



**New York State Education Department**

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

**Fort Ann Central School District**

**Table of Contents**

**Contents**

District Contact Information ..... 3

Section I – District Description..... 3

Section II – Academic Performance ..... 4

Section III – District Schools Profile ..... 7

Section IV – Annual Professional Performance Review (APPR) Profile..... 7

Section V – Monitoring History ..... 8

Section VI - STLE Grant Profile ..... 9

Section VII – STLE Grant Analysis ..... 11

    Preparation ..... 11

    Recruitment and Placement ..... 13

    Induction and Mentoring..... 13

    Evaluation ..... 14

    Ongoing Professional Development/Professional Growth ..... 15

    Performance Management ..... 17

    Career Ladder for Teachers and Principals..... 18

    Other ..... 20

    Issues of Equity..... 20

    Sustainability..... 21

Section VIII – Methodology ..... 22

### District Contact Information

	<b>Superintendent</b>	<b>STLE Grant Manager</b>
<b>Name</b>	William Scott	William Scott
<b>Phone</b>	(518) 369-5594 ext. 52050	(518) 369-5594 ext. 52050
<b>Email</b>	wscott@fortannschool.org	wscott@fortannschool.org

### Section I – District Description

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

**Most current information as of:** June 20, 2014

<b>District Location</b>	
<b>Region</b>	<b>BOCES</b>
Lake George Champlain	Washington-Saratoga-Warren-Hamilton-Essex BOCES

<b>District Designations (i.e. DTSDE School, TIF Recipient, etc.)</b>
Good Standing

<b>Student Demographics</b>					
<b>Number of Students</b>	<b>Eligible for Free Lunch</b>	<b>Eligible for Reduced Lunch</b>	<b>Limited English Proficient</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
469	105	55	-	58	186

<b>Racial/Ethnic Origin</b>					
<b>American Indian or Alaskan Native</b>	<b>Black or African American</b>	<b>Hispanic or Latino</b>	<b>Asian/Native Hawaiian/Other Pacific Islander</b>	<b>White</b>	<b>Multiracial</b>
0	1%	3%	1%	95%	0

<b>Attendance/Suspension Rates</b>	
<b>Annual Attendance Rate</b>	<b>Student Suspensions</b>
96%	6%

<b>Teacher Qualifications</b>				
<b># Teachers</b>	<b>Percent No Valid Teaching Certificate</b>	<b>Percent Teaching Out of Certification</b>	<b>Turnover Rate for Teachers under 5 Years' Experience</b>	<b>Turnover Rate all Teachers</b>
43	0	5	29%	22%

<b>Need Status</b>
Average Need District

## Section II – Academic Performance

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

**Most current information as of:** June 20, 2014

<b>Student Performance: 2011-12 &amp; 2012-13 New York State English Language Arts (ELA) Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3(2011-12)	65	20	n < 5	38
3(2012-13)	61	n < 5	None tested	44
4(2011-12)	58	14	n < 5	36
4(2012-13)	15	0	None tested	6
5(2011-12)	48	11	n < 5	31
5(2012-13)	24	0	None tested	7
6(2011-12)	61	20	n < 5	77
6(2012-13)	21	0	None tested	6
7(2011-12)	59	39	n < 5	54
7(2012-13)	17	0	None tested	19
8(2011-12)	38	0	n < 5	39
8(2012-13)	46	0	None tested	63
<b>District Wide(2011-12)</b>	<b>54</b>	<b>15</b>	<b>Data not available</b>	<b>56</b>
<b>District Wide(2012-13)</b>	<b>30</b>	<b>Not available (n&lt;5)</b>	<b>None tested</b>	<b>21</b>

<b>Student Performance: 2011-12 New York State Mathematics Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3(2011-12)	63	20	n < 5	44
3(2012-13)	54	n < 5	None tested	38
4(2011-12)	97	14	n < 5	36
4(2012-13)	23	0	None tested	6
5(2011-12)	38	11	n < 5	8
5(2012-13)	31	0	None tested	8
6(2011-12)	52	0	n < 5	62
6(2012-13)	10	11	None tested	0
7(2011-12)	73	0	n < 5	62
7(2012-13)	14	0	None tested	13
8(2011-12)	69	0	n < 5	72
8(2012-13)	41	n < 5	None tested	50
<b>District Wide(2011-12)</b>	<b>60</b>	<b>7</b>	<b>Data not available</b>	<b>49</b>

<b>District Wide(2012-13)</b>	<b>27</b>	<b>Not available (n&lt;5)</b>	<b>None tested</b>	<b>17</b>
-------------------------------	-----------	-----------------------------------	--------------------	-----------

<b>Student Performance: 2011-12 &amp; 2012-13 Science Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
4(2011-12)	88	71	n < 5	86
4(2012-13)	100	100	None tested	100
8(2011-12)	82	50	n < 5	89
8(2012-13)	91	40	None tested	100
<b>District Wide(2011-12)</b>	<b>85</b>	<b>60</b>	<b>Data not available</b>	<b>88</b>
<b>District Wide(2012-13)</b>	<b>96</b>	<b>75</b>	<b>None tested</b>	<b>100</b>

<b>Student Performance: 2012-13 New York State Regents Exams</b>				
<b>Exam</b>	<b>All Students</b>		<b>Students With Disabilities</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
Comprehensive English	92	29	60	0
Integrated Algebra	85	11	25	0
Geometry	50	3	n < 5	n < 5
Algebra 2/Trigonometry	43	14	0	0
Global History and Geography	81	6	n < 5	n < 5
U.S. History and Government	93	47	n < 5	n < 5
Living Environment	97	36	80	0
Physical Setting/Physical Earth	94	26	n < 5	n < 5
Physical Setting/Chemistry	64	14	0	0
Physical Setting/Physics	25	0	0	0

<b>Cohort Results In Secondary-Level ELA After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	78	26	92	51
<b>SWD</b>	17	0	50	0
<b>ELL</b>	None tested	None tested	None tested	None tested
<b>ED</b>	71	14	87	39

<b>Cohort Results In Secondary-Level Math After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	80	7	94	6
<b>SWD</b>	33	0	67	0
<b>ELL</b>	None tested	None tested	None tested	None tested

<b>ED</b>	71	14	91	9
-----------	----	----	----	---

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

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

<b>2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)</b>					
	n Tested	Percent of students scoring in each performance level:			
		Beg.	Int.	Ad.	Prof.
<b>Kindergarten</b>					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	0	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	46	72	45	80
Students With Disabilities	6	n < 30	4	n < 30
Limited English Proficient	0	n < 30	0	n < 30
Economically Disadvantaged	14	n < 30	9	n < 30

<b>List Any Measures Where the District Did Not Meet AYP in 2011-12</b>
<ul style="list-style-type: none"> <li>• Elementary/Middle-Level Math – All Students</li> <li>• Elementary/Middle-Level Math – White</li> <li>• Elementary/Middle-Level Math – Students With Disabilities</li> <li>• Secondary-Level Math – All Students</li> </ul>

- Secondary-Level Math – White
- Graduation Rate (4 or 5-Year Graduation Rate) – All Students
- Graduation Rate (4 or 5-Year Graduation Rate) – White
- Graduation Rate: 4-Year Graduation-Rate – All Students
- Graduation Rate: 4-Year Graduation-Rate – White
- Graduation Rate: 5-Year Graduation-Rate – All Students
- Graduation Rate: 5-Year Graduation-Rate – White

**List Any Measures Where the District Did Not Meet AYP in 2012-13**

- Secondary-Level Math – White
- Graduation Rate: 4-Year Graduation-Rate – All Students
- Graduation Rate: 4-Year Graduation-Rate – White

**Section III – District Schools Profile**

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

**Most current information as of:** June 30, 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)
Fort Ann CSD	Maureen VanBuren	2005-2014	Original	513	506	2P, 1AP	2 P, 1 AP	40	40
	William Scott	2014	New						

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)
Fort Ann ES	Nanette Blanchard	1999-14	Original	PK-5	235	242	1 P, 1 AP	1 P, 1 AP	26	26
Fort Ann HS	Daniel Ward	2006-14	Original	6-12	278	264	1 P, 1 AP	1 P, 1 AP	23	23

**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/districts/fort-ann-central-school-district.html>

**Most current version as of:** September 17, 2013

<b>Performance Evaluation Rubric</b>	
<b>Teacher</b>	<b>Principal</b>
Danielson's <i>Framework for Teaching</i> (2011 Revised Edition)	Multidimensional Principal Performance Rubric

<b>Teacher Evaluation (2012-13)</b>				
Presented as % by rating category	<b>Composite Rating</b>	<b>State-provided growth or other comparable measures</b>	<b>Locally-selected measures of student achievement or growth</b>	<b>Other measures of teaching effectiveness</b>
<b>Highly-Effective</b>	2	22	51	10
<b>Effective</b>	56	51	37	85
<b>Developing</b>	24	22	7	5
<b>Ineffective</b>	17	5	5	0

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

\*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

<b>School Year</b>	<b>Type of Monitoring</b>	<b>NYSED Staff</b>	<b>Date</b>
<b>2012-13</b>	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
<b>2012-13</b>	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator; April Marsh, Project Assistant	June 1, 2013
<b>2013-14</b>	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
<b>2013-14</b>	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; Megan Lee Collins, Project Assistant	September 19, 2013

<b>2013-14</b>	Site Visit	Courtney Jablonski, Project Coordinator; Carrie Smith, Project Coordinator	October 10, 2013
<b>2013-14</b>	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
<b>2013-14</b>	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	May 6, 2014
<b>2013-14</b>	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
<b>2013-14</b>	Year 2 Final Report Status Update Call	Robert Husain, Project Assistant	July 22, 2014

## Section VI - STLE Grant Profile

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

<b>General Grant Information</b>			
<b>STLE #</b>	<b>Funding Amount</b>	<b>Implementation Dates</b>	<b>Individual or Consortium</b>
5545-13-0012	\$60,750	10/31/2012 - 6/30/2014	Individual

<b>Key Program Design Elements</b>
1. <b>Preparation</b> – 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: <i>The district used STLE funds to support teacher leader training/professional development by partnering with SUNY Plattsburgh who sent student teachers to the district.</i>
2. <b>Recruitment and Placement</b> – 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. <b>Induction and Mentoring</b> – 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. <b>Evaluation</b> – The new APPR system based on Education Law §3012-c.: <i>This component was not addressed by the STLE grant funded activities.</i>
5. <b>Professional Development/Growth</b> - Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The district used STLE funds to provide professional development to teacher leaders who in turn supported teachers.</i>
6. <b>Performance Management</b> – Use of evaluation data in development and employment decisions: <i>This component was not addressed by the STLE grant funded activities.</i>
7. <b>Career Ladder</b> – Opportunities for advancement for educators identified as highly effective or effective: <i>The district implemented a career ladder through the STLE grant.</i>

<b>Program Goals (Taken from year 1 Final Report)</b>	<b>Targets (Taken from year 1 Final Report)</b>	<b>Outcomes (Taken from Year 2 Final Report)</b>
<p>Goal I: Appoint master teacher leaders to receive extensive training and then work with grade and department levels regarding literacy; science, technology, engineering and math (STEM); Common Core Learning Standards (CCLS); and use of data analysis.</p>	<p>Percent of students meeting the College and Career ready standard on the math Regents will increase by 25%.</p> <p>Performance on the science Regents exams will increase by 10%.</p> <p>Log of hours of training for teacher leaders in the STEM areas and hours logged for team or grade level meetings.</p>	<p>The district appointed master teacher leaders and provided all of them with training in all of the subject areas.</p> <p>Integrated Algebra – 91% scored a 65 or better                      Geometry – 50% scored a 65 or better                      Algebra 2/Trigonometry – 43% scored a 65 or better</p> <p>Living Environment – 100% scored 55 or better                      Earth Science – 97% scored 55 or better                      Chemistry – 86% scored 55 or better                      Physics – 50% scored 55 or better</p> <p>100% of teacher leaders logged their hours for trainings and participation in both grade level or department level meetings and STEM trainings.</p>
<p>Goal II: Teacher leaders will work with teachers and principals to review and develop a vertically and horizontally aligned CCLS curriculum.</p>	<p>Teacher leaders will share a pre- and post-teacher survey with a question focused on curriculum. The number of teachers who indicate they agree/strongly agree with having a vertically and horizontally aligned CCLS curriculum will increase from an average rating of 2.8 to 4.0 on survey items 7 and 8.</p>	<p>The average rating of the number of teachers who indicated they agree/strongly agree with having a vertically and horizontally aligned CCLS curriculum increased to 3.6 on items 7 and 8.</p>
<p>Goal III: Teacher leaders will work with principals to review areas of individual, team or building professional</p>	<p>Measures from pre- to post-survey outcomes for teachers K-3 will increase in confidence for grades K-2; 3-</p>	<p>The average rating on the survey outcome was 2.8. The average rating on the survey outcome is now a 3.6</p>

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

development needs based on teacher survey and teacher evaluations	5; 6-8; and 9-12 will increase to an overall average rating of 4.	
---	---	--

<b>Total Grant Award</b>	<b>Year 1 Allocation</b>	<b>Year 2 Allocation</b>
<b>\$60,750</b>	<b>\$31,875</b>	<b>\$28,875</b>

Budget Code	Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)	Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)	Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)	Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14)
15	Lead Teacher Stipends	8	-	\$20,000	\$28,875	\$18,000
40	SUNY Plattsburgh PD to Lead teachers	8	-	\$11,875	-	-
40	Lead teachers attended over 44 hours of training on teacher observation/evaluation, implementation of Common Core, Cognitive Coaching , ELA best practices and math best practices in conjunction with SUNY Plattsburgh	8	-	-	\$11,719	-
40	Research Foundation SUNY		-	-	-	\$8,875
45	The Master Teacher		-	-	-	\$1,212
45	FIA Card Services		-	-	-	\$248
45	Center for Cognitive Coaching		-	-	-	\$380
45	Quill		-	-	-	\$160
	<b>Total Actual Expenditures</b>		-	<b>\$31,875</b>	<b>\$40,594</b>	<b>\$28,875</b>

## 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	
<b>Standard</b>	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 partnership with SUNY Plattsburgh supported the district in meeting Goal I: to appoint master teacher leaders and for them to receive extensive training, and then work with grade and department levels regarding literacy, science, technology, engineering and math (STEM), Common Core Learning Standards (CCLS), and use of data analysis.

The district effectively prepared existing educators for new roles within the district’s career ladder through a partnership with SUNY Plattsburgh, which provided new teacher leaders with knowledge and skills that faculty and leadership indicate have allowed these teacher leaders to provide strong supports to other teachers. Additionally, through the partnership with SUNY Plattsburgh, the district hosted student teachers and provided them with work-based pre-service experiences.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
SUNY Plattsburgh professional development for teacher leaders and provision of adjunct professors to support Teacher and Leader Effectiveness (TLE) activities. Additionally, the district will host SUNY Plattsburgh student teachers to participate in clinically rich teacher preparation.	New Role	T-CL	Turn Key, STEM, APPR – Obs, Data Driven Instruction (DDI), CCLS – Math, CCLS ELA	IHE - DS	40	8	\$23,594

**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 superintendent indicated that professional development has allowed for greater understanding of how ELA spans all subjects and provided teachers with strategies to incorporate ELA across all content areas. Teachers in all subject areas were now incorporating ELA into lessons. Preparing teacher leaders helped to ease the workloads of principals, and as a result principals were better able to focus on improving parent communication and implementing parent/community activities leading to greater understanding of CCLS. Teacher leaders analyzed benchmark data and modeling instruction to improve student achievement. Teacher leader training (144+ hours.) prepared them to fulfill roles and responsibilities. Staff saw positive outcomes of the training. This has led to teacher leader "buy in" and promoted sustainability of teacher leader positions.
- The Teacher Leader Academy allowed for them to learn best practices and to bring training back to the district. They also indicated that SUNY Plattsburgh provided many useful resources and allowed teachers to better plan instruction.
- Teacher leaders stated that the eight days of training with SUNY Plattsburgh assisted classroom observations and helped with defining roles and responsibilities of the teacher leader positions which in turn ensured success of the STLE program. They also indicated that cognitive coaching helped with "buy in", leading to better preparation as a teacher

leader. SUNY Plattsburgh has been very supportive and provided them support around the specific needs of the district.

- A building principal indicated that working with SUNY Plattsburgh has led to increased rigor, higher level thinking and improved vocabulary of kindergarten students. The training has been invaluable to the growth of teachers and there has been an increased comfort level with teacher leaders providing support to peers. Professional development provided by the teacher leaders in CCLS has increased productivity and improved instruction.

Evidence from Year 1 Final Report:

- The district offered 144 hours of professional development provided by WSWHE BOCES and SUNY Plattsburgh regarding CCLS, APPR, literacy and math skills as well as cognitive coaching to the teacher leaders selected by the district.
- Lead teachers completed an additional 32 hours of training for cognitive coaching.

Evidence from Year 2 Interim Report:

- All lead teachers attended over 44 hours of training on teacher observation/evaluation, implementation of CCLS, ELA best practices and math best practices in conjunction with Dr. Stephen Dana from SUNY Plattsburgh.

Evidence from Year 2 Final Report:

- The goal of professional development and teacher preparation was attained as 100% of teacher leaders logged their hours for trainings and participation in both grade level or department level meetings and STEM trainings.

***Recruitment and Placement***

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

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

***Induction and Mentoring***

<b>Induction and Mentoring</b>	
<b>Standard</b>	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.
<b>Summary:</b> 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**

<b>Evaluation</b>	
<b>Standard</b>	The district is fully implementing an Annual Professional Performance Review (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><b>Summary:</b> While the focus of the district’s STLE activities was not on APPR implementation, there was some evidence to suggest that STLE funds were used to fully implement an approved APPR plan that complies with Education Law §3012-c through a common language to discuss effective teaching and leadership practices.</p> <p>The district was able to achieve their Goal III: teacher leaders will work with principals to review areas of individual, team or building professional development needs based on teacher survey and teacher evaluations. The district provided teacher leaders with training on a variety of topics including training on teacher observation and evaluation, which the teachers then turn keyed back to staff. All teacher leaders attended professional development provided by Dr. Steve Dana from SUNY Plattsburgh regarding CCLS, APPR, literacy and math skills as well as cognitive coaching and data driven instruction (DDI).</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
SUNY Plattsburgh training with teacher evaluation and observations as one topic.	T-Eval	PD	APPR – Obs, Turn Key	IHE - DS	40	All Teacher Leaders	8	\$8,875

**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 superintendent reported that planning started with the use of APPR results as well as teacher leader observations to help drive professional development offered to educators.
- A teacher leader reported that professional development helped teachers reach the highly effective (HE) rating, and helped with reminding teachers of best practices and allowed for knowledge sharing.

Evidence from Year 1 Final Report:

- 144 hours of professional development was provided by WSWHE BOCES and SUNY Plattsburgh regarding CCLS, APPR, literacy and math skills as well as cognitive coaching.

Evidence from Year 2 Interim Report:

- All lead teachers attended over 44 hours of training on teacher observation/evaluation, implementation of CCLS ELA/math best practices in conjunction with SUNY Plattsburgh.
- The teacher leaders helped the district with the APPR process by holding data meetings which supported teachers in attaining their Student Learning Objective (SLO) goals, and monthly grade level data meetings took place throughout the district.

Evidence from Year 2 Final Report:

- Professional development was provided by Dr. Steve Dana from SUNY Plattsburgh regarding CCLS, APPR, literacy and math skills as well as cognitive coaching and data driven instruction.

***Ongoing Professional Development/Professional Growth***

<b>Ongoing Professional Development/Professional Growth</b>	
<b>Standard</b>	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><b>Summary:</b> The district effectively used STLE funds to provide differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. This helped the district address Goal I: to appoint master teacher leaders to receive extensive training and then work with grade and department levels regarding literacy, STEM, CCLS, and use of data analysis as well as Goal III: teacher leaders will work with principals to review areas of individual, team or building professional development needs based on teacher survey and teacher evaluations.</p> <p>There is ample evidence that STLE funds were used to provide quality professional development to teacher leaders, who in turn supported teachers. Teacher leaders received training on a variety of topics including implementation of the CCLS for math and ELA, cognitive coaching and teacher evaluation and observations. Using this knowledge, they collaboratively identified individual teacher need and strategies were developed to address those needs.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
SUNY Plattsburgh training for teacher leaders on a variety of topics that are then turn-keyed to others	T-PD External	Group	STEM, CCLS-Math, CCLS-ELA, APPR, Obs, Coach, Turnkey	IHE	40	8 teacher leaders	-	\$23,594

**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 superintendent indicated that professional development was individualized based on teacher need and was used to help improve identified areas of teacher weakness. Professional development was provided by SUNY Plattsburgh to teacher leaders to gain greater understanding around unpacking CCLS ELA and math modules. The teacher leaders were able to use this training with teachers. SUNY Plattsburgh further provided cognitive coaching training to teacher leaders. Support for teachers was individualized so teacher leaders were able to determine on an individual basis if support was successful, as well as to determine if further support or adjustments were needed. The professional development teacher leaders received from SUNY Plattsburgh allowed them to provide and reinforce school-wide professional development. As a result all teachers were better able to self-reflect on teaching as well as look at student learning outcomes.
- Teacher leaders indicated that professional development was individualized as conversations with teachers helped to shape the professional development offered. Teachers were using training in the classroom on a consistent basis and sought out teacher leader help as needed. It was helpful that district administrators took seriously the need for consistent, dedicated time for professional development collaboration. There was also a greater understanding of the Danielson rubric reported.
- A mentee indicated that teacher leaders were very helpful with providing professional development opportunities, suggestions, and resources that were specific to her/his needs, which in turn has allowed her/him to improve as a teacher.

Evidence from Year 1 Final Report:

- The teacher leaders shared a pre- and post- teacher survey with a question focused on curriculum. The number of teachers who indicated they agree or strongly agree with having a vertically and horizontally aligned CCLS curriculum increased from an average rating of 2.8 to 3.6 on survey items 7 and 8.
- The post survey results showed that the highest response from teachers was a middle level of confidence in their curriculum aligned to the CCLS (51.7%). Those that strongly disagreed or disagreed decreased by 37%.
- The district indicated that approximately six grade level and/or department level meetings were held facilitated by the teacher leaders between March and June. This included all elementary core teachers and secondary teachers for ELA, math, science and social studies as well as special education teachers.

Evidence from Year 2 Interim Report:

- Between July 1, 2013 and December 31, 2013, all lead teachers attended over 44 hours of training on teacher observation/evaluation and implementation of CCLS ELA/math best practices in conjunction with SUNY Plattsburgh.
- Between July 1, 2013 and December 31, 2013 lead teachers completed an additional 32 hours of training for cognitive coaching.
- A letter-writing activity kicked off the new Family Resource Center. Parents of elementary school students have a newly created Family Resource Center in the elementary school to go to for resources. The PK-5 principal said that the creation of the Family Resource Center grew out of the district's work with a professor at SUNY

Plattsburgh as part of STLE. Last year, the professor helped the principal create a Literacy Luncheon program. The joint effort of the university and district expanded to provide Master of Science for Teachers (MST) students with a clinically rich experience. Overall, there were about 60 participants in the letter writing activity.

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

- Professional development was provided by Dr. Steve Dana from SUNY Plattsburgh regarding CCLS, APPR, literacy and math skills as well as cognitive coaching and data driven instruction.
- The teacher leaders attended over 44 hours of training on teacher observation/evaluation, implementation of CCLS ELA/math best practices in conjunction with SUNY Plattsburgh.
- 100% of teacher leaders logged their hours for trainings and participation in both grade level or department level meetings and STEM trainings.
- The district met its goal of students meeting the college and career ready standard on the math Regents increasing by 25%, and that the district came close to its goal of increasing science Regents exams by 10%.
- Professional development opportunities were facilitated by teacher leaders and included the entire faculty. Professional development participants were grouped by grade level or content area.

***Performance Management***

<b>Performance Management</b>	
<b>Standard</b>	The district is systemically using evaluation data in development and employment decisions.
<b>Summary:</b> The district was able to achieve Goal I: appoint master teacher leaders to receive extensive training and then work with grade and department levels regarding literacy, STEM, CCLS, and use of data analysis. Specifically, evaluation data was used to determine who would be chosen as teacher leaders. Teachers who had strong evaluations and demonstrated leadership skills were chosen to be teacher leaders.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Served	Total Amount
Creation of lead teacher positions to strengthen implementation of CCLS math and ELA	T – PM	Develop	CC-Math CC-ELA Coach	Stipend	15	6	\$48,875 (total)
Creation of lead teacher mentor positions to mentor new and struggling teachers.	T – PM	Develop	Coach, APPR - TIP	Stipend	15	4	

**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 teachers were selected based on their overall performance. Future teacher leaders will need to have a high effective or highly effective rating. The position is included in contract negotiations to continue in to the future.

Evidence from Year 2 Interim Report:

- Evaluation data was used to determine who would be chosen as teacher leaders. Teachers who had strong evaluations and demonstrated leadership skills were chosen to be teacher leaders.
- Teacher leaders supported the district with the Annual Professional Performance Review (APPR) process by holding data meetings which supported teachers in attaining their SLO goals.

Evidence from Year 2 Final Report:

- SUNY Plattsburgh professional development for CCLS, cognitive coaching, APPR, literacy and math skills, and data driven instruction occurred.

***Career Ladder for Teachers and Principals***

<b>Career Ladder for Teachers and Principals</b>	
<b>Standard</b>	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><b>Summary:</b> The career ladder positions led to the achievement of Goal I: to appoint master teacher leaders to receive extensive training and then work with grade and department levels regarding literacy, STEM, CCLS, and use of data analysis.</p> <p>The district provided effective and highly effective teachers with opportunities to take on greater responsibility and advancement through the teacher leader position. The district provided teacher leaders with ample training and preparation to take on these roles. Grant funded teacher leader positions received training through SUNY Plattsburgh and then provided targeted mentoring and support to teachers throughout the district. District administrators, teacher leaders, and other staff all indicated that this provided significant support to teachers to help them improve their craft. The success of this role is reflected in its inclusion in the district’s collective bargaining agreement to extend even beyond the life of the grant.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Creation of lead teacher positions to strengthen implementation of CCLS math and ELA	T - FT	STLE 1	CC-Math CC-ELA	15	Stipend	6	\$48,875 (total)
Creation of lead teacher mentor positions to mentor new and struggling teachers.	T - FT	STLE 1	Coach	15	Stipend	4	

**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 superintendent indicated that teacher leaders provided individualized support to teachers in K-12 with a focus on ELA and STEM. Teacher leaders provided individualized professional development in these focus areas, and facilitated and monitored team and departmental meetings to ensure ELA and math goals were met and professional development initiatives were implemented. Teacher leaders were able to bring their training back to the district and provide necessary individualized support to teachers.
- Teacher leader positions gained the support of the district and are now a part of teacher contract. This ensures sustainability of positions and ensures all educators receive supports necessary to meet district goals.
- A principal indicated teacher leaders were able to engage in leadership roles without leaving the classroom. Teachers were very willing to work with teacher leaders and the response to the teacher leaders was overwhelmingly positive.
- A teacher leader indicated that, “It is nice to be recognized for the job you do and helping teachers improve. Self-improvement is constant and has made me a better teacher.”
- A teacher leader indicated that there has been a positive impact on their teaching strategies. Teacher leader opportunities pushed one teacher to become a National Board Certified teacher and to be an effective leader.
- A mentee indicated that, “Having one person to go to for assistance was very helpful as a new teacher. Bouncing ideas off of others has led to a greater connection with all teachers.”
- A mentee indicated that teacher leaders provided individualized support to teachers in K-12 with a focus on ELA and STEM. Teacher leaders provided individualized professional development in these focus areas.

Evidence from Year 1 Final Report:

- Negotiations were in progress for creating long term teacher leaders and/or additional career ladder roles.
- Lead teachers completed an additional 32 hours of training for Cognitive Coaching.
- Approximately six grade level and/or department level meetings were held facilitated by the teacher leaders between March and June. This included all elementary core teachers and secondary teachers for ELA, math, science and social studies as well as special education teachers

Evidence from Year 2 Interim Report:

- The district held an “Information Night for Parents of Students in Grades 6-12”. The intent was to provide parents with information about how faculty members worked as a team to meet the needs of all students, and offered parents suggestions and strategies to help their students be successful, especially with the implementation of the CCLS. A few of the teacher leaders presented at the event. There were about 45 people in attendance.

- The district held an “Information Night for Parents of Students in Grades K-5”. All elementary teachers presented information regarding their curriculum in relation to the CCLS and CCLS shifts in instruction. The teacher leaders assisted in the development and facilitation of this event. There were about 130 people in attendance.

Evidence from Year 2 Final Reports/ Final Status Call Notes:

- Eight teachers from grades K-12 that were selected based on district set criteria to participate as teacher leaders in 2012-13 continued as teacher leaders in 2013-14.
- The teacher leaders were trained for over 40 hours by Dr. Steve Dana from SUNY Plattsburgh. All teacher leaders attended over 44 hours of training on teacher observation/evaluation, implementation of CCLS ELA/math best practices in conjunction with SUNY Plattsburgh.
- There are eight teacher leaders in 2013-14; four are at the high school and four are at the elementary school.

*Other*

<b>Other</b>	
<b>Standard</b>	[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.
<b>Summary:</b> 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*

<b>Issues of Equity</b>	
<b>Standard</b>	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.
<b>Summary:</b> The district is clearly committed to improving STEM as evidenced by activities and Goal I: to appoint master teacher leaders to receive extensive training and then work with grade and department levels regarding literacy, STEM, and CCLS. The district used grant funds to ensure equitable distribution of high quality educators in STEM. The district provided teacher leaders with professional development on STEM and implementation of the CCLS for math and ELA, which they then turn-keyed to other staff. Additionally, the district set rigorous targets associated with this goal, including that the percent of students meeting the college and career ready standard on the math Regents increase by 25%, and that performance on the science Regents exams increase by 10%.	

**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 superintendent indicated that teacher leaders provided individualized support to teachers in K-12 with a focus on ELA & STEM. There is greater understanding of K-12 math foundations.
- Professional development was provided by SUNY Plattsburgh to teacher leaders to gain greater understanding on unpacking CCLS ELA and math modules. The teacher leaders were able to use this training with teachers.

Evidence from Year 1 Final Report:

- The teacher leaders facilitated CCLS Steering Committee meetings where grade level and department teams reviewed and discussed curriculum diaries, assessments, and data driven instruction. Mentors conducted teacher/peer evaluations focused on STEM, literacy and students with disabilities.
- The report indicated that the district offered teacher leaders with a selection of intensive training (144 hours minimum) regarding APPR, CCLS, literacy and math skills as well as cognitive coaching.

Evidence from Year 2 Interim Report:

- The district offered a workshop entitled, “Solving the Mysteries of Math” with math consultant Rita Floess using STLE funds. Art teachers and two math graduate students demonstrated fun, interactive, hands-on math activities designed to reinforce math skills learned through implementation of the CCLS. About 60 people were in attendance.

Evidence from Year 2 Final Report:

- Professional development was provided by Dr. Steve Dana from SUNY Plattsburgh regarding CCLS, APPR, literacy and math skills as well as cognitive coaching and data driven instruction.
- The teacher leaders attended over 44 hours of training on teacher observation/evaluation, implementation of CCLS ELA/math best practices in conjunction with SUNY Plattsburgh.
- 100% of teacher leaders logged their hours for trainings and participation in both grade level or department level meetings and STEM trainings.  
The district met its goal of students meeting the college and career ready standard on the math Regents increasing by 25%, and that the district came close to its goal of increasing science Regents exams by 10%.

***Sustainability***

<b>Sustainability</b>	
<b>Standard</b>	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Teacher contracts were modified to include the teacher leader career ladder position in an effort	

to ensure sustainability of this designation. It is not yet clear how the district will fund these efforts, as well as other STLE funded initiatives.

Short Description	Code	Type
The district's approved bargaining unit agreement with the union includes stipends for Teach Leader positions.	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 site visit:

- The superintendent indicated that teacher leader positions have gained support of the district and are now a part of teacher contract. This will ensure sustainability of positions and ensure all educators receive supports necessary to meet district goals.
- Stakeholders reported that adding the teacher leader positions to the teacher contract will ensure sustainability of positions and ensure all educators receive supports necessary to meet district goals. According to one teacher leader, with the support of teacher leaders, the district has become more unified and focused on student needs. District educators are using student data to drive instructional practices and to implement best practices to prepare students for college and careers.

Evidence from Year 2 Interim Report:

- The district approved bargaining unit agreement with the Fort Ann Teachers Association now includes stipends for teacher leaders beyond the scope of the grant.

**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

- Superintendent
- 2 Building principals
- Elementary school mentee
- High school mentee
- 2 SUNY Plattsburgh at Queensbury representatives
- Elementary school teacher leader
- High school teacher leader

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:

- Fort Ann CSD STLE 1 Grant Application
- Fort Ann CSD Year 1 Interim STLE Report
- Fort Ann CSD Year 1 Final STLE Report
- Fort Ann CSD Site Visit Notes
- Fort Ann CSD Year 2 Interim STLE Report
- Fort Ann CSD Year 2 Final Report
- Fort Ann CSD Year 2 Final Status Call Notes