



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Clyde-Savannah Central School District

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District Contact Information

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Section I – District Description

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

Most current information as of: March 4, 2014

District Location	
Region	BOCES
Genesee Finger Lakes	Ontario-Seneca-Yates-Cayuga-Wayne 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
850	258	70	-	114	404

Racial/Ethnic Origin					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0	9	4	1	86	0

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95	2

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
76	0	0	17	13

Need Status
High Need/Resource Capacity Rural

Section II – Academic Performance

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

Most current information as of: March 4, 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	0	None tested	41
3(2012-13)	13	0	None tested	6
4(2011-12)	39	0	None tested	28
4(2012-13)	11	0	None tested	0
5(2011-12)	47	0	None tested	44
5(2012-13)	6	0	None tested	6
6(2011-12)	39	n<5	None tested	47
6(2012-13)	24	0	None tested	17
7(2011-12)	34	0	None tested	26
7(2012-13)	11	0	None tested	11
8(2011-12)	30	0	None tested	13
8(2012-13)	26	0	None tested	21
District Wide (2011-12)	39	0	None tested	33
District Wide (2012-13)	15	0	None tested	9

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	37	0	None tested	33
3(2012-13)	16	0	None tested	15
4(2011-12)	47	0	None tested	28
4(2012-13)	12	0	None tested	9
5(2011-12)	51	0	None tested	48
5(2012-13)	8	0	None tested	10
6(2011-12)	51	n<5	None tested	62
6(2012-13)	18	0	None tested	17
7(2011-12)	40	8	None tested	37
7(2012-13)	6	0	None tested	7
8(2011-12)	47	0	None tested	35

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8(2012-13)	9	0	None tested	6
District Wide (2011-12)	45	2	None tested	40
District Wide (2012-13)	11	0	None tested	10

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	83	53	None tested	75
4(2012-13)	75	46	None tested	73
8(2011-12)	63	14	None tested	45
8(2012-13)	63	30	None tested	62
District Wide (2011-12)	72	41	None tested	60
District Wide (2012-13)	69	39	None tested	68

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	74	14	14	0
Integrated Algebra	63	6	33	0
Geometry	63	4	0	0
Algebra 2/Trigonometry	43	10	0	0
Global History and Geography	57	14	11	0
U.S. History and Government	83	41	40	20
Living Environment	64	12	25	0
Physical Setting/Physical Earth	64	13	n<5	n<5
Physical Setting/Chemistry	24	5	0	0
Physical Setting/Physics	n<5	n<5	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	74	27	75	23
SWD	36	0	0	0
ELL	None tested	None tested	None tested	None tested
ED	72	8	71	17

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	76	8	82	10

SWD	36	7	50	0
ELL	None tested	None tested	None tested	None tested
ED	64	8	92	0

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	4	1	-	-	-	-
	5	1	-	-	-	-
	6	1	-	-	-	-
Mathematics	4	1	-	-	-	-
	5	1	-	-	-	-
	6	1	-	-	-	-
Science	4	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	84	76	79	71
Students With Disabilities	14	n<30	10	n<30
Limited English Proficient	0	n<30	0	n<30
Economically Disadvantaged	25	n<30	20	n<30

List Any Measures Where the District Did Not Meet AYP in 2011-12
<ul style="list-style-type: none"> • 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 – All Students • Elementary/Middle-Level Math – White • Elementary/Middle-Level Math – Students With Disabilities • Elementary/Middle-Level Math – Economically Disadvantaged • 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 • Graduation Rate: 4-Year Graduation-Rate Total Cohort – All Students • Graduation Rate: 4-Year Graduation-Rate Total Cohort – White

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> • 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 – All Students • Elementary/Middle-Level Math – White • Elementary/Middle-Level Science – All Students • Elementary/Middle-Level Science – White • Secondary- Level ELA – All Students • Secondary- Level ELA – White • Graduation Rate: 5-Year Graduation-Rate Total Cohort – All Students • Graduation Rate: 5-Year Graduation-Rate Total Cohort – White

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)
Clyde-Savannah CSD	Dr. Theresa Pulos	2010-2014	Con	878	868	3 Principals 1 Director of Curriculum .5 Director of Special Ed. 1 School Business Official	3 Principals 1 Director of Curriculum .5 Director of Special Ed. 1 School Business Official	86	86

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)
Clyde Savannah Elementary School	Tom Castellano	2009-2014	Con	PK-5	419	426	1 P	1 P	34	34
Clyde-Savannah Middle School	Belinda Crowe	2005-2014	Con	6-8	185	172	1p	1p	24	24
Clyde-Savannah High	Craig Pawlak	2006-2014	Con	9-12	274	270	1P	1P	28	28

School									
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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/clyde-savannah-appr-plan.pdf Most current version as of: February 28, 2014

Performance Evaluation Rubrics	
Teacher	Principal
Danielson’s Framework for Teaching (2013 Revised 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	13	13	16
Effective	75	27	75	75
Developing	15	55	12	5
Ineffective	1	5	0	4

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 Marsh, Project Assistant	May 6, 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	September 19, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	December 3, 2013
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 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 21, 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
5545-13-0009	\$105,125	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>The district developed a formal partnership with Wayne Finger Lakes BOCES meant to prepare new teacher leaders on the districts’ career ladder with skills to support their new roles; staff members were also prepared on a volunteer basis.</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 the 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>This component was not addressed by the STLE grant funded activities.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>In addition to Professional Development given by principals and district administrators throughout the course of the year, licenses for the Teachscape Teacher Proficiency Training were purchased.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader

effectiveness, based on evidence of practice and student learning: *The district provided support for teachers by planning, collaborating, organizing and facilitating change to improve the instructional program, specifically regarding the Common Core Learning Standards, Data-Driven Instruction, and evidence-based teaching and learning.*

6. **Performance Management** – Use of evaluation data in development and employment decisions: *This component was not addressed by the STLE grant funded activities.*

7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: *The district has created a total of 5 teacher leader positions.*

Program Goals (Taken from Year 2 Interim Report)	Targets (Taken from Year 2 Interim Report)	Outcomes (Taken from Year 2 Final Report)
<p>Improve ratings on key practice components of the teacher rubric "Teachscape: The Framework for Teaching- Revised 2011.</p>	<p>All instructional staff have received training in the Danielson Framework for Teaching (Revised 2011) In addition to Professional Development given by Principals and District Administrators throughout the course of the year, licenses for the Teachscape Teacher Proficiency Training. Principals will compile Teachscape teacher evaluation data to determine which areas (Domains and Elements with critical attributes) of the Framework for Teaching Rubric scored less than a rating of 3. Our goal is that the baseline of identified areas will increase by 10%.</p>	<p>Composite Evaluation Scores were calculated at the conclusion of the school year. Calculations are not currently available and are awaiting APPR results.</p>
<p>Improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014.</p>	<p>Teachers have been hired as instructional coaches to support Common Core Learning Standards in Math and ELA as well Data-Driven Instructional Methods and practices. Academic achievement on State Assessments will increase by 10% from previous years assessment results.</p> <p>Identify potential teacher</p>	<p>A master schedule was created to provide release time for STLE instructional coaches in each building. STLE coaches were able to attend and facilitate grade level and departmental Professional Learning Community meetings focusing on Data-Driven Instruction and Common Core Implementation.</p>

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	<p>leaders by January 2014 and cycle at least 3 new instructional coaches into the role by 2014-2015. Deeping the pool to build capacity.</p> <p>Instructional coaches received a \$1700 stipend prorated for 1/2 a year due to start date of coaching responsibilities.</p>	
<p>Achieve a funding sustainability plan for the continuation of the STLE program by September 2013.</p>	<p>Continue to build into the master schedule "release time" for teacher leaders serving in the role of instructional coaches. Sustain Supplemental Education Services Coaching support provided by WFL-BOCES.</p>	<p>A master schedule was created to provide release time for STLE instructional coaches in each building. STLE coaches were able to attend and facilitate grade level and departmental Professional Learning Community meetings focusing on Data-Driven Instruction and Common Core Implementation.</p>
<p>Provide quality professional development and supports to instructional staff in the areas of curriculum and instruction, and Data-Driven Instruction in order to improve teaching practices.</p>	<p>Identify potential teacher leaders by January 2014 and cycle at least 3 new instructional coaches into the role by 2014-2015. Deepening the pool to build capacity.</p>	<p>The district appointed one district wide instructional coach for the 2014-2015 school year.</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$105,125	\$24,179	\$80,946

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 <i>(10/31/12 – 3/1/13)</i>	Year 1 Final – Actual Exp. Per FS-10 F <i>(10/31/12 – 6/30/13)</i>	Year 2 Interim Report – School Reported <i>(7/1/13 – 12/31/13)</i>	Year 2 Final – Actual Exp. Per FS-10 F <i>(7/1/13 – 6/30/14)</i>
15	Stipends for Teachers, Substitute Teachers and Site Coordinator	12	\$0	\$7,042	\$0	\$45,995
15	Instructional Coach Mentors	5	\$0	\$0	\$2,949	\$0
45	Membership to Association for Supervision and Curriculum Development	1	\$0	\$885	\$0	\$0

40	Purchased Services - Association for Supervision and Curriculum Development Membership		\$0	\$0	\$0	\$0
45	Supplies and Materials- iPad for coaches and principals, Teach Direct, School Specialty, Lakeshore Learning Materials	7	\$0	\$0	\$0	\$1,042
46	Travel Expenses - Association for Supervision and Curriculum Development and Network Team Institute Training		\$0	\$0	\$2,077	\$15,533
46	Lodging at Holiday Inn and Mileage	6	\$0	\$3,990	\$0	\$0
49	Professional Development purchased from Wayne-Finger Lakes BOCES	3	\$0	\$10,914	\$0	\$0
80	Teacher Retirement System	12	\$0	\$809	0	\$7,481
80	Workers Comp, Social Security, Unemployment	12	\$0	\$539	0	\$4,898
	Total Actual Expenditures		\$0	\$24,179	\$5,026	\$74,949

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 formal partnership with Wayne Finger Lakes BOCES meant to prepare new teacher leaders on the districts’ career ladder with skills to support their new roles; staff members were also prepared on a volunteer basis. With the	

activities associated with WFL BOCES the district was able to achieve their Goal II- Improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
N/A- not funded through 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 1 Final Report:

- Key accomplishments supporting these goals have been the hiring of five instructional coaches. These coaches have attended a series of leadership development workshops and trainings through the Wayne-Finger Lakes BOCES in addition to ongoing leadership development support from district administration.
- For the 2013-2014 school year, building level master schedules have been developed to provide a block of release time for instructional coaches to support common core curriculum adoption and instructional practices. Instructional coaches have worked closely with administration preparing for full adoption of the New York State curriculum modules to be implemented in September 2013.
- A resource the district was able to tap into was securing additional coach support from a new service that BOCES has instituted this past spring. This service is called the Supplemental Staff Development Service. Districts such as Clyde-Savannah, who purchase this service, are provided 40 days of in-district support for various state initiatives including common core and curriculum module alignment. Districts were asked to recommend their own staff members and board approved a leave of absence from their classroom position. This approach has supported the district in the building of a career ladder from within and preserves the rights to their previous teaching job in the future.

Evidence from Site Visit:

- BOCES provided training to the five instructional coaches as well as a summer boot camp to staff members on a voluntary basis. This professional development helped teachers become better prepared to implement ELA/math Common Core modules.
- Teachers attended the two week boot camp during the summer to better prepare themselves for the beginning of the school year. The Superintendent was surprised at the amount of teachers who attended the two week summer training. Instructional coaches have been much better prepared to take on the role of an instructional coach and have been a great support to teachers as they have had difficulty with the adoption of the Common Core modules.
- During the time period of March-May 2013 the district met to discuss and define the role and responsibilities of the instructional coach. The district was able to help provide a united front with the changes in Common Core. The district gave guidance and support to help with the Annual Professional Performance Review process, which included

strengthening lessons and pre and post observations in order to have quality observations. The district provided professional development on Danielson's rubric, including reviewing what principals are looking for observations so this info can then be shared with teachers to better prepare them.

Evidence from Year 2 Interim Report:

- At the onset of the school year the coaches were instrumental in helping coordinate all logistical aspects of the implementation process including resources and materials acquisition, along with printing and distribution.
- In an effort to improve communication and student data accessibility, the coaches worked with the Information Technology department to set up a shared folder for teachers to access.
- The district was to identify potential teacher leaders by January 2014 and cycle at least three new instructional coaches into the role by 2014-2015. The goal was to deepen the pool to build capacity.

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

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

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 met its STLE Goal I- All instructional staff have received training in the Danielson Framework for Teaching (Revised 2011) and STLE Goal II- Improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014.

All instructional staff have received training in the Danielson Framework for Teaching (Revised 2011). In addition to professional development given by principals and district administrators throughout the course of the year, licenses for the Teachscape Teacher Proficiency Training were allocated to assist with evaluation.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
APPR Training for Teachers	T-Eval	PD	APPR	FP-DS	40	80		\$3,920

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:

- In addition to the hiring of coaches, the district was able to secure licenses for the Teachscape Teacher Proficiency Training Modules. As of June, 2013, all teachers were to have access to this system and would be able to use this system to further develop skills on Domains 1-4 of the Danielson Framework for Teaching Rubric.

Evidence from Site Visit:

- During the time period of March-May 2013 the district gave guidance and support to help the Annual Professional Performance Review process including strengthening lessons and pre and post observations in order to have quality observations. The district also provided professional development on Danielson's rubric including reviewing what principals are looking for observations so this info can then be shared with teachers to better prepare them.
- Teachers at the middle school level had more ease with the adoption of Common Core ELA/Math modules. More and more teachers were seeking out the help of instructional coaches. There was greater understanding of ways in which lessons could be taught in order to provide the strongest instruction possible. Students were having an easier time with the more challenging course work because teachers were better prepared to teach.
- Coaches helped with using the technology necessary to gather evidence for the Annual Professional Performance Review process.

Evidence from Year 2 Interim Report:

- Principals were to compile Teachscape teacher evaluation data to determine which areas (domains and elements with critical attributes) of the Framework for Teaching Rubric scored less than a rating of three. The district goal was that the baseline of identified areas would increase by 10%.

- Domain rating spreadsheets were completed by principals at beginning of 2013-2014 school year to act as a baseline for data. Principals created a similar report at the end of the school year and data was to be analyzed to see if goals were met.
- The instructional coaches were trained on use of the Teachscape LUCY 360 degree panoramic camera and were modeling use of the camera and coaching colleagues on the reflective application of the technology.
- The Teachscape Teacher Proficiency Training licenses were secured and distributed to all staff to begin ongoing professional development pertaining to Danielson's Framework for Teaching Rubric.
- The instruction coaches helped facilitate New York State assessments and Partnership for Assessment of Readiness for College and Careers (PARCC) piloting.

Evidence from Year 2 Final Report:

- The STLE Coaches assisted grade levels and departments with standards based grading and formative assessment.

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: Evidence suggests that the district pushed to meet its STLE Goal II- Improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014 and Goal IV- Provide quality professional development and supports to instructional staff in the areas of curriculum and instruction, and Data-Driven Instruction in order to improve teaching practices. Master schedules were developed to provide Professional Development opportunities; district teachers were afforded the opportunity to attend external conferences. The district was able to tap the resources of the BOCES Supplemental Staff Development Service.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Provided by WFL BOCES- not paid through this 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 1 Final Report:

- As a result of the STLE funding, all five instructional coaches attended the February Network Team Institute training in Albany, NY.
- For the 2013-2014 school-year, building level master schedules have been developed to provide a block of release time for instructional coaches to support Common Core curriculum adoption and instructional practices. Instructional coaches have worked

closely with administration preparing for full adoption of the New York State curriculum modules to be implemented in September 2013.

- The district remarked that the greatest challenge between March 1 and June 30, has been utilizing instructional coaches in an active supporting role. This has largely been due to the time frame in which the instructional coaches were hired and training that has taken place in order develop the necessary skill to be effective coaches.
- A resource the district was able to tap into was securing additional coach support from a new service that BOCES instituted this past spring. This service is called the Supplemental Staff Development Service. Districts such as Clyde-Savannah, who purchase this service, are provided 40 days of in-district support for various state initiatives including Common Core and curriculum module alignment. Districts were asked to recommend their own staff members and board approved a leave of absence from their classroom position. This approach has supported the district in the building of a career ladder from within and preserves the rights to teachers' previous teaching jobs in the future.

Evidence from Year 2 Interim Report:

- Five teachers were hired as instructional coaches to support Common Core Learning Standards in Math and ELA as well data driven instructional methods and practices. Academic achievement on State assessments would increase by 10% from previous year's assessment results as a goal.
- The instructional coaches were trained on use of the Teachscape LUCY 360 degree panoramic camera and were modeling use of the camera and coaching colleagues on the reflective application of the technology.
- Two of the districts coaches attended the November Network Team Institute training in Albany and brought back and disseminated the most current module information to respective buildings and departments.
- The instructional coaches helped establish group norms and modeled how effective data driven instruction conversations should occur.
- The instructional coaches supported staff at the summer curriculum Boot Camp which occurred from August 12-16 for ELA and August 19-23 for Math.
- The instructional coaches planned to attend the Association for Supervision and Curriculum Development National Conference and share information with Professional Learning Communities and turnkey this information to the district, as applicable.

Evidence from Site Visit:

- Fully adopting then moving to adapting the ELA and Math Common Core Learning Standards helped to drive the professional development the staff needed.
- Instructional coaches attended Network Team Institute training as well as a summer curriculum boot camp. Teachers could also volunteer to attend the summer boot camp. The boot camp was two weeks with a focus one week on ELA Common Core and one week focusing on math Common Core.
- The Superintendent conducts monthly meetings with instructional coaches and the principal to help determine what is needed to make professional development successful. This includes materials, time, logistics of implementation of module implementation, and

ways in which coaches can further support staff are among the items discussed in these meetings.

- Instructional coaches also discussed with the Director of Curriculum further professional development needs based on non-evaluative observations and the outcomes of Professional Learning Community meetings coaches have facilitated.
- The Superintendent meets monthly with principals to help determine professional development. Principals discuss what was seen in observations, how the coaches can help and in what ways more professional development needed.

Evidence from Year 2 Final Report:

- The STLE coaches worked with individual teachers and grade levels to help support implementation of the New York State Common Core Curriculum modules.
- The STLE coaches assisted grade levels and departments with standards based grading and formative assessment.
- The STLE coaches continued to work with Professional Learning Communities in efforts to improve data driven instruction.
- The instructional coaches attended the Association of Supervision and Curriculum Development National Convention in Los Angeles, California.
- The master schedule was created to provide release time for STLE instructional coaches in each building. STLE coaches were able to attend and facilitate grade level and departmental Professional Learning Community meetings focusing on data driven instruction and Common Core implementation.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: This component was not addressed by the STLE grant funded activities.	

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

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: Efforts toward meeting this standard supported the district in meeting its STLE Goal II- Improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014.	
The district created a total of five teacher leader positions. The district provided support for teachers by planning, collaborating, organizing and facilitating change to improve the instructional program, specifically regarding the Common Core Learning Standards, Data Driven	

Instruction and evidence-based teaching and learning. The district also provided knowledge of Common Core Learning Standards, formative and summative assessments including regional, third party, New York State and Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and the Danielson Framework for Teaching to the teaching professionals in the District.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
5 teacher Coach Mentors	T-FT	STLE 1	Coach	15	Stipend	5	\$37,245

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:

- A key accomplishment supporting these goals has been the hiring of five instructional coaches is noted by the district.
- A resource the district was able to tap into was securing additional coaching support from a new service that BOCES has instituted this past spring. This service is called the Supplemental Staff Development Service. Districts such as Clyde-Savannah, who purchase this service, are provided 40 days of in-district support for various state initiatives including Common Core and curriculum module alignment. Districts were asked to recommend their own staff members and board approved a leave of absence from their classroom position. This approach has supported the district in the building of a career ladder from within and preserves the rights to their previous teaching job in the future.

Evidence from Year 2 Interim Report:

- Five teachers were hired as instructional coaches to support Common Core Learning Standards in Math and ELA as well data driven instructional methods and practices.
- Coaches attended elementary, middle and high School curriculum council meetings and collaborated with department chairs on a number of initiatives.

Evidence from Site Visit:

- The district created another opportunity for teachers to be in leadership positions. The Superintendent has seen a positive culture shift among district staff with more reflective practice and collegiality and is looking to increase scores by 10% based on last year's baseline scores.
- The district has been able to send teacher leaders to more professional development which has increased the popularity of the positions. This increase in professional development would not have been possible without STLE and has allowed for greater sustainability of the program.

Evidence from Year 2 Final Report:

- The STLE coaches have been instrumental in the district’s full adoption and implementation of the New York State Common Core Curriculum modules.
- The district has appointed one district wide instructional coach for the 2014-2015 school year.

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 STEM, 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 Instructional Coach assisted with development of Students with Disabilities.	

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 Site Visit:

- The teacher who supports students with disabilities worked with the elementary Instructional Coach (who has a background in Special Education) to help with implementing Common Core for students with disabilities. The Instructional Coach provided resources that worked very well with the teacher’s students.
- Students with behavior issues have been much calmer because of how prepared the teacher was to teach.

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 may have sustainability past grant.

Short Description	Code	Type
District Wide Instructional Coach	Personnel	Shift

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 programmatic sustainability is of concern. The district will not be able to sustain career ladder stipends for the five instructional coaches upon sunset of the grant. The district is however, committed to identifying teacher leaders and providing leadership opportunities within the organization.

Evidence from Year 2 Final Report:

- The Clyde-Savannah CSD has committed to hiring a full time district wide instructional coach for the 2014-2015 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
- Director of Curriculum/Instruction

Middle School

- Principal
- Instructional Coach
- STLE Coach

Elementary School

- Principal

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

- Clyde Savannah Site visit Notes

- Clyde Savannah Year 1 STLE Final Report
- Clyde Savannah Year 2 STLE Interim Report
- Clyde Savannah Year 2 STLE Final Report