemed overall Ineffective or Developing were placed on improvement plans based on their area of need.

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
<p>Summary: The activities supported by the district assisted the district in attaining its STLE Goal VIII- Student performance, teacher and principals evaluation data will be used to make transfer and tenure decisions.</p> <p>Teachers, who work with high need students, and teachers and principals determined to be ineffective or developing were provided mentors for improvement. Additionally, new district technology was made available for self-evaluation and reflection.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	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:

- Principals, Instructional Coaches, and the Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) collected information from the classroom observation process and made suggestions for professional development for individual teachers.
- Principals determined needs for their own professional development based on feedback from the evaluation process, and the needs assessment of their own building.
- School leaders attended workshops and read current research on a variety of topics that would benefit all administrators, as well as improve teacher effectiveness and student learning.

Evidence from Year 2 Interim Report:

- Teachers have been trained on the NYSUT rubric, Common Core Learning Standards, Student Learning Objective (SLO) development, and OASYS. Annual Professional Performance Review (APPR) workshops led by the TOSA continued to be provided for training.
- A teacher evaluation system was implemented that collects information on student growth and teacher effectiveness.
- An APPR committee met quarterly to discuss and review progress of the new evaluation system and modified the evaluation system as needed.
- Principal effectiveness was judged based on the Multidimensional Principal Performance evaluation rubric and student growth.
- Principals, Instructional Coaches, and the RRA TOSA collected information from the classroom observation process and made suggestions for professional development for individual teachers.

Evidence from Site Visit:

- Teachers and principals with Teacher Improvement Plans (TIPs) and Principal Improvement Plans (PIPs) received professional development and coaching based on the areas of need identified.
- Teachers were proactively self-identifying areas of improvement and requesting assistance from Instructional Coaches. The professional development provided to the teachers was used immediately upon return to the classroom; this made the material learned more meaningful.

Evidence from Year 2 Final Report:

- An ad hoc committee was formed with teachers and principals to develop an interview rubric. 100% of building leaders were shown the developed rubric and expected to use it for teacher applicant screening purposes.
- 100% of building principals and RRA TOSA utilized the NYSUT rubric to identify areas in need of improvement.
- 100% of building principals and RRA TOSA reviewed OASYS data trends to identify areas of improvement within buildings.
- 100% of principals and vice principals were deemed Effective or Highly Effective, although the Principal Support Mentor was available.
- 100% of teachers were evaluated using the NYSUT rubric, and incorporated measures of student growth and learning that was learned from assessments.
- 100% of teachers deemed overall Ineffective or Developing were placed on improvement plans based on their area of need.
- 100% of principals were evaluated using the Multidimensional Principal Performance evaluation rubric, and incorporated measures of student growth and learning from the assessment.
- The district indicated the use of video cameras to assist with peer evaluation and teacher self-evaluation.
- The district indicated that the ultimate goal was to have a video collection that they could draw on to assist in establishing APPR inter-rater reliability for evaluators.

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.
<p>Summary: Activities supported the district in attaining its Goal IV: differentiated, targeted professional development opportunities will be provided within the district. Data used to determine professional development needs will include: teacher evaluation data, student growth data, and teacher surveys. School leaders will attend appropriate training, and provide professional development differentiated to meet needs within buildings and Goal X; to ensure school leaders remain current on educational research.</p> <p>Principals, Instructional Coaches and the Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) worked together to support district wide initiatives. Instructional coaches surveyed staff to determine staff needs for professional development. School leaders attended workshops and read current research on a variety of topics that benefited all administrators, and improved teacher effectiveness and student learning.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Instructional coaches- Provide professional development individually or in other settings to improve instruction within the district.	T-PD Internal	Individual, Group	Grant	District	15	350	School year	\$185,879.06

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 hired Instructional Coaches to provide ongoing support in implementing Common Core Learning Standards.
- The district hired substitute teachers to provide coverage for teachers attending professional development.
- Principals, Instructional Coaches and the Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) collected information from the classroom observation process and made suggestions for professional development for individual teachers.
- Principals, Instructional Coaches, and the RRA TOSA provided targeted professional development for buildings as trends in teacher needs appeared.
- Instructional Coaches surveyed staff to determine staff needs for professional development.

Evidence from Year 2 Interim Report:

- The Principal Mentor provided highly effective principals with an opportunity to support teacher leaders interested in entering the field.
- Instructional Coaches and the RRA TOSA provided professional development at workshops, Superintendent Days, faculty meetings and one-on-one meetings with teachers on data-driven instruction, Common Core Learning Standards and NYS teaching standards.
- Subject Area Interns took over some of the responsibilities of the Subject Area Specialists including data keeping and professional development.
- The RRA TOSA provided support and one-on-one assistance with teachers found to be less than effective on their evaluations.
- The post-professional development survey data was used to improve professional development provided through both the instructional coaches and the RRA TOSA.
- The District Professional Development Committee revised the professional development plan to include teacher evaluation data.
- The RRA TOSA provided continued support in the new APPR process as an ongoing process throughout the year.

Evidence from Site Visit:

- Instructional Coaches, the RRA TOSA and Central Square CSD administrators attended the State Administrator Association of New York State (SAANYS) Conference and gained a better perspective. Instructional conversations were furthered by learning best practices as well as new practices that could be shared. Staff bonding occurred as well, fostering trust and better rapport.
- Instructional Coaches attended Network Team Institute (NTI) training and brought training back for staff.
- A professional development newsletter was made available online for all teachers.

Evidence from Year 2 Final Report/2 Final Update Status Call Notes:

- Instructional Coaches created and utilized surveys to identify areas of need for professional development.
- The administrators were included in the baseline professional development survey for the district and in building surveys.
- Central Square CSD focused on “actionable” professional development. The district wanted something in teachers’ hands that could be used immediately and listed the professional development and support they offered teachers and administrators as a top accomplishment for this period.
- Instructional Coaches, principal mentors and the RRA TOSA worked to design and provide workshops that were differentiated by topic area and offered at a variety of times and venues. Topics included higher level questioning, engagement, Annual Professional Performance Review (APPR), use of technology in the classroom, and professional book talks.
- Over 200 teachers and six administrators took advantage of the opportunities to regularly attend focused support groups in order to improve their practice.
- 350 teachers attended workshops specific to Domains six and seven.

- All principals and lead evaluators participated in inter-rater reliability training.
- Instructional Coaches worked with principals during faculty meetings to provide embedded professional development.
- Technology Cadres created lessons in technology to implement and those lessons were posted on district website for teachers. The next step was the creation of SmartBoard lessons.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
<p>Summary: The activities by the district supported the district in attaining its Goal VIII: student performance, teacher and principals evaluation data will be used to make transfer and tenure decisions. Teachers, who work with high need students, and teachers and principals determined to be ineffective or developing will be provided mentors for improvement.</p> <p>The Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) and Instructional Coaches were available for assistance with Annual Professional Performance Reviews (APPR), data driven instruction and planning. TOSA and Instructional Coaches have developed professional development on the use of data and provided one-on-one conferences with teachers. Principals, Instructional Coaches, and the RRA TOSA collected information from the classroom observation process and made suggestions for professional development for individual teachers. A teacher evaluation system was implemented that collects information on student growth and teacher effectiveness. This evaluation system was used when making determinations of teachers needing assistance in improving in specific areas, and consulted for making determinations of career ladder opportunities. Principal effectiveness was determined based on their evaluation rubric and student growth.</p>	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
RRA TOSA- provides professional development to all teachers, including new hires and those in need of improvement in meeting the requirements of the Regents Reform Agenda and APPR.	T-PM, P-PM	Employ	APPR-Obs, APPR-other	Salary	15	1	\$65,908.8
Principal Support Mentor- Provide support for new administrators and any deemed developing or ineffective	T-PM, P-PM	Employ	APPR-Obs, APPR-Other	Stipend	15	1	\$500

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 2 Interim Report:

- The evaluation system was used when making determinations of teachers needing assistance in improving in specific areas, and was consulted for making determinations of career ladder opportunities.
- The building data teams worked to analyze formative assessments to improve instruction, and teachers worked to improve instructional alignment to Common Core Learning Standards and to develop a deeper understanding of student knowledge.
- The examination of OASYS data determined needs of teachers within the buildings to enable delivery of targeted professional development. Principals established building goals that were tied to their Annual Professional Performance Review (APPR).
- All positions within the district were evaluated through the use of surveys, observation and performance data.
- The principals and teachers in need of improvement were provided assistance from colleagues such as mentors, Instructional Coaches, or the Principal Support Mentor.
- The principals received specific feedback on areas in need of improvement from their supervisor, based on their evaluation and student growth.

Evidence from Year 2 Final Report:

- Teachers might have received assistance in a particular area deemed basic or below, but not based on an overall effectiveness.
- 100% of teachers were evaluated using the NYSUT Teacher Practice Rubric (2012 Edition), and incorporated measures of student growth and learning into the classroom.
- 100% of teachers deemed overall ineffective or developing were placed on improvement plans based on their area of need.
- 100% of principals were evaluated using Multidimensional Principal Performance Rubric.

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.
<p>Summary: Efforts toward meeting this standard support the district in meeting Goal IX: the district will increase the career ladder opportunities for teachers.</p> <p>Central Square CSD has implemented new grant-funded positions including a Grant Facilitator, Subject Area Specialist (SAS) Interns, Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA), Building Mentors, Content Area Mentors and Instructional Coaches. All of these positions have increased responsibilities, including providing professional development, data keeping, and peer support/mentoring.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Instructional coaches- Provide professional development individually or in other settings to	T-TOSA	STLE1	Grant	15	Salary	4	\$185,879.06

Central Square Central School District STLE 1 Summary Report (2012-2014)

improve instruction within the district. Provide professional resources to all teachers to support improved instruction							
RRA TOSA- Provide professional development to all teachers, including new hires and those in need of improvement in meeting the requirements of the regents reform Agenda and APPR.	T-TOSA	STLE1	APPR-other, Grant	15	Salary	1	\$65,908.8
Tech Cadre- Create technology templates to assist in the implementation of Common Core Learning Standards modules	T-FT	STLE1	CC-Other	15	Stipend	28	\$7,000
Common Core Tech Coordinator- Organize and coordinate the work of the Common Core Tech Cadre members	T-FT	STLE1	CC-Other	15	Stipend	1	\$2,500
Grant Co-facilitator- Coordinate the implementation of the STLE grant - prepare periodic grant reports	T-FT	STLE1	Grant	15	Stipend	1	\$2,500
SAS Interns- Shadow and assist Subject Area Specialists in supporting departments to improve instruction manage resources and improve student learning.	T-FT	STLE1	Grant	15	Stipend	5	\$2,500
Mentors- Provide support for novice teachers, or others within their first years of hire.	T-FT	STLE1	Coach, Grant	15	Stipend	13	\$2,600
Master Teachers- hosted practicum students, student teachers, or both	T-FT	STLE1	Grant	15	Stipend	61	\$100/ \$500/ \$750
Principal Support Mentor- Provide support for new administrators and any deemed developing or ineffective	P-FT	STLE1	APPR-other, Grant	15	Stipend	1	\$500
Principal Mentor- Serve as a resource to teachers interested in exploring leadership and other non-teaching roles	P-FT	STLE1	Grant	15	Stipend	1	\$500

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 hired a Principal Mentor whose role was to mentor teachers considering a building leadership role.
- The Principal Mentor provided a workshop that shared information on administrative careers, along with bringing individuals from area universities to provide additional information to teachers pursuing their Certificate of Advanced Study.
- The Principal Mentor set up interested teachers with job shadowing experiences.

Evidence from Year 2 Interim Report:

- At the end of the 2013-14 school year, all Career Ladder positions were filled.
- The positions hired were grant co-facilitators, four Instructional Coaches, six Subject Area Specialist (SAS) interns, a Principal Mentor and a Principal Support Mentor. Grant co-facilitators have met with the individuals involved in the grant and set goals and expectations with quarterly follow-ups and evaluation.
- Teacher leaders described in the career ladder have attended professional development to support identified building needs.
- The Instructional Coaches and Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) provided professional development at workshops, Superintendent Days, faculty meetings and one-on-one meetings with teachers on data driven instruction, Common Core Learning Standards and NYS teaching standards.
- The RRA TOSA developed a curriculum and orientation program for pre-service teachers to address areas of weakness, also developed surveys for pre-service teachers and cooperating teachers to gather data. The RRA TOSA provided support for teachings in the new APPR process as an ongoing process throughout the year.
- Instructional Coaches, district administrators and the RRA TOSA attended Cognitive Coaching training. Instructional Coaches and the RRA TOSA attended lead evaluator training and Network Team Institutes, and provided feedback to teachers.

Evidence from Site Visit:

- Representatives of Central Square CSD stated that Technology Cadre was extremely beneficial. Representatives also stated that Instructional Coaches were very helpful and would not have been possible without STLE.

Evidence from Year 2 Final Report:

- Central Square CSD funded 34 new positions using STLE funds, with differing areas of expertise and leadership functions associated with them.
- 20 staff attended the career ladder forum hosted by the Principal Mentor.
- As part of the career ladder and the work the Principal Mentor completed, five Central Square CSD educators will actively work on their Certificate of Advanced Study internships beginning in September 2014.

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 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: This component was not addressed by STLE grant funded activities.	

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: Central Square CSD has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district is utilizing monies from the next round of the STLE grant and monies funded through Title II. The district is examining reallocating personnel to maintain other career ladder positions. Having secured the next round of the STLE grant, the district will maintain grant co-facilitators for the 2014-15 school year. Discussion continues on how the district may sustain grant goals at the conclusion of the funding and beyond 2015, though the district knows they will be dependent on budgetary constraints. The district is examining possible reallocation of personnel to maintain three Instructional Coach positions, at least part time. The roles of Principal Mentor and Principal Support Mentor will be funded through Title II funds. Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA), Common Core Technology Coordinator and the Technology Cadres will be phased out at the end of the 2015 school year.	

Short Description	Code	Type
Reallocation of personnel to maintain three Instructional Coaching positions at least part time. Roles of Principal Mentor and Principal Support Mentor will be funded through Title II funds. Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA), Common Core Technology Coordinator and the Technology Cadres will be phased out at the end of the 2015 school year.	Personnel	Shift, Grant

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 2 Interim Report:

- Moving forward the district administration is examining how to sustain as many elements from the STLE grant as possible.
- The district has applied for the third round of the STLE grant and is hopeful that they will be successful with the application.
- The district’s long range plan would include the continuation of the Principal Support Mentor and Teacher Mentors for new principals and teachers entering the field.
- District partnership with area colleges would continue, minus the funding for cooperating teachers.

- Professional development for educators would be funded through Federal monies and district funds as necessary.

Evidence from Year 2 Final Report:

- The district secured the next round of the STLE grant, and as such would maintain grant co-facilitators for the 2014-15 school year.
- The district continued discussion on how to sustain grant goals at the conclusion of the funding and beyond 2015.
- The district examined possible reallocation of personnel to maintain three instructional coaching positions at least part time.
- The roles of Principal Mentor and Principal Support Mentor would be funded through Title II funds.
- Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA), Common Core Technology Coordinator and the Technology Cadres would be phased out at the end of the 2015 school year.

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.

Individuals interviewed

District Level:

- Superintendent
- Grant manager

Building Level:

- 3 Principals

Teacher Leaders:

- Regents Reform Agenda (RRA) Teacher on Special Assignment (TOSA) and grant facilitator
- Instructional Coach
- 3 Teacher Leaders

SUNY Oswego Liaison:

- Team Sheldon member

Description of classroom observations (including amount of time, student population and rubrics used to conduct observations)

- N/A

Documents and materials reviewed to complete this report

- Central Square Year 1 Interim STLE Report
- Central Square Year 1 Final STLE Report
- Central Square Site Visit Notes
- Central Square Year 2 Interim STLE Report
- Central Square Year 2 Final STLE Report
- Central Square Year 2 Final Update Status Call Notes