



**New York State Education Department**

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

**Newfane Central School District**

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**District Contact Information**

|              | <b>Superintendent</b>     | <b>STLE Grant Manager</b> |
|--------------|---------------------------|---------------------------|
| <b>Name</b>  | Dr. Michael Wendt         | Peter Young               |
| <b>Phone</b> | 716-778-6850              | 716-778-6350              |
| <b>Email</b> | mwendt@newfane.wnyric.org | pyoung@newfane.wnyric.org |

**Section I – District Description**

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

**Most current information as of:** June 18, 2014

| <b>District Location</b> |                       |
|--------------------------|-----------------------|
| <b>Region</b>            | <b>BOCES</b>          |
| Western                  | Orleans-Niagara BOCES |

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

| <b>Student Demographics</b> |                                |                                   |                                   |                                   |                                   |
|-----------------------------|--------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>Number of Students</b>   | <b>Eligible for Free Lunch</b> | <b>Eligible for Reduced Lunch</b> | <b>Limited English Proficient</b> | <b>Students with Disabilities</b> | <b>Economically Disadvantaged</b> |
| 1681                        | 413                            | 168                               | -                                 | 219                               | 576                               |

| <b>Racial/Ethnic Origin (Percent)</b>    |                                  |                           |   |              |                    |
|--|----------------------------------|---------------------------|---|--------------|--------------------|
| <b>American Indian or Alaskan Native</b> | <b>Black or African American</b> | <b>Hispanic or Latino</b> | <b>Asian/Native Hawaiian/Other Pacific Islander</b> | <b>White</b> | <b>Multiracial</b> |
| 0  | 1                                | 2                         | 0   | 95           | 1                  |

| <b>Attendance/Suspension Rates</b> |                            |
|------------------------------------|----------------------------|
| <b>Annual Attendance Rate</b>      | <b>Student Suspensions</b> |
| 95%                                | 5%                         |

| <b>Teacher Qualifications</b> |  |  |   |                                   |
|-------------------------------|--|--|---|-----------------------------------|
| <b># Teachers</b>             | <b>Percent No Valid Teaching Certificate</b> | <b>Percent Teaching Out of Certification</b> | <b>Turnover Rate for Teachers under 5 Years' Experience</b> | <b>Turnover Rate all Teachers</b> |
| 135                           | 0  | 0  | 20  | 9                                 |

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

## Section II – Academic Performance

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

**Most current information as of:** June 18, 2014

| <b>Student Performance: 2011-12 &amp; 2012-13 New York State ELA Examination</b> |                         |                         |                         |                        |
|--|-------------------------|-------------------------|-------------------------|------------------------|
| <b>Grade</b>   | <b>% Proficient All</b> | <b>% Proficient SWD</b> | <b>% Proficient ELL</b> | <b>% Proficient ED</b> |
| 3(2011-12)   | 64                      | 38                      | None tested             | 56                     |
| 3(2012-13)   | 27                      | 7                       | None tested             | 20                     |
| 4(2011-12)   | 57                      | 20                      | None tested             | 53                     |
| 4(2012-13)   | 28                      | 8                       | None tested             | 23                     |
| 5(2011-12)   | 56                      | 12                      | None tested             | 47                     |
| 5(2012-13)   | 19                      | 0                       | None tested             | 14                     |
| 6(2011-12)   | 61                      | 0                       | None tested             | 55                     |
| 6(2012-13)   | 30                      | 0                       | None tested             | 32                     |
| 7(2011-12)   | 69                      | 18                      | None tested             | 56                     |
| 7(2012-13)   | 34                      | 0                       | None tested             | 24                     |
| 8(2011-12)   | 54                      | 24                      | None tested             | 42                     |
| 8(2012-13)   | 53                      | 6                       | None tested             | 28                     |
| <b>District Wide (2011-12)</b>   | <b>60</b>               | <b>18</b>               | <b>None tested</b>      | <b>51</b>              |
| <b>District Wide (2012-13)</b>   | <b>32</b>               | <b>3</b>                | <b>None tested</b>      | <b>23</b>              |

| <b>Student Performance: 2011-12 &amp; 2012-13 New York State Mathematics Examination</b> |                         |                         |                         |                        |
|--|-------------------------|-------------------------|-------------------------|------------------------|
| <b>Grade</b>   | <b>% Proficient All</b> | <b>% Proficient SWD</b> | <b>% Proficient ELL</b> | <b>% Proficient ED</b> |
| 3(2011-12)   | 65                      | 46                      | None tested             | 58                     |
| 3(2012-13)   | 25                      | 7                       | None tested             | 17                     |
| 4(2011-12)   | 63                      | 30                      | None tested             | 59                     |
| 4(2012-13)   | 45                      | 23                      | None tested             | 36                     |
| 5(2011-12)   | 64                      | 24                      | None tested             | 53                     |
| 5(2012-13)   | 16                      | 0                       | None tested             | 4                      |
| 6(2011-12)   | 63                      | 0                       | None tested             | 49                     |
| 6(2012-13)   | 18                      | 0                       | None tested             | 23                     |
| 7(2011-12)   | 74                      | 18                      | None tested             | 56                     |
| 7(2012-13)   | 26                      | 0                       | None tested             | 12                     |
| 8(2011-12)   | 74                      | 11                      | None tested             | 67                     |
| 8(2012-13)   | 29                      | 0                       | None tested             | 18                     |

|                                |           |           |                    |           |
|--------------------------------|-----------|-----------|--------------------|-----------|
| <b>District Wide (2011-12)</b> | <b>67</b> | <b>21</b> | <b>None tested</b> | <b>57</b> |
| <b>District Wide (2012-13)</b> | <b>26</b> | <b>4</b>  | <b>None tested</b> | <b>18</b> |

| <b>Student Performance: 2011-12 &amp; 2012-13 Science Examination</b> |                         |                         |                         |                        |
|---|-------------------------|-------------------------|-------------------------|------------------------|
| <b>Grade</b>  | <b>% Proficient All</b> | <b>% Proficient SWD</b> | <b>% Proficient ELL</b> | <b>% Proficient ED</b> |
| 4(2011-12)  | 92                      | 65                      | None tested             | 88                     |
| 4(2012-13)  | 95                      | 92                      | None tested             | 91                     |
| 8(2011-12)  | 88                      | 61                      | None tested             | 86                     |
| 8(2012-13)  | 93                      | 53                      | None tested             | 89                     |
| <b>District Wide (2011-12)</b>  | <b>90</b>               | <b>63</b>               | <b>None tested</b>      | <b>87</b>              |
| <b>District Wide (2012-13)</b>  | <b>93</b>               | <b>71</b>               | <b>None tested</b>      | <b>90</b>              |

| <b>Student Performance: 2012-13 New York State Regents Exams</b> |                     |                  |                                   |                  |
|--|---------------------|------------------|-----------------------------------|------------------|
| <b>Exam</b>  | <b>All Students</b> |                  | <b>Students With Disabilities</b> |                  |
|  | <b>% Proficient</b> | <b>% Mastery</b> | <b>% Proficient</b>               | <b>% Mastery</b> |
| Comprehensive English  | 91                  | 41               | 63                                | 0                |
| Integrated Algebra   | 87                  | 23               | 50                                | 0                |
| Geometry   | 92                  | 29               | n<5                               | n<5              |
| Algebra 2/ Trigonometry  | 66                  | 22               | n<5                               | n<5              |
| Global History and Geography                                     | 67                  | 25               | 26                                | 0                |
| U.S. History and Government                                      | 86                  | 41               | 78                                | 11               |
| Living Environment   | 95                  | 65               | 77                                | 15               |
| Physical Setting/ Earth Science                                  | 99                  | 57               | n<5                               | n<5              |
| Physical Setting/ Chemistry                                      | 64                  | 11               | n<5                               | n<5              |
| Physical Setting/ Physics  | 58                  | 26               | None tested                       | None tested      |

| <b>Cohort Results In Secondary-Level ELA After Four Years of Instruction</b> |                     |                  |                     |                  |
|--|---------------------|------------------|---------------------|------------------|
|  | <b>2008 Cohort</b>  |                  | <b>2009 Cohort</b>  |                  |
|  | <b>% Proficient</b> | <b>% Mastery</b> | <b>% Proficient</b> | <b>% Mastery</b> |
| <b>All</b>   | 87                  | 34               | 88                  | 25               |
| <b>SWD</b>   | 48                  | 5                | 60                  | 5                |
| <b>ELL</b>   | None tested         | None tested      | None tested         | None tested      |
| <b>ED</b>  | 80                  | 27               | 82                  | 16               |

| <b>Cohort Results In Secondary-Level Math After Four Years of Instruction</b> |                     |                  |                     |                  |
|---|---------------------|------------------|---------------------|------------------|
|   | <b>2008 Cohort</b>  |                  | <b>2009 Cohort</b>  |                  |
|   | <b>% Proficient</b> | <b>% Mastery</b> | <b>% Proficient</b> | <b>% Mastery</b> |
| <b>All</b>  | 92                  | 25               | 94                  | 25               |
| <b>SWD</b>  | 67                  | 0                | 65                  | 0                |
| <b>ELL</b>  | None tested         | None tested      | None tested         | None tested      |
| <b>ED</b>   | 89                  | 14               | 89                  | 18               |

| 2012-13 New York State Alternative Assessment (NYSAA)<br>Grades 3-8 |       |          |                                |         |         |         |
|---|-------|----------|--------------------------------|---------|---------|---------|
|   | Grade | n Tested | Number of students scoring at: |         |         |         |
|   |       |          | Level 1                        | Level 2 | Level 3 | Level 4 |
| English Language<br>Arts  | 3     | 3        | -                              | -       | -       | -       |
|   | 4     | 1        | -                              | -       | -       | -       |
|   | 5     | 3        | -                              | -       | -       | -       |
|   | 6     | 1        | -                              | -       | -       | -       |
|   | 7     | 1        | -                              | -       | -       | -       |
|   | 8     | 2        | -                              | -       | -       | -       |
| Mathematics   | 3     | 3        | -                              | -       | -       | -       |
|   | 4     | 1        | -                              | -       | -       | -       |
|   | 5     | 3        | -                              | -       | -       | -       |
|   | 6     | 1        | -                              | -       | -       | -       |
|   | 7     | 1        | -                              | -       | -       | -       |
|   | 8     | 2        | -                              | -       | -       | -       |
| Science   | 4     | 1        | -                              | -       | -       | -       |
|   | 8     | 2        | -                              | -       | -       | -       |

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

| Group                      | 2008 Cohort 4 Year |                     | 2007 Cohort 5 Year |                     |
|----------------------------|--------------------|---------------------|--------------------|---------------------|
|                            | n                  | Graduation Rate (%) | n                  | Graduation Rate (%) |
| All                        | 158                | 87                  | 160                | 94                  |
| Students With Disabilities | 21                 | n<30                | 16                 | n<30                |
| Limited English Proficient | 0                  | None tested         | 0                  | None tested         |
| Economically Disadvantaged | 44                 | 80                  | 28                 | n<30                |

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

| <b>List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13</b>   |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Secondary- Level ELA – White</li> <li>• Secondary-Level Math – White</li> </ul> |  |

### 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 Students (2012-13) | # of Students (2013-14) | # of Admin (2012-13) | # of Admin (2013-14) | # of Teachers* (2012-13) | # of Teachers* (2013-14) |
|--------------------------------|------------------|-----------------|--------|---------------|-------------------------|-------------------------|----------------------|----------------------|--------------------------|--------------------------|
| Newfane Early Childhood Center | Peter Young      | 2008 – 14       | Con    | PK-K          | 108                     | 110                     | 1 P                  | 1 P                  | 10                       | 10                       |
| Newfane Elementary             | Pamela Leibring  | 2012-14         | Con    | 1-4           | 424                     | 426                     | 1 P                  | 1 P                  | 25                       | 23                       |
| Newfane Middle School          | Thomas Adams     | 2006-14         | Con    | 5-8           | 561                     | 524                     | 1 P, 1 AP            | 1 P, 1 AP            | 50                       | 50                       |
| Newfane High School            | Thomas Stack     | 2011-14         | Con    | 9-12          | 588                     | 566                     | 1 P, 1 AP            | 1 P, 1 AP            | 50                       | 50                       |

### Section IV – Annual Professional Performance Review (APPR) Profile

**Source:** New York State Education Department Analysis

| <b>APPR Plan</b>  |  |
|---|--|
| <b>Current APPR Plan:</b> <a href="http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/newfane-appr-plan.pdf">http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/newfane-appr-plan.pdf</a> |  |
| <b>Most current version as of:</b> August 24, 2012  |  |

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

| <b>Teacher Evaluation (2012-13)</b> |                  |  |  |  |
|-------------------------------------|------------------|--|--|--|
| Presented as % by rating category   | Composite Rating | State-provided growth or other comparable measures | Locally-selected measures of student achievement or growth | Other measures of teaching effectiveness |
| <b>Highly-Effective</b>             | 75               | 55   | 81   | 97                                       |
| <b>Effective</b>                    | 25               | 39   | 19   | 3  |
| <b>Developing</b>                   | 0                | 4  | 0  | 0  |
| <b>Ineffective</b>                  | 0                | 3  | 0  | 0  |

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

\*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

## Section V – Monitoring History

Source: New York State Education Department Files

| <b>School Year</b> | <b>Type of Monitoring</b>                   | <b>NYSED Staff</b>   | <b>Date</b>                   |
|--------------------|---|--|-------------------------------|
| <b>2012-13</b>     | Year 1 Interim Report Submitted by District | N/A  | Submitted by April 1, 2013    |
| <b>2012-13</b>     | Year 1 Interim Report Status Update Call    | Aviva Baff,<br>Project Coordinator;<br>Carrie Smith,<br>Project Coordinator;<br>April Marsh,<br>Project Assistant,<br>Benjamin Fox,<br>Educator Specialist | May 20, 2013                  |
| <b>2013-14</b>     | Year 1 Final Report Submitted by District   | N/A  | Submitted by July 15, 2013    |
| <b>2013-14</b>     | Year 1 Final Report Status Update Call      | Carrie Smith,<br>Project Coordinator;<br>April Marsh,<br>Project Assistant   |                               |
| <b>2013-14</b>     | Site Visit                                  | Carrie Smith,<br>Project Coordinator;<br>April Marsh,<br>Project Assistant   | January 22, 2014              |
| <b>2013-14</b>     | Year 2 Interim Report Submitted by District | N/A  | Submitted by February 7, 2014 |
| <b>2013-14</b>     | Year 2 Interim Report Status Update Call    | Carrie Smith,<br>Project Coordinator   | February 18, 2014             |
| <b>2013-14</b>     | Year 1 Final Report Submitted by District   | N/A  | Submitted by June 30, 2014    |



|                |   |                                   |               |
|----------------|---|-----------------------------------|---------------|
| <b>2013-14</b> | Year 2 Final Report<br>Status Update Call | April Marsh,<br>Project Assistant | July 14, 2014 |
|----------------|---|-----------------------------------|---------------|

**Section VI - STLE Grant Profile**

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

| <b>General Grant Information</b> |                       |                             |                                 |
|----------------------------------|-----------------------|-----------------------------|---------------------------------|
| <b>STLE #</b>                    | <b>Funding Amount</b> | <b>Implementation Dates</b> | <b>Individual or Consortium</b> |
| 5545-13-0030                     | \$223,125             | 10/31/2012 –<br>6/30/2014   | Individual                      |

| <b>Key Program Design Elements</b>  |
|---|
| 1. <b>Preparation</b> – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>The district contracted with Niagara University to provide opportunities for teacher education and for students to gain experience within Science, Technology, Engineering, and Mathematics (STEM). The district also engaged with Advancement Via Individual Determination (AVID) to receive training to teach college readiness at the elementary level.</i> |
| 2. <b>Recruitment and Placement</b> – Activities to attract educators to the district and the schools that need them: <i>Established a formal relationship with Niagara University and its preservice teacher program for the purpose of securing high-quality AVID tutors at the secondary level.</i>  |
| 3. <b>Induction and Mentoring</b> – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>Purchase of the Teachscape System and administrator and master teacher training to assist in coaching, evaluating, and mentoring teachers to improve teaching skills.</i>   |
| 4. <b>Evaluation</b> – The new APPR system based on Education Law §3012-c.: <i>The district has used the grant to purchase the Teachscape System and provide Teachscape training to evaluate and score teachers on Annual Professional Performance Review (APPR).</i>   |
| 5. <b>Professional Development/Growth-</b> Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>All faculty received differentiated training based on their specific grade levels and/or their expertise with AVID.</i>   |
| 6. <b>Performance Management</b> – Use of evaluation data in development and employment decisions: <i>This component was not addressed by the STLE grant funded activities.</i>   |
| 7. <b>Career Ladder</b> – Opportunities for advancement for educators identified as highly effective or effective: <i>The District established the positions of Building Leader and a .5 STEM Coach, who receive stipends for the completion of additional responsibilities.</i>  |

| <b>Program Goals<br/>(Taken from year 1 Final Report)</b>   | <b>Targets<br/>(Taken from year 1 Final Report)</b>  | <b>Outcomes<br/>(Taken from year 2 Final Report)</b>   |
|---|--|--|
| Goal I: To move from a current state of 12% of our teachers who receive research-based professional | 33 elementary level teachers and administrators will receive professional development in AVID teaching skills during | All of the AVID trainings focused on similar skills at grade appropriate levels that are known to increase college |

|  |  |  |
|--|--|--|
| <p>development from the nationally recognized Advancement Via Individual Determination (AVID) Organization, to an end state of 50% by June 2014.</p>   | <p>the AVID Summer Institute.</p> <p>The elementary school principal will also receive training specific to her title as AVID Elementary District Lead</p>   | <p>and career readiness for students such as: Cornell notes, note taking skills, organization, time management, and understanding the various levels of inquiry involved in feedback. The trainings helped to advance the districts teachers' understandings of the importance of these foundational skills and concepts and demonstrated various strategies in support of developing the skills with children.</p> <p>More than 50% of teachers have received training (73 teachers out of 135)</p> |
| <p>Goal II: To move from a current state of 29% of our high-needs students who are deemed "college and career ready" by virtue of the Regents Criteria, to an end state of 50% by June 2014.</p> | <p>Establish a formal relationship with Niagara University and its pre-service teacher program for the purpose of securing high-quality AVID Tutors at the secondary level.</p> <p>Purchase of the Teachscape System and administrator and master teacher training to assist in coaching, evaluating, and mentoring teachers to improve teaching skills, and therefore student achievement.</p> <p>Hire and train (through Niagara University's Math, Science, and Technology (MST) program and Science, Technology, Engineering, Mathematics (STEM) curriculum training) a STEM Coach to build a stronger STEM program/curriculum k-12 and increase student performance in STEM related courses and on assessments.</p> | <p>The district established a formal partnership agreement with Niagara University to secure high-quality AVID tutors at the secondary level.</p> <p>The district purchased and used Teachscape for Annual Professional Performance Review (APPR) the last two years to assist in coaching, evaluating and mentoring teachers to improve teaching skills and therefore, student achievement.</p> <p>The district hired and trained a STEM coach.</p>   |

|   |   |  |
|---|---|--|
|   | <p>Identify and train (at Niagara University's STEM summer camps) STEM master teachers.</p> <p>Compensation for building leaders who meet the Specific, Measurable, Achievable, Relevant and Time-based (SMART) goals they have developed that show a commitment to improved student achievement.</p>   |  |
| <p>Goal III: To move from a current state of 0% of our STEM teachers deemed to be Master Teachers by virtue of rigorous, high quality professional development to an end state of 40% by June 2014.</p> | <p>Compensation for highly effective and effective teachers in STEM areas who attain various degrees of expertise beyond the required master's degree and professional development hours and who have been identified as master teachers.</p> <p>Identification and training of STEM master teachers through turn-key professional development provided by the STEM Coach (MST program and STEM Conferences) and through participation in Niagara University STEM summer camps.</p> | <p>The district indicated that they did not have any teachers interested to pursue this opportunity.</p> <p>Since there were no teachers interested in pursuing the district was unable to have any turnkey trainings.</p> |

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Total Grant Award</b> | <b>Year 1 Allocation</b> | <b>Year 2 Allocation</b> |
| \$223,125                | \$66,787                 | \$156,295                |

| Budget Code | Description of Funded Activities/Strategies/Initiatives ( <i>This information is available from STLE interim and final reports</i> ) | # In Position/<br># Served/ # Purchased | Year 1 Interim Report – School Reported (10/31/12 – 3/1/13) | Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13) | Year 2 Interim Report – School Reported (7/1/13 – 12/31/13) | Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14) |
|-------------|--|---|---|---|---|---|
| 15          | Coach/Leader   | 3                                       | -   | \$10,542  | -   | \$40,125  |
| 15          | Grant Manager – Summer   | 1                                       | -   | -   | \$11,900  | -   |
| 15          | .5FTE STEM Coach   | 1                                       | -   | -   | \$8,194   | -   |
| 40          | AVID Elementary Membership   | 1 - district                            | -   | -   | \$2,260   | -   |
| 40          | AVID Elementary District Leadership  | 8                                       | -   | -   | \$9,000   | \$11,469  |
| 45          | Purchase of Apple Computer, School   | 1                                       | -   | \$4,790   | -   | \$44,912  |

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

|    |  |     |                 |                 |                 |                  |
|----|--|-----|-----------------|-----------------|-----------------|------------------|
|    | Specialties, Schoolwide, Science Lab, Dell Computer, Steps to Literacy, Barnes & Noble, Printing |     |                 |                 |                 |                  |
| 46 | AVID Conference Registration, Philadelphia, PA   | 21  | -               | \$13,654        | -               | -                |
| 46 | Circuit Stompers Nat'l Competition   | 20  | -               | -               | -               | \$16,772         |
| 46 | AVID Summer Institute – National Conference  | 10  | -               | -               | \$9,593         | -                |
| 49 | Purchase of Teachscape through Erie 1 BOCES  | N/S | \$25,000        | \$20,185        | -               | \$15,000         |
| 80 | Teacher Retirement System  | 2   | -               | \$1,248         | -               | \$9,793          |
| 80 | Social Security  | 2   | -               | \$806           | -               | \$4,604          |
| 80 | Health Insurance   | 2   | -               | \$10,875        | -               | \$17,365         |
| 80 | General Fringe for Grant Manager and .5 STEM Coach   | 2   | -               | -               | \$1,536         | -                |
|    | <b>Total Actual Expenditures</b>   |     | <b>\$25,000</b> | <b>\$62,100</b> | <b>\$42,483</b> | <b>\$160,040</b> |

**Section VII – STLE Grant Analysis**

**Source:** STLE file compiled by the New York State Education Department

*Guiding questions to direct the review:*

*I. Does the school district have a comprehensive systems approach to the recruitment, development, support, retention and equitable distribution of effective teachers and school leaders?*

*II. Is the grant impacting high need students and shortage subject areas?*

**Preparation**

| <b>Preparation</b>   |  |
|--|--|
| <b>Standard</b>  | The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications. |
| <p><b>Summary:</b> The district contracted with Niagara University to provide opportunities for teacher education and for students to gain experience within STEM. The district also engaged with AVID to receive training to teach college readiness at the elementary level. In addition to meeting this standard the district has also achieved its Goal I: to move from a current state of 12% of our teachers who receive research based professional development from the nationally recognized AVID organization, to an end state of 50% by June 2014 and Goal II: to move from a current state of 29% of our high needs students who are deemed "college and career" ready by virtue of the Regents criteria to an end state of 50% by June 2014.</p> <p>Two summer STEM Camps were held at Niagara University. Thirty five middle school students attended the summer camps on the campus of Niagara University. The camps were instructed by</p> |  |

students in Niagara University's graduate education program. AVID Elementary Summer Institute (2013) was held in Philadelphia. Twenty seven teachers and one building leader attended the AVID Summer Institute, where the training focused on building college and career readiness from the elementary grades up through secondary school. AVID Leadership training was also provided to administration.

| Short Description   | Code | Type | Purpose                     | Provider   | Budget Code | # Served     | Total Amount |
|---|------|------|-----------------------------|------------|-------------|--------------|--------------|
| AVID Training – AVID Elementary Summer Institute              |      |      | HN, STEM, D Strategy, Grant | FP-Partner | 46          | 27           | \$16,773     |
| AVID Elementary annual membership<br>AVID Leadership training |      |      | HN, STEM, D Strategy, Grant | FP-Partner | 40          | 150 Teachers | \$11,469     |

**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:

- Partnerships were established between the School District and Niagara University and AVID.

Evidence from Year 2 Interim Report:

- The district established a formal relationship with Niagara University and its pre-service teacher program for the purpose of securing high-quality AVID tutors at the secondary level.
- 35 middle school students attended the summer camps on the campus of Niagara University. The camps were instructed by students in Niagara University's graduate education program.
- 27 teachers and one building leader attended the AVID Summer Institute in Philadelphia (July, 2013). The training focused on building college and career readiness from the elementary grades up through secondary school.

Evidence from Year 2 Final Report:

- The district is looking for further implementation of AVID in their Elementary School including plans for future professional development beyond the grant fiscal period.
- The district sent 27 teachers to a three day summer training with AVID. The training focused on building capacity to teach college readiness skills at elementary level and all elementary grade levels were represented at conference.
- Newfane CSD is paying for an annual AVID elementary membership; the annual fee provided the district's elementary teachers and students' access to all AVID trainings and materials.
- An elementary principal attended two AVID leadership conferences.

Evidence from site visit:

- The district has created an impressive partnership with Niagara University. Through this partnership, a STEM summer camp was created for district students that provided opportunities for hands-on learning, as well as exposure to more than 40 STEM related career fields.
- Both administrators and teachers reported on the quality learning experiences the summer STEM camp was able to provide students.

***Recruitment and Placement***

| <b>Recruitment and Placement</b>   |   |
|--|---|
| <b>Standard</b>  | The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools have effective or highly effective educators. |
| <b>Summary:</b> The district established a formal relationship with Niagara University and its pre service teacher program for the purpose of securing high-quality AVID tutors at the secondary level. In addition to meeting this standard the district has also achieved its Goal II: to move from a current state of 29% of our high needs students who are deemed "college and career" ready by virtue of the Regents criteria to an end state of 50% by June 2014. |   |

| Short Description | Code | Type | Purpose | Compensation | Budget Code | # Recruit/ Transfer | 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:

- In December, 2012 the district looked to coordinate and communicate with Niagara University for pre-service AVID tutors.

Evidence from Year 2 Interim Report:

- The district established a formal relationship with Niagara University and its pre service teacher program for the purpose of securing high-quality AVID tutors at the secondary level.
- Niagara University is relatively close by (a 40 minute drive) and the district stated that they are seeking to hire graduate students in their teacher education program as AVID tutors.

***Induction and Mentoring***

| <b>Induction and Mentoring</b>  |  |
|---|--|
| <b>Standard</b>   | The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes. |
| <b>Summary:</b> The district used grant funds to purchase and provide building leader training on the |  |

Teachscape System for improved teacher evaluation and coaching. In addition to meeting this standard the district has also achieved its Goal II: to move from a current state of 29% of our high needs students who are deemed "college and career" ready by virtue of the Regents criteria to an end state of 50% by June 2014.

The district has deployed the Danielson Framework For Teaching (FFT) which is part of the Teachscape System. Using this system has provided the opportunity to share resources with newer teachers. The district has also established a formal relationship with Niagara University and its pre-service teacher program. The district hired and trained (through Niagara University's Math, Science and Technology (MST) program and STEM curriculum training) a STEM coach to build a stronger STEM program/curriculum for K-12 and increase student performance in STEM related courses and on assessments.

| Short Description       | Code     | Type   | Purpose | Provider | Budget Code | # Served            | Total Amount |
|-------------------------|----------|--------|---------|----------|-------------|---------------------|--------------|
| Hiring of .5 STEM Coach | T-Mentor | Formal | Coach   | District | 15          | Elementary teachers | \$40,125     |

**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 established a formal relationship with Niagara University and its pre-service teacher program.

Evidence from Year 2 Interim Report:

- The district deployed the Danielson Framework For Teaching (FFT) which is part of the Teachscape System. Using this system has given the district an opportunity to share resources with newer teachers.
- The purchase of the Teachscape System and administrator and master teacher training to assist in coaching, evaluating, and mentoring teachers to improve teaching skills, and therefore, have an impact on student achievement.
- The STEM coach has worked with teachers to create standards aligned with engaging lessons.

Evidence from Year 2 Final Report/ Final Status Call:

- Eight administrators received two trainings on the system in late August.
- The district has used Teachscape for APPR the last two years.
- The STEM coach focus was on two grade levels (Grade 3 & 4) working with ten teachers, and approximately two special education teachers who push into Grade 3 & 4.

**Evaluation**

| Evaluation      |   |
|-----------------|---|
| <b>Standard</b> | 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 |
| <p><b>Summary:</b> The district purchased a Teachscape System and held trainings on Teachscape in order to evaluate and score teachers on APPR. The Teachscape System is based on Danielson's model which is used for the district's APPR plan.</p> <p>In addition to meeting this standard the district has also achieved its Goal II: to move from a current state of 29% of our high needs students who are deemed "college and career" ready by virtue of the Regents criteria to an end state of 50% by June 2014.</p> |   |

| Short Description   | Code           | Type         | Purpose           | Provider | Budget Code | # Served     | Total Amount |
|---|----------------|--------------|-------------------|----------|-------------|--------------|--------------|
| Teachscape Evaluation system purchase and training  | T-Eval         | PD, Resource | APPR-other, Coach | FP-DS    | 49          | 150 teachers | \$15,000     |
| Purchase iPads for building leaders and master teachers/peer coaches to use with the Teachscape System. | T-Eval, P-Eval | Resource     | APPR-other        | FP-DS    | 45          | 10           | \$4790       |

**Supporting Evidence:**

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

Evidence from Year 1 Final Report:

- In December 2012 the district purchased Teachscape System and coordinated initial training for administrators.

Evidence from Year 2 Interim Report:

- In January 2013 the district purchased iPads for building leaders and staff to use, especially for Teachscape.
- In June 2013 Teachscape training occurred for building leaders.

Evidence from Year 2 Final Report/ Final Status Call:

- Administrators received two trainings on the system in late August.
- The response from administrators was not favorable, the program was perceived to be too challenging to use.
- Teachscape is still being used. The Danielson Rubric and some of the videos have been useful for calibration.

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

| Ongoing Professional Development/Professional Growth |   |
|--|---|
| <b>Standard</b>                                      | The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. |



|   |   |
|---|---|
|   | Teachers and principals have opportunities to engage in professional development. |
| <p><b>Summary:</b> The district has supported its teachers and leaders with the AVID Summer Institute which trains teachers in appropriate strands. In doing so, all faculty receive differentiated training based on their specific grade levels and/or their expertise with AVID. Additionally in meeting this standard the district has also achieved its Goal I: to move from a current state of 12% of our teachers who receive research based professional development from the nationally recognized AVID organization, to an end state of 50% by June 2014.</p> <p>Two teachers were also able to attend the National STEM Conference to learn about STEM &amp; AVID in classrooms (<i>funds were used from a different grant</i>).</p> |   |

| Short Description  | Code          | Type  | Purpose                     | Provider    | Budget Code | # Served            | Frequency                        | Total Amount |
|--|---------------|-------|-----------------------------|-------------|-------------|---------------------|----------------------------------|--------------|
| AVID Training – AVID Elementary Summer Institute                                       | T-PD External | Group | HN, STEM, D Strategy, Grant | FP- Partner | 46          | 27                  | 3 days                           | \$16,773     |
| AVID Elementary annual membership<br>AVID Leadership training                          | T-PD External | Group | HN, STEM, D Strategy, Grant | FP- Partner | 40          | 150 teachers        | Principal attended 2 conferences | \$11,469     |
| STEM Supplies<br>Microscopes<br>Graphing calculators<br>Computer workstations<br>Books | Material      |       | Grant                       | FP-DS       | 45          | Elementary teachers |                                  | \$44,778     |

**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:

- Stipends are available for teachers that are trained in STEM or AVID strategies to share with faculty and staff.
- In July 2013 elementary teachers and principal attended the AVID Summer Institute in Philadelphia.
- In October 2013 the elementary principal attended the first of two required AVID conferences in Dallas, Texas.
- In December 2013 an elementary teacher and STEM coach attended national STEM conference.
- The STEM coach registered for MST course at Niagara University.
- It has been planned for that in February 2014 the STEM coach and an elementary teacher will attend conference to review K-12 STEM curriculum.

Evidence from Year 2 Final Report:

- The AVID Training – AVID Elementary Summer Institute – occurred with 27 teachers attending three day summer training.
- The training focused on building capacity to teach college readiness skills at elementary level and that all elementary grade levels were represented at the conference.
- The Teachscape Evaluation system was purchased and training occurred.

- The administrators received two trainings on the system in late August.
- More than 50% of their teaching staff received training (73 teachers out of 135).

***Performance Management***

| <b>Performance Management</b>  |   |
|--|---|
| <b>Standard</b>  | The district is systemically using evaluation data in development and employment decisions. |
| <b>Summary:</b> This component was not addressed buy 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***

| <b>Career Ladder for Teachers and Principals</b>  |  |
|---|--|
| <b>Standard</b>   | Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions. |
| <b>Summary:</b> The district effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. The district employed a grant manger during the grant time period and hired a .5 FTE STEM Coach.   |  |
| In addition to meeting this standard the district has also achieved its STLE Goal II- To move from a current state of 29% of our high needs students who are deemed "college and career" ready by virtue of the Regents criteria to an end state of 50% by June 2014. |  |

| Short Description | Code | Type   | Purpose     | Budget Code | Compensation | # On Ladder | Total Amount |
|-------------------|------|--------|-------------|-------------|--------------|-------------|--------------|
| .5 FTE STEM Coach | T-FT | STLE 1 | STEM, Coach | 15          | Stipend      | 1           | \$29,605     |

**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 will hire and train .5 FTE STEM Coach
- The purpose of hiring the STEM coach is to build a stronger STEM program/curriculum for K-12 and increase student performance in STEM related courses and on assessments.

Evidence from Year 2 Final Report:

- The district hired the most qualified internal candidate.

- The STEM coach was a huge boost to all of the faculty and programming. The STEM coach collaborated with the “Dream It, Do It” organization and coordinated numerous field trips and guest speakers with area STEM employers and colleges.
- The STEM coach infuses STEM into K-12 curriculum.
- The STEM coach models STEM instructional strategies - especially in elementary Common Core EngageNY modules.
- The STEM coach provided technology training for all faculty.

**Other**

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

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

**Issues of Equity**

| Issues of Equity  |   |
|---|---|
| <b>Standard</b>   | The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education or in schools identified as at-risk. |
| <b>Summary:</b> This component was not addressed by the STLE grant funded activities. |   |

**Sustainability**

| Sustainability  |   |
|---|---|
| <b>Standard</b>   | The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant. |
| <b>Summary:</b> The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The districts states that this summer, they will plan to use Title II funds and funds from a different grant to sustain their momentum with AVID Elementary. |   |

| Short Description  | Code    | Type |
|--|---------|------|
| The district will use Title II funds and funds from a different grant to sustain our momentum with AVID Elementary | 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 Year 2 Final Report:

- The district indicated that this summer (2014), another team of teachers are attending training and will bring back a host of new ideas to continue their implementation beyond the STLE grant period. This summer, the district will plan to use Title II funds and funds from a different grant to sustain their momentum with AVID Elementary. After next year, the district states that they should be in a good position to have internal capacity to continue to the college readiness system without the need for much funding at all.

## **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*

- Director of Curriculum, Instruction, Assessment, and Technology
- Building Principals
- Niagara University STEM program
- Career Ladder Participants

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

- Newfane Grant Abstract
- Newfane Year 1 Interim Report
- Newfane Year 2 Interim Report
- Newfane Year 2 Final Report
- Newfane Site Visit Debrief Letter
- Newfane Year 2 Final Status Call