



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Mount Morris Central School District

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District Contact Information

	Superintendent	STLE Grant Manager
Name	Dawn F. Mirand	Dr. Becky Chenaille
Phone	(585) 658-2568 Option 7	(585) 658-2568 Option 7
Email	dmirand@mtmorriscsd.org	bchenaille@mtmorriscsd.org

Section I – District Description

Source: All district description data comes from the Mount Morris 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	Genesee Valley 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
525	304	40	42	76	334

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	6	21	1	72	0

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
54	0	0	50	22

Need Status
High Need/Resource Rural District

Section II – Academic Performance

Source: All academic performance data comes from the Mount Morris 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)	31	0	17	15
3(2012-13)	7	14	n<5	6
4(2011-12)	56	n<5	n<5	47
4(2012-13)	18	0	n<5	12
5(2011-12)	38	17	n<5	39
5(2012-13)	21	0	n<5	18
6(2011-12)	36	0	0	26
6(2012-13)	17	0	n<5	18
7(2011-12)	43	21	0	32
7(2012-13)	16	0	0	12
8(2011-12)	46	20	None tested	31
8(2012-13)	26	0	0	12
District Wide (2011-12)	41	14	6	31
District Wide (2012-13)	17	2	n<5	13

Student Performance: 2011-12& 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	47	29	29	33
3(2012-13)	23	0	n<5	21
4(2011-12)	76	n<5	n<5	63
4(2012-13)	18	0	n<5	8
5(2011-12)	47	0	20	45
5(2012-13)	18	0	n<5	14
6(2011-12)	79	40	40	70
6(2012-13)	44	14	0	44
7(2011-12)	52	23	0	41
7(2012-13)	16	0	0	12
8(2011-12)	56	20	None tested	47
8(2012-13)	5	0	0	0
District Wide (2011-12)	59	22	21	48

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District Wide (2012-13)	21	2	n<5	18
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Student Performance: 2011-12& 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	92	n<5	n<5	90
4(2012-13)	82	43	n<5	83
8(2011-12)	71	20	n<5	71
8(2012-13)	45	18	0	38
District Wide (2011-12)	81	20	n<5	82
District Wide (2012-13)	64	28	n<5	44

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	76	35	n<5	n<5
Integrated Algebra	67	27	44	0
Geometry	42	4	n<5	n<5
Algebra 2/ Trigonometry	64	0	None tested	None tested
Global History and Geography	50	0	0	0
U.S. History and Government	91	34	n<5	n<5
Living Environment	85	55	60	20
Physical Setting/ Earth Science	65	10	n<5	n<5
Physical Setting/ Chemistry	31	0	None tested	None tested
Physical Setting/ Physics	90	0	None tested	None tested

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	73	34	66	51
SWD	22	0	n<5	n<5
ELL	None tested	None tested	n<5	n<5
ED	64	14	55	36

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	64	5	57	11
SWD	11	0	n<5	n<5
ELL	None tested	None tested	n<5	n<5
ED	64	0	27	0

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2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8						
	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	4	2	-	-	-	-
Mathematics	4	2	-	-	-	-
Science	4	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	-	-	-	-
First Grade					
All Students	3	-	-	-	-
General Education	2	-	-	-	-
SWD	1	-	-	-	-
Second Grade					
All Students	2	-	-	-	-
General Education	2	-	-	-	-
SWD	-	-	-	-	-
Third Grade					
All Students	4	-	-	-	-
General Education	4	-	-	-	-
SWD	-	-	-	-	-
Fourth Grade					
All Students	4	-	-	-	-
General Education	3	-	-	-	-
SWD	1	-	-	-	-
Fifth Grade					
All Students	2	-	-	-	-
General Education	2	-	-	-	-
SWD	-	-	-	-	-
Sixth Grade					
All Students	5	0	40	40	20
General Education	4	-	-	-	-

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SWD	1	-	-	-	-
Seventh Grade					
All Students	6	17	33	33	17
General Education	4	-	-	-	-
SWD	2	-	-	-	-
Eighth Grade					
All Students	5	0	40	60	0
General Education	2	-	-	-	-
SWD	3	-	-	-	-
Ninth Grade					
All Students	2	-	-	-	-
General Education	1	-	-	-	-
SWD	1	-	-	-	-
Tenth Grade					
All Students	2	-	-	-	-
General Education	2	-	-	-	-
SWD	-	-	-	-	-
Eleventh Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	-	-	-	-	-
Twelfth Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	-	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	44	70	41	83
Students With Disabilities	9	n<30	7	n<30
Limited English Proficient	0	n<30	0	n<30
Economically Disadvantaged	14	n<30	15	n<30

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

- Elementary/Middle-Level Math – White
- Elementary/Middle-Level Math – Economically Disadvantaged
- Secondary-Level Math – All Students
- Secondary-Level Math – White
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – All Students
- Graduation Rate: 5-Year Graduation-Rate Total Cohort – White

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> • Elementary/Middle-Level ELA – All Students • Elementary/Middle-Level ELA – White • Elementary/Middle-Level ELA – Students With Disabilities • Elementary/Middle-Level Math – White • Elementary/Middle-Level Science – All Students • Secondary-Level Math – All Students • Graduation Rate: 4-Year Graduation-Rate Total Cohort – All Students • Graduation Rate: 4-Year Graduation-Rate Total Cohort – White

Section III – District Schools Profile

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

Most current information as of: April 4, 2014

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)
Mount Morris Elementary School	Tom Kelleher	2012-13	Orig	K-12	280	-	1P	-	63	-
	Rachael Greene	2012-present	STLE New	K-6	280	549	-	1P	-	64
Mount Morris Jr./Sr. High School	Tom Kelleher	2012-13	Orig	7-12	284	N/S	1P	1P	N/S	N/S
	Michael Robbins	2013-13	STLE New	7-12	284	N/S	N/S	N/S	N/S	N/S
	Richard Riggi	2013-14	STLE New	7-12	284	N/S	N/S	N/S	N/S	N/S
	Rebekah Chenaillé	2014-present	Acting	7-12	284	N/S	N/S	N/S	N/S	N/S

Section IV – Annual Professional Performance Review (APPR) Profile

Source: State Education Department Analysis

APPR Plan
<p>Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/districts/mount-morris-central-school-district.html</p> <p>Most current version as of: August 28, 2013</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	35	37	69	48
Effective	54	25	19	42
Developing	4	21	4	10
Ineffective	8	17	8	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	*	*	*	*

*No data are available for this combination of filters.

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	April Marsh, Project Assistant	October 4, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator; Megan Collins,	January 24, 2014

		Project Assistant	
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	May 20, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted on August 26, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Project Assistant	August 26, 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
5545-13-0027	\$61,875	10/31/2012 – 6/30/2014	Individual
Key Program Design Elements			
<p>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 used STLE funds to prepare existing district educators for roles on the Career Ladder. The programs have allowed those in each new Leadership position to gain expertise through professional development, coaching and mentoring.</i></p>			
<p>2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>The district used STLE funds to recruit and hire an Elementary Principal and will work to the same in searching for a Junior – Senior High School Principal.</i></p>			
<p>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 used STLE funds to examine needs and created the positions of Teacher Leader and Leadership Coach to mentor both new and early teachers and principals as a way of ensuring future success.</i></p>			
<p>4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>The district used STLE funds to identify and make certain that only Highly Effective and Effective teachers have been identified as Teacher Leaders, Mentors, and Master Teacher.</i></p>			
<p>5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The district has used the creation of a career ladder to provide professional development within their buildings. Two consultants have been hired to help implement professional development internally for educators, but specifically to train and or mentor newly hired principals.</i></p>			
<p>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></p>			

7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: *Teacher Leaders and a Master Teacher were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district has created a total of 5 positions on the Career Ladder.*

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
<p>Goal I: To build internal capacity by creating, growing, and sustaining teacher leadership.</p>	<p>Highly Effective and Effective teachers will be identified as Teacher Leaders, Mentors, and Master Teacher. Teacher Leaders, Mentor Teachers, and the Master Teacher will begin facilitating meetings.</p> <p>Teacher Leaders, Mentor Teachers, and the Master Teacher will attend professional development opportunities and turn-key train the learning.</p>	<p>100% of Teacher Leader positions posted were filled. 100% of Mentor jobs posted were filled</p> <p>Faculty attended after school trainings to learn about Annual Professional Performance Review (APPR), Special Education (Sped), Data Driven Instruction (DDI), and Common Core (CC). This time was not allotted contractually, yet faculty participated.</p>
<p>Goal II: To create a Professional Development (PD) Plan that matches the philosophy of our STLE proposal.</p>	<p>The District Professional Development Plan will be re-created to align to the reform agenda. Emphasis will be placed on data-driven instruction, assessment, and the Danielson framework for teaching.</p> <p>The Mentor Plan will be re-created moving the concept of mentorship from an hourly as needed role to an ongoing support and leadership position with a stipend. A teacher career ladder will be created and added to the PD plan. This ladder will be designed to promote leadership capacity within the</p>	<p>The new plan met each goal stipulated. A three year mentor/mentee relationship is defined.</p> <p>Teacher leadership positions were designed by the PD team in the new plan.</p>

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	school district and allow teacher who rate highly effective and effective to grow.	
Goal III: To ensure the district hires and retains highly qualified school building leaders.	Recruit an elementary principal. Recruit a Jr. - Sr. high school principal. Retain principals and ensure their ongoing professional growth and development through mentorship and training.	The Elementary Principal has attended several trainings and worked closely with a mentor.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$61,875	\$11,850	\$50,025

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)
40	Retired Superintendent of Pembroke Central Schools was selected by the Superintendent, Director and Principals to serve as the leadership coach. He is held in high regard in this region for his ability to groom leaders and mentor them.	1	-	\$2,250	-	-
40	Retired Superintendent was hired to coach High School Principal. The two of them met weekly. The reviewed progress toward goals and wrote weekly updates.	1	-	\$1,800	-	-
40	Carnegie Learning, Penguin Multimedia, Consultant (J. Berman)	3	-	-	-	\$4,429
45	Amazon	1	-	-	-	\$1,195
15	MMCS D offered a 5,000 sign on bonus to newly hired Principals which required a five year commitment to the district. The goal of this sign on bonus was to ensure the community during such drastic changes that the school administration is committed to their children's success.	1	-	\$5,000	-	\$5,000
15	Principal served as a mentor to 2 other Principals. Both newly hired	1	-	\$2,800	-	-

	principals were novice and tenured Principal has 30 years in the field and vast interim experiences were excellent support to new principals.					
15	Mentor	6	-	-	-	\$9,000
15	Mentor/Master Teacher	2	-	-	-	\$13,000
15	Instructional Coach	2	-	-	-	\$10,000
80	Employee Benefits	-	-	-	-	\$7,401
	Total Actual Expenditures		\$0	\$11,850	\$0	\$50,025

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 district has met this standard by partnering with a retired Superintendent of Schools, an experienced interim principal, and the district’s attorney to provide professional development, coaching and mentoring opportunities for those hired on the Career Ladder.</p> <p>Additionally, in meeting this standard, the district also achieved its Goals II and III: to create a professional development plan that matches the philosophy of our STLE proposal, and to ensure the district hires and retains highly qualified school building leaders.</p> <p>The district used STLE funds to recruit and hire a Leadership Coach, as well as a Mentor Coach to work with the newly hired principals.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
The district hired, a former superintendent as a Leadership Coach	New Role	P – CL	Coach	District	40	2	\$4,050

The district extended the contract of, Interim Principal, to provide mentoring for the newly hired principals	New Role	P – CL	Coach, D Strategy	District	15	2	\$2,800
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Supporting Evidence:

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

Evidence from Year 1 Final Report:

- The district indicated that the retired Superintendent of Pembroke Central Schools was selected by the Superintendent and Director and Principals to serve as the leadership coach. He is held in high regard in this region for his ability to groom leaders and mentor them. Pembroke is a high achieving rural school whose practices are worthy of adapting/adopting. He once served the Mt. Morris community as High School Principal. His insights in both leadership and local community will be beneficial to the newly hired principals. He was selected after researching staff developers in the region who District Superintendent of Genesee Valley BOCES holds in high regard. His background and experience make him a perfect fit.

Evidence from Year 2 Interim Report:

- Training of newly hired principals in the Regents Reform Agenda and specifically trained principals in teacher observation and human resource management.
- The district indicated that the grant funds have covered the stipend for Teacher Leaders and Mentor Teachers. The programs have allowed those in each Leadership position to gain expertise through professional development and offer turn-key training sessions for teachers after school.

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: The district successfully met this standard through grant funded activities that attract educators to the district and to ensure the district hires and retains highly qualified school building leaders. The district has achieved its Goal I: to build internal capacity by creating, growing, and sustaining teacher leadership and Goal III: to ensure the district hires and retains highly qualified school building leaders.	
The district used STLE funds to recruit and hire an Elementary Principal and will work to the same in searching for a Junior – Senior High School Principal.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
Principal Leader	Principal	Recruit	Shortage	Stipend	15	1	\$5,000

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- The district indicated that Mount Morris Central School District (MMCS D) offered a \$5,000 sign on bonus to newly hired Principals which required a five year commitment to the district. The goal of this sign on bonus was to ensure the community during such drastic changes that the school administration is committed to their children's success.
- MMCS D hired a Principal to serve as the Instructional Leader K-6 and chair of the Committee on Special Education. The Principal met the District office team (Superintendent and Director) to establish clear goals for the remainder of the school year. Data Driven Instruction Teams being her primary focus. The Interim Principal served as a mentor to the newly hired Principal.
- The district indicated that a second Principal is to be hired to serve as the Instructional Leader 7-12. The Interim Principal would stay on for the month of January to mentor the newer Principal and continued mentoring the Principal in K-6.

Evidence from Year 2 Interim Report:

- An Elementary Principal was recruited and hired the sign on bonus of \$5,000 was awarded with a signed 5 year commitment to the District. The same plan will be followed to recruit and retain a Jr. Sr. High School Principal.
- The district indicated that it continued to focus on retaining principals and to ensure their ongoing professional growth and development through mentorship and training.
- The funds from the STLE grant allowed MMCS D to offer a sign on bonus and train newly hired principals in the Regents Reform Agenda. Grant monies allowed for mentorship and specifically trained principals in teacher observation and human resource management.

Evidence from Year 2 Final Report:

- The district indicated that the recently hired Elementary Principal had attended several trainings and worked closely with a mentor.

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. The Teacher Leaders and Leadership Coach positions, along with the expertise of the Interim Principal, have mentored the new hired teachers and principals. The activities associated with mentoring assisted the district in achieving its Goal I: to build internal capacity by creating, growing, and sustaining teacher leadership.	

The district developed a comprehensive plan to examine needs within Mt. Morris Central School. The Professional Development Plan (PDP) committee focused on improving instruction and the mentor of new hires as a way of ensuring new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Teacher Leaders for mentoring	T – Mentor	Group	Coach, APPR – Obs	District	15	10	\$20,000
Mentor Teachers	T – Mentor	Group	Coach, APPR - Obs	District	15	10	\$15,000
The district extended the contract of, Interim Principal, to provide mentoring for the newly hired principals	P – Mentor	Group	Coach, D Strategy	District	15	2	\$2,800
The district hired, a former superintendent as a Leadership Coach	P – Mentor	Group	Coach, D Strategy	District	40	2	\$4,050

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 Board of Education has approved the PDP committee members.
- The district has selected a consultant to train the leadership and governance teams in managing a tenure culture. This activity is part of the principal mentor plan. Teacher supervision is a vital component of the principals’ job. Principals understand their role in the Annual Professional performance Review (APPR) and know they have support as the district creates a shared vision for teacher culture.
- The High School (HS) Principal was hired to serve as the Instructional Leader 7-12. The Interim Principal stayed on for the month of January to mentor the HS Principal and continue mentoring the Elementary Principal.
- Retired Superintendent of Pembroke Central Schools was selected by the Superintendent, Director and Principals to serve as the leadership coach. This retired Superintendent is held in high regard in this region for his ability to groom leaders and mentor them. Pembroke is a high achieving rural school whose practices are worthy of adapting/adopting.

Evidence from Year 2 Interim Report:

- Over the two year grant period the district re-authored its Professional Development Plan, mapped out a teacher leadership program based on needs, and refined their mentor program to better match the vision of teacher retention.
- A new mentor job description was created. Mentors were appointed. The mentor - mentee partnerships were created. There were 14 newly hired teachers across K-12 and 10 mentors supporting them.

- The Teacher Leader and Master Teacher positions were filled and BOE appointed. Mentors, Teacher Leaders, and the Master Teacher, began the professional development cycle on creating a data-driven culture. Mentor and Mentees met monthly and followed the curriculum outlined in the Mentor Plan.

Evidence from Year 2 Final Report:

- The new mentoring plan met each goal stipulated. A three year mentor/mentee relationship was defined by the plan. Teacher leadership positions were designed by the PD team using the new mentoring plan.
- The recently hired Elementary Principal has attended several training and worked closely with a mentor.

Evaluation

Evaluation	
Standard	The district is fully implementing an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss effective teaching and leadership practices
Summary: The district, using the Annual Professional Performance Reviews (APPR) as their guidance, adopted tenure standards. The standards were shared with the MMCS D teacher union president and have been implemented beginning with the start of the 2013-14 school year. Over the two year grant period the district re-authored their Professional Development Plan, mapped out a teacher leadership program based on needs, and refined the district mentor program to better match the vision of teacher retention. The district achieved its STLE Goal III- To ensure the district hires and retains highly qualified school building leaders, through the planned activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Teacher Leader Positions	T – Eval	Pos – All	APPR – Obs, Coach	District	15	10	4	\$20,000
Principal Leader Position	T – Eval	Pos – All	APPR – Obs, Coach	District	15	40	1	\$5,000
The district hired, a former superintendent as a Leadership Coach	T – Eval, P – Eval	Pos - All	APPR – Obs, Coach	District	40	3	1	\$4,050

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:

- Highly Effective and Effective teachers have been identified as Teacher Leaders, Mentors, and as a Master Teacher.

- Using the APPR as guidance, the district adopted tenure standards. The standards were shared with the MMCSD teacher union president and have been implemented beginning with the start of the 2013-14 school year.
- The district selected a consultant to train the leadership and governance teams in managing a tenure culture. This activity is part of the districts principal mentor plan. Teacher supervision is a vital component of the principal’s job. Principals understand their role in the APPR and know they have support as the district creates a shared vision for teacher culture.
- The final eyes on all summative assessments and final interims for teacher evaluation have occurred. The Master Teacher, and Teacher Leaders assist the administrative team in ensuring assessments are aligned to the Common Core, are rigorous, and comparable.

Evidence from Year 2 Interim Report:

- The Teacher Leaders continued to work collaboratively with fellow teachers to constantly improve instructional practices.
- The Master Teacher and Teacher Leaders continued to host after school PD opportunities for teachers on data analysis. Mentor and Mentees continue to meet monthly and follow the curriculum outlined in the plan. Teachers have visited the Master Teacher's classroom to observe Highly Effective teaching.

Evidence from Year 2 Final Report:

- The district indicated that faculty members attended after school trainings to learn about APPR, this time was not allotted contractually, yet faculty participated.

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.								
The district undertook grant funded activities to meet its STLE Goal II - To create a Professional Development Plan that matches the philosophy of the district’s STLE proposal.								
The district used the creation of a career ladder to provide professional development within their buildings. Two consultants were hired to help implement professional development internally for educators, but specifically to train and or mentor newly hired principals.								
Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	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:

- The data meetings by grade level at the Elementary level and departments across the high school have begun. Principals and Director modeled the conversation, process, and procedures for facilitating a data conversation. The Master Teacher and Teacher Leaders have been trained in having data meetings. Having Teacher Leaders trained to facilitate these meetings has allowed Principals to get to individual teacher data meetings; a missing component from the district’s current structure.
- The Master Teacher and Teacher Leaders have hosted after school PD opportunities for teachers on data analysis.

Evidence from Year 2 Interim Report:

- The District Professional Development Plan (PDP) has been re-created to align to the reform agenda. Emphasis has been placed on data-driven instruction, assessment, and the Danielson framework for teaching.
- A teacher career ladder has been created and added to the PDP plan. This ladder has been designed to promote leadership capacity within the school district and has allowed teachers who rate highly effective and effective to grow.

Evidence from Year 2 Final Report:

- The faculty members attended after school trainings to learn about APPR, Special Education, DDI, and Common Core. This time was not allotted contractually, yet faculty participated.

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; however the district did implement a professional development workshop focused on tenure and achievement.	

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.

Evidence from Year 1 Final Report:

- The district indicates that the administrative team focused on school reform and the role of tenure. A school attorney who specializes in discipline of tenured teachers, conducted two full day professional development sessions to help the administrative team understand how to navigate tenure and increase achievement. The MMCS D Board of Education joined the administrative team for one full day session. The goal of these two days was to get both the leadership team and the governing body committed to increasing student achievement and using all of the tools at our disposal to do so.

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<p>Summary: Efforts were made toward meeting this standard to support the district toward meeting its Goal I: to build internal capacity by creating, growing, and sustaining teacher leadership.</p> <p>Teacher Leaders and a Master Teacher were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district has created a total of 5 positions on the Career Ladder.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Leader	T – FT	STLE 1	Coach, D Strategy	15	Stipend	4	\$20,000
Master Teacher	T – FT	STLE 1	Coach, D Strategy	15	Stipend	10	\$15,000

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- A teacher career ladder has been created and added to the PDP plan. This ladder has been designed to promote leadership capacity within the school district and allow teacher who rate highly effective and effective to grow.
- Highly Effective and Effective teachers have been identified as Teacher Leaders, Mentors, and Master Teacher.
- The Master Teacher will be responsible for delivering the curriculum created for new teachers. The curriculum will span three years.
- The Master Teacher has served as the Mentor Coordinator and led the Teacher Leaders alongside the administrative team.
- The Teacher Leaders work collaboratively with fellow teachers to constantly improve instructional practices.

Evidence from Year 2 Interim Report:

- The grant funds have covered the stipends for Teacher Leaders and Mentor Teachers. The programs have allowed those in each Leadership position to gain expertise through professional development and offer turn-key training sessions for teachers after school.
- The Teacher Leader job descriptions were created and BOE approval complete. Teacher Leaders applied and were selected and appointed. They began turn-key training in their areas of expertise monthly to faculty.

Evidence from Year 2 Final Report:

- 100% of Teacher Leader positions posted were filled and that 100% of Mentor jobs posted were filled
- The new mentoring plan met each goal stipulated. A three year mentor/mentee relationship was defined by the plan. Teacher leadership positions were designed by the PD team using the new mentoring plan.

Other

Other	
Standard	[Note: There is no standard for “Other”.] The district uses grant funds for activities and/or positions that do not directly align with the seven TLE components.
Summary: This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Purpose	Provider	Budget Code	Compensation	Total Amount
N/A						

Issues of Equity

Issues of Equity	
Standard	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
Summary: The district has used STLE funds to help recruit high quality educators through a sign on bonus for principals. The \$5000 bonus comes with a commitment to the district of 5 years of service.	
Additionally, the district has hired a Leadership Coach who is responsible for supporting and or mentoring the newly hired principals within the district.	

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- The district hired a Principal to serve as the Instructional Leader K-6 and chair of the Committee on Special Education. This Principal met the District office team (Superintendent and Director) to establish clear goals for the remainder of the school year; Data Driven Instruction Teams being her primary focus. The Interim Principal served as mentor to the newly hired Elementary Principal.
- The district reports that a High School Principal was hired to serve as the Instructional Leader for grades 7-12. The Interim Principal stayed on for the month of January to mentor this Principal and continued mentoring the Elementary Principal.

Evidence from Year 2 Interim Report:

- The funds from the STLE grant allowed the district to offer a sign on bonus and train newly hired principals in the Regents Reform Agenda. Grant monies allowed for mentorship and specifically trained principals in teacher observation and human resource management.
- The district over the two year grant period re-authored their Professional Development Plan, mapped out a teacher leadership program based on needs, and refined the mentor program to better match the vision of teacher retention.
- The district continued to work to retain principals and ensure their ongoing professional growth and development through mentorship and training.

Evidence from Year 2 Final Report:

- The master teacher facilitated monthly meeting for Mentors and Mentees to ensure program alignment. In addition, the Master Teacher was observed by colleagues teaching in her classroom. And finally, the Master teacher was videotaped. Her lessons were shared across schools neighboring the district.
- The new Mentoring plan met each goal stipulated. A three year mentor/mentee relationship is defined, and teacher leadership positions were designed by the PD team in the new plan.

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.	
As the budget is built, MMCS D is attempting to in the upcoming school year to set funds set for external staff development which will be reallocated to pay the stipends of two teacher leaders.	

Short Description	Code	Type
The district intends to maintain 2 Teacher Leader positions through a shift in external PD funds	Personnel	Shift
The district intends to maintain the Mentor Teacher Position	Personnel	Shift

Supporting Evidence:

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

Evidence from Year 2 Interim Report:

- The district indicated that the largest increases in the budget would be to sustain the stipend for Teacher Leaders (\$20,000) and the stipend for Mentor Teachers (\$15,000). MMCS D was rated in the top 20 underfunded schools according to a study published by the rural schools association. As the budget is built, MMCS D is attempting to cut as far away from students as possible. In the upcoming school year, funds set aside for external staff development will be reallocated to pay the stipends of two teacher leaders. There is not funding to maintain the current level, but the work is too important to let go. The District has always had a small budget set aside for mentors. The difference in pay structure does increase the amount paid out to Mentors, but that difference will be covered through the transfer of funds.

Evidence from Year 2 Final Report:

- The district indicated that it has reallocated existing funding to maintain three of the four Teacher Leader positions and all six Mentor positions. The district did not hire a Jr. Sr. High School Principal leaving money aside to continue this work and focus. This allocation of funds is not sustainable because this limited number of administrators in the district is not sustainable. However, this gives the district a year to attempt reorganization and cross their fingers for better aid projections in this next budget build.

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 of Schools
- Grant Director

Building Level

- Principal K – 6
- Principal 7 – 12
- Master Teacher
- Career Ladder Learner
- Career Ladder Learner
- Career Ladder Learner
- Mentee
- Mentor

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

- Mt. Morris Site Interview Notes
- Mt. Morris Year 1 Final Report
- Mt. Morris Year 2 Interim Report
- Mt. Morris Year 2 Final Report