



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Lyons 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 12

 Preparation 12

 Recruitment and Placement 14

 Induction and Mentoring..... 14

 Ongoing Professional Development/Professional Growth 17

 Performance Management 19

 Career Ladder for Teachers and Principals..... 19

 Other 20

 Issues of Equity..... 21

 Sustainability..... 21

Section VIII – Methodology 21

District Contact Information

	Superintendent	STLE Grant Manager
Name	Denise Dzikowski	Greg Baker
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Email	ddzikowski@lyonscsd.org	gbaker@lyonscsd.org

Section I – District Description

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

Most current information as of: June 18, 2014

District Location	
Region	BOCES
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
839	360	79	-	123	470

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	11	5	0	77	8

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95%	5%

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
88	0	2	0	7

Section II – Academic Performance

Source: All academic performance data comes from the Lyons Central School District 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)	52	13	None tested	49
3(2012-13)	14	0	None tested	10
4(2011-12)	53	11	None tested	53
4(2012-13)	16	0	None tested	13
5(2011-12)	58	25	n<5	62
5(2012-13)	20	0	0	17
6(2011-12)	61	15	None tested	58
6(2012-13)	33	7	None tested	24
7(2011-12)	41	11	None tested	27
7(2012-13)	22	0	None tested	16
8(2011-12)	44	8	None tested	33
8(2012-13)	21	10	None tested	16
District Wide (2011-12)	51	14	n<5	48
District Wide (2012-13)	21	3	None tested	16

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	58	38	None tested	56
3(2012-13)	16	0	n<5	12
4(2011-12)	53	11	None tested	47
4(2012-13)	25	29	None tested	22
5(2011-12)	63	17	n<5	56
5(2012-13)	22	0	0	9
6(2011-12)	76	31	None tested	76
6(2012-13)	33	0	None tested	21
7(2011-12)	57	0	None tested	52
7(2012-13)	17	0	None tested	12
8(2011-12)	58	15	None tested	47
8(2012-13)	11	0	None tested	11
District Wide (2011-12)	61	19	n<5	56
District Wide (2012-13)	21	3	n<5	15

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	87	56	None tested	86
4(2012-13)	97	83	None tested	98
8(2011-12)	80	38	None tested	69
8(2012-13)	79	40	None tested	73
District Wide (2011-12)	83	45	None tested	77
District Wide (2012-13)	88	56	None tested	86

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	71	16	40	0
Integrated Algebra	92	24	80	0
Geometry	81	14	n<5	n<5
Algebra 2/ Trigonometry	70	19	n<5	n<5
Global History and Geography	49	14	29	5
U.S. History and Government	78	34	53	7
Living Environment	78	31	30	0
Physical Setting/ Earth Science	70	26	50	0
Physical Setting/ Chemistry	83	23	0	0
Physical Setting/ Physics	88	13	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	85	40	77	28
SWD	50	0	29	0
ELL	None tested	None tested	None tested	None tested
ED	83	33	85	22

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	86	31	84	18
SWD	43	0	47	0
ELL	None tested	None tested	None tested	None tested
ED	86	17	89	4

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

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

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.
Kindergarten					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	0	-	-	-	-
Third Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	0	-	-	-	-
Eleventh Grade					
All Students	2	-	-	-	-
General Education	1	-	-	-	-
SWD	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	80	81	91	73
Students With Disabilities	14	n<30	21	n<30
Limited English Proficient	0	n<30	1	n<30
Economically	36	78	35	74

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

List Any Measures Where the District <u>Did Not Meet AYP</u> in 2012-13
<ul style="list-style-type: none"> Elementary/Middle Level ELA- White Secondary Level ELA- White Secondary 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)
Lyons Central School District	Denise Dzikowski	2012-14	Con Began July 1, 2012	839	830	2 P, 1 AP, Director of Curriculum and Instruction and Special Programs.	2 P, 1 AP, Director of Curriculum and Instruction and Special Programs.	88	88

School Name	School Principal	Time of Service	Status	Grades Served	# of Stud (2012-13)	# of Stud (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teach (2012-13)	# of Teach (2013-14)
Lyons Junior Senior High School	Nelson Kise	2007-14	Con	K-6	413	407	1 P, 1AP	1 P, 1AP	37	37
Lyons Elementary School	Mark Clark	Pre 2000-14	Con	7-12	426	423	1P	1P	51	51

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
<p>Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/lyons-appr-plan.pdf</p> <p>Most current version as of: December 28, 2012</p>

Performance Evaluation Rubrics	
Teacher	Principal
Danielson's <i>Framework for Teaching</i> (2011 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	26	21	43	0
Effective	52	53	35	99
Developing	22	9	22	1
Ineffective	0	17	0	0

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

*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	May 22, 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 13, 2013
2013-14	Site Visit	Rebecca Coyle, 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 Interim Report Status Update Call	Carrie Smith, Project Coordinator	April 22, 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	April Marsh, Project Assistant	July 29, 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
5545-13-0023	\$110,375	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>The District contracted with the University of Rochester to provide administrative mentoring.</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 Strengthening Teacher Leader Effectiveness (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 provided professional coaches to teachers on implementation of the common core and mentors to Administrators through the University of Rochester, Warner School. Supplemental Support coaches through BOCES were provided for 40 total days.</i>
4. Evaluation – The new Annual Professional Performance Review (APPR) system based on Education Law §3012-c.: <i>Teacher leaders served as teacher coaches in the APPR process.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Lyons CSD provided professional development around Danielson Framework for Teaching Proficiency, Student Learning Objectives, and Adoption or Adaptation of the NYS curriculum modules aligned to the common core. Summer professional development provided through ELA and Math coach to support staff members. Continued NWEA Map assessments to provide data for data driven instruction.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>This component was not addressed by the STLE grant funded activities.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>Lyons CSD supported one ELA and one Math coach to support teaching staff in</i>

implementing new instructional strategies and common core aligned curriculum. Instructional administrators each had a mentor through the University of Rochester in partnership with Wayne Finger Lakes (WFL) BOCES. Teacher mentors were offered and provided at the building level for new teachers.

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Interim Report)
<p>Goal I: Increase retention of effective teachers and administrators</p>	<p>5 district administrators will be provided a mentor through the University of Rochester.</p> <p>40 days of professional development coaching will be provided to support Common Core implementation.</p>	<p>5 administrators were provided a mentor and met 1:1 on average once a month.</p> <p>40 days of supplemental service coaching was provided through BOCES to support implementation of the Common Core.</p>
<p>Goal II: Improve ratings on key practice components of the Lyons CSD teacher rubric "Teachscape: The Framework for Teaching-Revised 2011."</p>	<p>25% of teachers will participate in Book Circles for Danielson 2011 rubric co-facilitated with an administrator or teacher.</p> <p>100% of 7 administrators will participate in a 5 day BOCES training for APPR certification and 20+ hours of Teachscape proficiency modules.</p> <p>Based on the APPR survey completed by staff in 9/13, 100% of staff will be provided Danielson Domain 4 and SLO writing professional development at least 3 times throughout the year.</p>	<p>Teachers participated in Book Circles for Danielson 2011 rubric co-facilitated with an administrator or teacher.</p> <p>4 administrators participated in a 5 day BOCES training for APPR certification and 20+ hours of Teachscape proficiency modules.</p> <p>Approximately 97 teachers were provided Danielson Domain 4 and SLO writing professional development at least 3 times throughout the year.</p>
<p>Goal III: Improve student academic achievement through the development of school leaders and teachers by June 30, 2014.</p>	<p>100% of teachers will attend 4 intensive professional development offerings to support Common Core implementation.</p> <p>Teachers implementing</p>	<p>42 teachers attended 6 intensive professional development offerings to support Common Core implementation. 6 full day (8:00-2:30) curriculum boot camps engaged 42 teachers; 3 days ELA and 3 days Math.</p> <p>58 teachers implementing</p>

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

	curriculum modules grades K-9 will be offered common planning time on a monthly basis.	curriculum modules grades K-9 were provided common planning time. Grades 7-8 were provided .5 days per month for ELA and Math at each grade level. Grades K-6 received targeted release time to address curricular gaps led by the department chairs.
Goal IV: Achieve a funding sustainability plan for the continuation of the STLE program by September 2014.	Cost analysis for 100% of STLE Year 2 costs Of the 3 key initiatives funded by STLE, at least 1 will be retained.	A cost analysis has been conducted for 100% of STLE Year 2 costs. Of the 3 key initiatives funded by STLE, 2 will be retained. DDI work will continue through work of RTI Coach funded by a new grant. Summer PD in form of a Boot Camp will be funded by Title II.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$110,375	\$63,679	\$44,423

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	Computer Technician - WFL Boces workshop titled Data Driven Instruction attended by 8 district staff	1	-	\$3,398.75	-	-
15	Computer Assistant - WFL Boces workshop titled Data Driven Instruction attended by 8 district staff	1	-	\$3,396	-	\$5,660
40	University of Rochester - Administrative Mentors through the University of Rochester, Warner School of Education	5	-	\$2,700	-	-
45	Newark CSD - Laura Lipton - Professional Data Conversation Professional Development attended by 5 district administrators	1	-	\$98.25	-	-
45	Lyons CSD – Computers purchased through BOCES	N/S	\$27,000	\$27,000	-	-
45	Follett - We will begin implementing the New York State curriculum modules during the 2013-2014 school year. To ensure the best price the list	N/S	-	\$1,701.75	-	\$1,700

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

	of texts were compiled and put out to bid. Follett company, in collaboration with Houghton Mifflin won the bid. Grant funds were used to purchase some of the texts that will be used within the curriculum modules. This will impact all ELA/Math classroom teachers in grades 3-8.					
80	Social Security	N/S	-	\$106.81	-	\$3,713
15	Implementation of the Common Core Learning Standards	-	\$1,500	-	-	-
15/80	Bootcamp training ELA and Math-Teachers provided stipends to work in August 2013 on BOCES assisted Professional Development	100	-	-	\$31,517	\$31,517
15/80	Career ladder - Mentor and Mentee - Technology	-	-	-	\$5,652	\$10,490
45	Modules copies, binders, and math manipulatives for CCLS	N/S	-	-	\$2,231	\$3,352
40	Diane Wolcott, staff developer and DDI instructor working with grade level teams.	1	-	-	\$11,781	\$17,224
Total Actual Expenditures			\$28,500	\$38,402	\$51,181	\$71,973

Section VII – STLE Grant Analysis

Source: Strengthening Teacher Leader Effectiveness file compiled by the New York State Education Department (NYSED)

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 met this standard by developing a partnership with Wayne Finger Lakes BOCES and the University of Rochester. Summer curriculum boot camps were organized through Wayne Finger Lakes BOCES in collaboration with district Network Team Schools. Data coach organized data and coached staff on data analysis and instruction.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Supplies to assist teachers in implementing modules	Resource	Materials	CC-Other	FP-DS	45	32	\$2,258
Teachers provided stipends to work in August 2013 on BOCES assisted Professional Development	Pre-Service	T-PS	CC-ELA, CC-Math	BOCES-Partner	15	42	\$31,293
					80		\$2,295

Supporting Evidence:

Please note that evidence is progressively collected throughout the Strengthening Teacher Leader Effectiveness 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:

- Through year 1 grant funds were used to purchase books that were used for core curriculums beginning in the 2013-14 school year. Additionally, new technology was purchased to further prepare Lyons CSD teachers for instruction.
- Through year 1 grant funds were used to provide mentors for administrative staff in addition to bringing Laura Lipton, a professional developer on having data driven conversations to district region for district network team. The administrative team all participated in this multi-day professional development.

Evidence from Site Visit Notes:

- Based on conversations with a Superintendent, “The conversations are more focused and targeted on data and the drive of student achievement. There is now a positive relationship, positive signs of success. Seeing an increased depth in conversation amongst administration and goal setting with district mission”.
- Based on a conversation with the Director of Educational Services, “Mentor has provided a lens for how to introduce new items. The mentor provides respectful guidance. Mentees seem as though they enjoys being able to participate in the mentor program. Mentor provides skills to assist Director of Educational Services with collaboration and how to include teachers in decisions”.

Evidence from Year 2 Final Report:

- All five district administrators were provided administrative mentors through the Warner School of Education at the University of Rochester.
- At least 32 teachers between grades K-8 were coached.
- Supplies were purchased to assist teachers in implementing modules.
- Staff developer and Data Driven Instruction (DDI) Instructor served 88 district teachers and five administrators.
- 42 Teachers provided stipends to work in August 2013 on BOCES assisted Professional Development (PD) on Common Core Math Professional Development.

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: The district attempted to meet this standard through grant funded activities; however it was not a direct goal. The only portion of their evidence in which they discussed recruitment, as it was not a goal, was during a site visit discussion.	

Short Description	Code	Type	Purpose	Comp-ensation	Budget Code	# Recruit/Transfer	Total Amount
N/A							

Supporting Evidence:

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

Evidence from Site Visit Notes:

- Based on conversations with the District they responded that they attempted to hire a shared literacy/math coach through BOCES. Even though the position was interviewed for and offered to multiple candidates no one accepted. The district provided the obstacle they felt was hindering the progress of the position as, teachers who may have wanted to make this jump were not willing to resign from their current position and lose their tenure rights.
- While this objective was not successful WFL BOCES came up with a new alternative called the Supplemental Staff Development Service in an attachment dated May 15, 2013 which they used STLE grant funds. In this option, teachers are on leave, and do not need to resign from their tenured positions.
- The district continued to recruit and utilize department chairs and department leaders at both the elementary school and MS/HS building. These positions were posted, interviewed for, and included a stipend.

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 increase retention of effective teachers and administrators. Mentors were provided to Administrators through the partnership with the University of Rochester –Warner School. The activities associated with mentoring assisted Lyons CSD in attaining their Goal I: increase retention of effective teachers and administrators. Lyons CSD was also able to purchase into the Wayne Finger Lakes (WFL) BOCES Supplemental Staff Development service to cultivate teacher growth. WFL BOCES also	

supported teachers with professional coaches on implementation of the Common Core Learning Standards (CCLS). The Lyons District Network Team was supported through Professional Development (PD) offered by Laura Lipton.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Administrative Mentors through the University of Rochester, Warner School of Education for all district administrators		Group	Coach	IHE-Partner	40	5	\$5,400
Mentor and Mentee - Technology			Coach	IHE-Partner	15	2	\$10,490
					80		\$766

Supporting Evidence:

Please note that evidence is progressively collected throughout the Strengthening Teacher Leader Effectiveness (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:

- Provided mentors to Administrators through the University of Rochester, Warner School.
- Provided professional coaches to teachers on implementation of the common core.
- District purchased into the Supplemental Staff Development service through WFL BOCES.

Evidence from Site Visit Notes:

- The district had one administrative intern during the 2012-13 school year, who dedicated half of her day to administrative duties and worked with each administrator throughout the school year.
- Through year 1 grant funds were used to provide mentors for administrative staff through the University of Rochester Warner School in addition to bringing Laura Lipton, a professional developer on having data driven conversations to the region for the district network team. The administrative team all participated in this multi-day professional development.

Evidence from Lyons Year 2 Final Report:

- Mentor and mentee technology was purchased.
- Supplemental Service Coaches were contracted through BOCES and the 40 days were used to support staff in implementation of the common core.

Evaluation

Evaluation	
Standard	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
Summary: Evidence suggests that the district used grant funds to fully implement an APPR plan. Lyons CSD has met its Goal II: improve ratings on key practice components of the Lyons	

CSD teacher rubric "Teachscape: The Framework for Teaching-Revised 2011."

The districts instructional leader received professional development for APPR certification and 20+ hours of Teachscape proficiency modules; this was a 5 day APPR training that led to certification in both APPR and Teachscape. Teachers were provided a mandatory and optional Professional Development (PD) on the Danielson rubric.

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

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- Teachers were provided both mandatory and optional professional development in the APPR system as a whole, and more specific areas such as the Danielson rubric which the district is using.
- Administrators participated in a WFL BOCES led 5 day APPR training that certified the Administrators and training also occurred in also Teachscape modules which further certified Administrators.

Evidence from Site Visit Notes:

- Based on conversations with the district the professional development offered has allowed the district/educators to start thinking in the right direction; gave educators more confidence and provided processes to share resources with neighboring districts/help each other.

Evidence from Year 2 Interim Report:

- Teachers were provided both mandatory and optional professional development in the APPR system as a whole, and more specific areas such as the Danielson rubric. A handout designed by the administrative team focusing just on Domain 4 was distributed to staff.
- Administrators participated in 5 day BOCES training for APPR certification and 20+ hours of Teachscape proficiency modules for re-certification.
- Based on the APPR survey completed by staff in 9/13, relevant staff will be provided Danielson Domain 4 and Student Learning Objective (SLO) writing professional development at least 3 times throughout the year.

Evidence from Year 2 Final Report:

- Q&A was provided and updated throughout the year through collaboration between the District and the teacher's union on APPR.
- Domain 4 document was created by the administrative team and presented to staff at the Faculty Meetings. Document was referred back to during the APPR process. The purpose was to provide district specific guidance on Domain 4. This was a request from

the teaching staff based on an APPR survey. Impact was it provided a central focus during the post observation while reviewing the teacher’s artifacts.

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 (PD).
<p>Summary: The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness ad teachers and principals to obtain opportunities to engage in professional development.</p> <p>Evidence suggests that the district is undertook grant funded activities to meet its Goal II: to improve ratings on key practice components of the Lyons CSD teacher rubric "Teachscope: The Framework for Teaching-Revised 2011", and Goal III: to improve student academic achievement through the development of school leaders and teachers by June 30, 2014.</p> <p>Student performance data is only available through the 2011-12 school year therefore there is not yet conclusive evidence that these efforts have led to increases in student learning.</p> <p>The district took steps to prepare educators for the ELA/Math CCLS shifts through collaboration with Wayne Finger Lakes BOCES. WFL BOCES provided summer boot camp on ELA and Math for 45 teachers.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Diane Wolcott, staff developer and DDI instructor working with grade level teams.	T-PD Internal	Group	DDI	FP-DS	40	88 Teachers, 5 Administrators	School Year	\$17,225

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:

- Teachers participated in district led and BOCES led PD in numerous areas ranging from Annual Professional Performance Review (APPR) to curriculum to Dignity for All Student Act (DASA).
- University of Rochester mentors and Laura Lipton PD furthered district professional growth.
- Staff development for teachers - Book circles for Danielson 2011 rubric co-facilitated with an administrator and teacher.
- Staff development for teachers - Unpacking NYS common core workshops through Wayne-Finger Lakes BOCES. Close reading, Module 101, Teach like a Champion, and

Graphic Organizer professional developments offered in-district. Out of district visits and other approved professional development also occurred.

Evidence from Site Visit:

- 8 staff and principals attended WFL BOCES workshop titled Data Driven Instruction (DDI)
- March 2013, Superintendent's Conference day offered PD around Close Reading, Teach Like a Champion, Working with students with Autism, Danielson Rubrics, and Data Driven Instruction through North West Evaluation Association (NWEA) Measures of Academic Performance (MAP).
- May 2013, APPR Post assessments given, professional development provided on how to plug the post-assessment scores into the original Student Learning Objective (SLO) and obtain a score for the state 20%.
- 45 teachers attended Summer Curriculum Boot camps (ELA August 12-16 Math August 19-23). Network team driven curriculum boot camp conducted in partnership with 5 districts: Lyons, Clyde-Savannah, Newark, Sodus, and North-Rose Wolcott. 80% of total teaching staff (grades K-9) attended. Professional development provided by Director of Educational Services and Wayne Finger Lakes BOCES.
- District administrators reported that without the professional development provided by the STLE grant, teachers would not have coped with the changes in education as well as they have. The trainings, which covered numerous areas ranging from APPR to curriculum to DASA, have been well attended and are invaluable in allowing teachers to collaborate and experience an increase in their comfort level with the new content.
- District educators reported that the Common Core centered workshops have been well received. The workshops provided an opportunity to increase teacher understanding and comfort with the new modules. The district is experiencing growth in their students as they apply strategies learned across content areas as well as providing experiences that increase their stamina. Ultimately it is felt that the impact on students will continue to lead to increase in their academic growth.
- As the district moves forward, district administrators and educators expressed interest in continuing the invaluable professional development and workshops.

Evidence from Year 2 Interim Report:

- Summer curriculum boot camps organized through Wayne Finger Lakes BOCES in collaboration with district Network Team Schools engaged over 30 teachers in the areas of ELA and Math.
- The data coach organized data and coached staff. Teachers attended the Network Team Institute in Albany and participated in BOCES trainings. A survey was given on opening day to specify PD needs.
- Administrative team participated in 3-day 7-habits training.

Evidence from Year 2 Final Report:

- Staff was provided with an APPR Q&A on Opening Day 2013.
- Staff was provided with a Domain 4 Q&A and work samples during January 2014.
- Summer 2013 Curriculum Bootcamp for ELA and Math was attended.

- Common planning time was provided at grades 7-8. Grades K-6 received targeted release time to address curricular gaps which was led by the department chairs.
- All five administrators were provided a mentor and met on average of once a month.
- Supplemental Service Coaches were contracted through BOCES and the 40 days were used to support staff in implementation of the common core.
- Q&A was provided and updated throughout the year through collaboration between the District and the teacher's union.
- Domain 4 document was created by the administrative team and presented to staff at the Faculty Meetings. Document was referred back to during the APPR process.
- Curriculum boot camps engaged over 30 teachers for both ELA and Math.
- Grades 7-8 were provided .5 days per month for ELA and Math at each grade level. This included the general education teacher, special education teacher, self-contained teacher, and AIS teacher. The K-6 projects varied. The K-2 gap analysis included one classroom teacher representative from each grade level and the ELA coordinator for 3 total days.
- District purchased modules copies, binders, and math manipulatives for Common Core Learning Standards (CCLS) to assist 32 teachers between grades K-8 in implementing modules.

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							

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 had opportunities for advancement. Efforts toward meeting this standard supported the district in meeting its Strengthening Teacher Leader Effectiveness (STLE) Goal I – to increase retention of effective teachers and administrators. The district hired a data coach and two tech coordinators to achieve this goal. Teachers and administrators with additional roles and responsibilities had the training and preparation needed to fulfill the career ladder positions.	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Data Coach	T-TOSA	STLE1	DDI	15	Stipend	1	\$20,000
Tech Coordinator (mentor)	T-FT	STLE1	Coach	15	Stipend	1	\$6,547
Tech Coordinator (mentee)	T-FT	STLE1	Coach	15	Stipend	1	\$4,043

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:

- Teacher Leaders became members of the Curriculum and Staff Development council and building level teams to help members with new NYS Content Area Standards. They developed curriculum outlines for all grade levels. They conducted ELA Department meetings, consulted and observed instructional staff for purposes of articulating curriculum, teaching strategies, and provided coaching support.
- The math coordinator organized the computer lab and instructional supports for teachers and administrators for online Teachscape lessons, Measuring Academic Progress (MAP) assessments.

Evidence from Year 1 Final Report:

- Technology Coordinator: this stipend position is offered only to those outside of the teacher's union due to its access to sensitive teacher evaluation data.

Evidence from Year 2 Interim Report:

- Data coach to organize data and coach staff.

Evidence from Year 2 Final Report:

- Data Coach- Analyzed district data and compiled it into easy to use formats for teaching staff. Led Professional Learning Communities (PLC) around the above referenced data.
- Tech Coordinator- Oversight of district technology.
- Tech Coordinator- Day to day support with district technology.

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 Teacher Leader Effectiveness (TLE) components.
Summary: The district did not use grant funds for activities that do not fall into to seven TLE components.	

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

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district had implemented a goal to work towards sustainability efforts Goal IV: achieve a funding sustainability plan for the continuation of the Strengthening Teacher Leader Effectiveness (STLE) program by September 2014. The district is working with Wayne Finger Lake BOCES to achieve sustainability through a resource development plan.	

Short Description	Code	Type
All initiatives need to be seen by stakeholders.	Personnel, Program	SF

Supporting Evidence:

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

Evidence from Interim Report Year 2:

- District may have budgetary funds allotted to continue curriculum boot camp type opportunities for the summer of 2014.

Evidence from Year 2 Final Report

- Achieve a funding sustainability plan for the continuation of the STLE program by September 2014. Run a Cost analysis to develop an action plan. Action plan document in created in which district is able to continue the majority of the initiatives, must be submitted to Collective Stakeholders.

Section VIII – Methodology

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

Individuals interviewed

District Level

- Superintendent
- Grant Administrator
- 2 Data Coaches
- Technology Administrator
- Director of Educational Services

Lyons Elementary School

- ES Principal

Lyons Junior Senior High School

- MS/HS Principal
- ES ELA Coordinator
- ES Math Coordinator

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

- Year 1 Interim Report
- Year 1 Final Report
- Year 2 Interim Report Call Notes
- Year 2 final Report
- Site Visit Notes
- Site Visit Debrief Letter