



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

John W. Lavelle Preparatory Charter School

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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 John W Lavelle Preparatory Charter School 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: June 18, 2014

District Location	
Region	BOCES
New York City	N/A

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
304	203	45	9	79	244

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
0	45	33	4	16	2

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
94%	8%

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
35	6	6	N/A	N/A

Need Status
N/A (Charter School)

Section II – Academic Performance

Source: All academic performance data comes from the John W. Lavelle Preparatory Charter School 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: March 20, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	N/A	N/A	N/A	N/A
3(2012-13)	N/A	N/A	N/A	N/A
4(2011-12)	N/A	N/A	N/A	N/A
4(2012-13)	N/A	N/A	N/A	N/A
5(2011-12)	N/A	N/A	N/A	N/A
5(2012-13)	N/A	N/A	N/A	N/A
6(2011-12)	48	21	None tested	43
6(2012-13)	10	3	n<5	9
7(2011-12)	40	27	0	40
7(2012-13)	13	0	n<5	12
8(2011-12)	50	38	None tested	50
8(2012-13)	19	6	n<5	18
District Wide (2011-12)	45	27	0	
District Wide (2012-13)	14	3	n<5	12

Student Performance: 2011-12 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	N/A	N/A	N/A	N/A
3(2012-13)	N/A	N/A	N/A	N/A
4(2011-12)	N/A	N/A	N/A	N/A
4(2012-13)	N/A	N/A	N/A	N/A
5(2011-12)	N/A	N/A	N/A	N/A
5(2012-13)	N/A	N/A	N/A	N/A
6(2011-12)	43	14	None tested	41
6(2012-13)	28	16	n<5	28
7(2011-12)	46	20	0	46
7(2012-13)	14	4	n<5	13
8(2011-12)	31	23	None tested	31
8(2012-13)	16	13	n<5	15

District Wide (2011-12)	42	18	0	41
District Wide (2012-13)	21	11	n<5	19

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	N/A	N/A	N/A	N/A
4(2012-13)	N/A	N/A	N/A	N/A
8(2011-12)	23	38	None tested	56
8(2012-13)	66	56	n<5	61
District Wide (2011-12)	56	38	None tested	56
District Wide (2012-13)	66	56	n<5	61

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	0	0	0	0
Integrated Algebra	82	8	71	0
Geometry	0	0	0	0
Algebra 2/ Trigonometry	0	0	0	0
Global History and Geography	0	0	0	0
U.S. History and Government	71	23	57	14
Living Environment	97	24	100	17
Physical Setting/ Earth Science	0	0	0	0
Physical Setting/ Chemistry	0	0	0	0
Physical Setting/ Physics	-	-	-	-

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A
ELL	N/A	N/A	N/A	N/A
ED	N/A	N/A	N/A	N/A

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A
ELL	N/A	N/A	N/A	N/A
ED	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)						
	n Tested	Percent of students scoring in each performance level:				
		Beg.	Int.	Ad.	Prof.	
Sixth Grade						
All Students	4	-	-	-	-	
General Education	1	-	-	-	-	
SWD	3	-	-	-	-	
Seventh Grade						
All Students	1	-	-	-	-	
General Education	-	-	-	-	-	
SWD	1	-	-	-	-	

Eighth Grade					
All Students	4	-	-	-	-
General Education	1	-	-	-	-
SWD	3	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	N/A	N/A	N/A	N/A
Students With Disabilities	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
<ul style="list-style-type: none"> • Elementary/Middle-Level Math – All Students • Elementary/Middle-Level Math – Black or African American • Elementary/Middle-Level Math – Economically Disadvantaged

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 – White • Elementary/Middle-Level Math – 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 (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
John W. Lavelle Preparatory Charter School	Kenneth Byalin	2009-14	Con	298	380	2 P	2 P, 1 AP	36	42

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
John W. Lavelle Prep Charter School	Evelyn Finn	2009-14	Con	6-8	298	380	2 P	2 P, 1 AP	36	42
	Howard Lucks	2013-14	New	9-10						

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/john-w-lavelle-preparatory-charter-school.html Most current version as of: April 17, 2013

Performance Evaluation Rubrics	
Teacher	Principal
Danielson’s <i>Framework for Teaching</i> (2011 Revised Edition)	Vanderbilt Assessment of Leadership in Education (VAL-ED)

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

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	*	*	*	*

*The data you requested are currently not available for this location

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	May 31, 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; April Marsh, Project Assistant	September 10, 2013
2013-14	Site Visit	Courtney Jablonski, Project Coordinator; Courtney Max, Project Coordinator	December 17, 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 18, 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 19, 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
5545-13-0021	\$16,500	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. Preparation – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>John W. Lavelle Prep School District contracted with Wagner College in implementing its commitments regarding support for the Lavelle Prep teacher leaders.</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>The District created the position of Teacher Leaders to become science coach, and the 6th grade team leader to support improvement of instructional and professional practice.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>The teacher leaders both received professional development on the John W. Lavelle Prep School District APPR plan.</i>

- 5. Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: *Leaders were developed from within the school to assume positions of mentorship, leadership, and administration. With the assistance of the STLE grant, the district adopted a career ladder which allows professional career growth.*
- 6. Performance Management** – Use of evaluation data in development and employment decisions: *Teacher leaders were selected based upon the identification of two highly effective candidates enrolled in the leadership program at Wagner College.*
- 7. Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: *The districts established the positions of teacher leaders who received opportunities for professional career growth.*

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: To Prepare a Teacher Leader for Position as Science Coach	<p>Candidate acquires basic skills and knowledge essential for function in a school leadership position.</p> <p>Candidate participates in weekly meetings of Lavelle Prep coaches.</p> <p>Candidate leads weekly meetings of Lavelle Prep Science Teachers in implementing data driven instructional innovation.</p>	Candidate has completed 24 credits toward Masters in School Leadership and is enrolled in Summer Semester for final 6 credits required for completion of Master’s Degree as evidenced by transcripts.
Goal II: To Prepare a Teacher Leader for the Position of 6th Grade Team Leader	<p>Candidate acquires basic skills and knowledge essential for function in a school leadership position.</p> <p>Candidate participates in weekly meetings of Lavelle Prep grade leaders.</p> <p>Candidate leads monthly meetings of Lavelle Prep 6th Grade Teachers in implementing data driven instruction.</p>	Candidate has completed 24 credits toward Masters in School Leadership and is enrolled in Summer Semester for final 6 credits required for completion of Master’s Degree as evidenced by transcripts.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$16,500	\$2,640	\$13,860

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>
40	Highly effective candidates enroll in the leadership program at Wagner College	2	-	\$2,640	\$5,610	\$10,560
	Development of Pilot Performance Management System		-	-	-	-
15	Stipends for Teacher Leaders	2	-	-	-	\$3,300
	Total Actual Expenditures		\$0	\$2,640	\$5,610.0	\$13,860

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 partnership supported between John W. Lavelle Prep and Wagner College assisted the district in attaining its Goals I and II, respectively: to prepare a Teacher Leader for the position as a science coach and to prepare a Teacher Leader for the position of 6th Grade Team Leader.</p> <p>The districts intent was to deliver a quality leadership development and certification program, in partnership with Wagner College, for two highly effective teachers who have served on leadership teams at Lavelle, supporting needed leadership development at the school and career ladder progression for the teachers.</p> <p>The district met this standard by developing a formal partnership with Wagner College The two candidates acquired basic skills and knowledge essential for function in a school leadership</p>	

position.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Partnership with Wagner College	Pre-Service	P-PS			40	2	\$2,640
Provide developing teacher-leaders with the knowledge and skills required for school leadership.					40	2	10,560

Supporting Evidence:

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

Evidence from Year 1 Interim Report:

- On February 2nd, Lavelle Prep and Wagner College leadership met to identify next steps to pursue the project, given that the initial timelines and steps were revised because of the late start date. All decided that identification of participants would be the key critical step, since commitment of a new group of teachers to an intensive college program would be part of the grant’s success.
- The district explored emerging teacher leaders’ interests during regular leadership team meetings, and candidates were identified. An initial meeting was held March 7th including selected Masters Candidates, the Wagner College Education Department chair, and the president of Lavelle Prep to outline a plan of work through August 2013. The candidates have shared the results of this meeting with the Lavelle Prep Leadership Team.
- 3 teacher leaders have been selected to participate in the Wagner College Masters in Educational Leadership program, two of whom will be funded through grant funds.

Evidence from Year 1 Final Report:

- Two Lavelle Prep teacher leaders were selected for participation in the Wagner College Master’s Program in Education Leadership, registered and began course work.
- The candidates will acquire basic skills and knowledge essential for function in a school leadership position. A series of meetings (March 7, March 8, April 23, May 14, and June 26) were held which included the Chair of Education Department, Wagner College; President of Lavelle Prep, and the Lavelle Prep teacher leaders participating in the Wagner Master’s Program. The Masters candidates have registered for two courses each for the Summer Term.

Evidence from Site Visit Interviews:

- The Superintendent reported that the core of the Wagner experience is helping the transition from peer leaders to supervisors. Teachers are much less resistant to being evaluated based on their performance than in neighboring districts and/or in comparison to media portrayals. Courses are all in-person, teachers of Lavelle have release time to attend and participate so eased burden of added responsibility.
- The superintendent reported that challenges are trying to help people become comfortable being based on others performance instead of their own direct impact as they move from teacher to leadership positions (they are happy to mentor and share knowledge/skills but have hesitated on being responsible for other’s performance). The late start of grant funding pushed the Lavelle teachers into their own cohort through Wagner- we have 3 really good

teacher leaders who are now part of this and are benefiting from the individualized program. Last, another challenge was matching interns from Wagner (predominately ELA) with teachers at John Lavelle (they sent math and science teachers).

Evidence from Year 2 Interim Report:

- The candidates have completed 15 of the 30 credits necessary for the Masters in School Leadership Program at Wagner College.
- The Masters candidates have presented on their experience in the Wagner program at professional development meetings and Board meetings. The candidates will continue to share their experiences with administration, staff and the Board throughout their program. Their feedback of the program has only been positive and has been an asset to the school. A number of district teachers have expressed interest in participating in future leadership programs.

Evidence from Year 2 Final Report:

- The district indicated that it measured effectiveness by having the candidates successfully pass 8 of 10 courses by June 30 and the additional 2 classes in July at the Masters in School Building Leadership Academy.

Recruitment and Placement

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

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

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
Summary: The district used grant funds to ensure that new and early career educators will have mentoring; however, there are currently no new/early career teachers receiving mentoring from teacher leaders or new early career principals receiving mentoring from the districts' principals.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Teacher-leaders participate in collaborative learning opportunities with other teacher-leaders.	T Mentor	Formal	Coach	District	15	2	\$3,300

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 candidates led Lavelle Prep science teachers in implementing data driven instructional innovation.
- Part of the funding for the Lavelle Prep teacher-leaders was to be provided by tuition credits which they would earn by mentoring Wagner College education interns. However, the teacher leaders selected by Lavelle Prep were math and science teachers while the Wagner interns all needed ELA placements. The teacher-leaders met with the internship candidates to “pitch” Lavelle Prep. An alternative was developed in which ELA interns would work in Lavelle Prep ELA classrooms with district ELA teachers and would receive additional mentoring from the teacher leaders who would then be able to use the tuition credits.

Evidence from Year 2 Interim Report:

- The district will provide developing teacher-leaders with the opportunity to participate in collaborative learning opportunities with other teacher-leaders and that those candidates have participated in grade leader meetings and subject-area coaches meetings; keeping logs and reflections on all meetings.

Evidence from Year 2 Final Report

- The candidates have participated in grade leader meetings and subject-area coaches meetings, and candidates have kept logs and reflections on all meetings.

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 teacher leaders both received professional development on the John W. Lavelle Prep School District APPR plan.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Teacher Leaders lead support educators in evaluating APPR	T Eval	Pos – All	APPR	District	N/A	All	Not sure	\$0

Supporting Evidence:

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

Evidence from Year 1 Interim Report:

- The district indicated that since the initial program application, Lavelle Prep’s Annual Professional performance Review (APPR) has been approved and is in the initial year of implementation.

Evidence from Year 1 Final Report:

- The faculty meeting logs include discussions of two data-driven instructional innovations presented by the science team.

Evidence from Site Visit Interviews:

- The superintendent reported that the grant really accelerated certain things for them- APPR for STLE 1; example- one of the activities through Wagner was to help develop an evaluation system (now known as APPR); now in reflection and refinement stages within the district.
- The Superintendent reported that a similar process has happened this winter with the Teacher Incentive Fund (TIF) consortium- how do we reconcile where we are and what the consortia wants vs. the state for APPR.

Evidence from Year 2 Interim Report:

- The candidates evaluated and assessed the Lavelle Prep APPR and led professional development seminars with whole and partial staff.

Evidence from Year 2 Final Report:

- The candidates were able to work on and revise the school’s APPR; specifically candidates were trained to perform Danielson observations on common core curriculums.
- The district provided developing teacher-leaders with the opportunity to participate in collaborative learning opportunities with other teacher-leaders, and prepare developing teacher-leaders for school leadership.

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
Summary: The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness; to prepare developing teacher-leaders for school leadership.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Districted provided Teacher Leader School Leadership Preparation	T – PD Internal	Group	Coach	District	15	2	Not indicated	3,300.00

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 master’s candidates participated in weekly meetings of Lavelle Prep coaches. The district indicates that they intend to prepare developing teacher-leaders for school leadership.

Evidence from Site Visit Interviews:

- The building administrator reported the assistant principal has done most of the work- try to balance what staff wants and what is available- try to allow for whole staff meeting, then break into learning and then ½ hour of team conversation at end of day (Data Driven Instruction-DDI, Student Learning Objectives-SLOs, coaching/questioning, dealing with challenging students). Summer training (2 additional weeks for reflection and reinvention of school operating procedures and instruction/curriculum), and winter retreat- weekend (first identify threats, challenges, positives- then prioritized for plan of attack- rest of weekend is spent action planning around the prioritized items) have been valuable for the faculty and staff.
- The building administrator reported that example of curriculum work outcomes include:
 - the visual arts teacher incorporating Math and ELA into the lessons, as well as social studies
 - all teachers encouraged to incorporate cross-curricula connections-coaches set up framework for cross-concept instruction during 3-4 days over summer and then teachers design the daily lessons- all are now invested in the work- they become more passionate about it when they own it
 - another example of outcomes from coaching relationships- Richmondtown- historical society with reenactments- social studies class wanted to do reenactment- this year it was expanded to visual arts and drama classes with the premier spotlighting all 7th grade students in some fashion

Evidence from Year 2 Interim Report:

- The candidates completed half of the Masters in School/Building Leadership (15 credits). Candidates have participated in grade leader meetings and subject-area coaches meetings, and that candidates have kept logs and reflections on all meetings.

Evidence from Year 2 Final Report:

- The candidates were able to work on and revise the school’s APPR; specifically candidates were trained to perform Danielson observations on common core curriculums.
- The district indicated that it measured effectiveness by having the candidates successfully pass 8 of 10 courses by June 30 and the additional 2 classes in July at the Masters in School Building Leadership Academy. Candidates had to participate in and lead 90% of the weekly meetings.
- The district provided developing teacher-leaders with the opportunity to participate in collaborative learning opportunities with other teacher-leaders, and prepare developing teacher-leaders for school leadership.

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
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.

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: The district effectively used grant funds to ensure that effective and highly effective teachers and principals have opportunities for advancement. Teachers with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Leader prepare for leadership positions	T-FT	Lead	Coach	15	Stipend	2	\$3,300

Supporting Evidence:

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

Evidence from Year 1 Interim Report:

- As a participant in a cohort of charter schools led by Center for Educational Innovation-Public Education Association (CEI-PEA), Lavelle Prep is in the first year of a five-year TIF grant, as part of their work in this project, Lavelle Prep is committed to developing a school (district) wide career ladder.

Evidence from Year 1 Final Report:

- The district indicated that because Lavelle Prep is participating in a TIF-funded cohort and has an approved APPR, grant activities will focus on the leadership component of the teacher-leader role.

Evidence from Site Visit Interviews:

- The superintendent reported that the grant helped to build a culture where it is okay to watch and learn from others, it's okay to ask for help. The process for observations is different, little apprehensive from the beginning and now they are comfortable and are now providing feedback and being active participants instead of just saying it was great...they see the power

of helping one another; more eyes on a lesson- both administrators and teachers prefer the group observations.

- The superintendent also reported that teacher leaders and coaches have been trained in parent meetings that can turn to both positive and negative conversations- trained to stay focused on the data available and focus on academics with the parent rather than behaviors- multiple points of data are strength of conversation.
- The Coach/Mentor reported that:
 - 6th grade teacher leader and math teacher; has 140 sixth grade students; staff of about 18 that is overseen- held position for 3 years; involved in observation process- Danielson trained and how to host pre/obs/post; have helped revise APPR proposal; serving on 3-5 expansion task force; took on this role because she fell in love with the population- went to ABA program at Rutgers- the behavioral interventions and wanted to be administrator of that across classrooms.
 - Earth Science teacher- currently science coach; worked to change curriculum to make it more effective to help younger grades become stepping stones for older grades; trying to build partnership with Wagner for both teachers and students of science- to show them what it really looks like when applied in the real world; working on High School recovery expansion task force; took Science Coach position because it was great opportunity to learn how to use a position to improve science education.
 - Director of Operations- took over in May; also 7th grade math teacher (four years as teacher); oversees staff of about 12 people (office admin, child nutrition, operations, etc.); took this role because she saw past frustrations and thought she could bridge education and operations.

Evidence from Year 2 Interim Report:

- The two teacher leaders have been selected to participate in the Wagner College Masters in Educational Leadership program, 6th Grade math teacher and team leader; and high school math teacher and science coach.
- Additionally, the district indicated that the Teacher Leader candidates continued with three more classes (9 credits) in the Master's Program.

Evidence from Year 2 Final Report:

- The two teachers completed 24 of the 30 credits of the Masters in School Building Leadership to acquire basic skills and knowledge essential for function in a school leadership position; candidates participate in weekly meetings of Lavelle Prep coaches, and that the candidates lead Lavelle Prep science teachers in implementing data driven instruction.

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: Although John Lavelle Prep does not address this standard through STLE funded activities, the nature of their existence as a Charter School focuses on all areas related to equity. The student population is virtually all made up of students that are economically disadvantaged and or have a learning disability.	

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 Interviews:

- The district indicated that this area of focus is not funded through grant, the grant has helped spurred interest in leadership opportunities: the 20 teachers without dual certification are working with Toro to get the special education extension; cost to the teachers will be reduced.

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district used grant funded activities to implement programs and practices that should have a long term impact on the district. The district will sustain programs and personnel related to the STLE grant with funds from the STLE 3 cohort.	

Short Description	Code	Type
The district intends to use the budgeting process to sustain career ladder	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 1 Interim Report

- Even in the first year, Lavelle Prep and Wagner College committed resources to allow the participation of a third member of the Lavelle Prep Leadership Team in the Wagner Master’s program. Both institutions hope to be able to sustain this support for future cohorts.

Evidence from Year 1 Final Report:

- The district does not intend to continue these positions beyond the life of the grant, yet they do indicate that the career ladder positions are part of a district wide initiative.

Evidence from Year 2 Interim Report:

- Lavelle Prep has developed a career lattice task force (incorporated in the STLE #3 proposal) to develop future opportunities for candidates completing the school leadership program.

Evidence from Year 2 Final Report:

- The district indicated that the STLE grant manager's position will continue post STLE.
- With the assistance of the STLE grant, the district adopted a career ladder which allows professional career growth.

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

- President
- Building Principal
- Director of Operations
- Wagner College Education Department Representative
- High School math teacher and Science Coach
- 6th Grade Math teacher and Team 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

- John Lavelle Year 1 Interim Report
- John Lavelle Year 1 Final Report
- John Lavelle Year 1 FS-10F
- John Lavelle Year 2 Interim Report
- John Lavelle Year 2 Final Report