



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

North Rose-Wolcott Central School District

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District Contact Information

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Section I – District Description

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

Most current information as of: June 18, 2014

District Location	
Region	BOCES
Genesee Finger Lakes	Ontario-Seneca-Yates-Cayuga-Wayne BOCES

District Designations (i.e. DTSDE School, TIF Recipient, etc.)
Good Standing

Student Demographics					
Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient	Students with Disabilities	Economically Disadvantaged
1306	608	137	18	166	780

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	1	7	0	89	2

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
94	8

Teacher Qualifications				
# Teachers	Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years' Experience	Turnover Rate all Teachers
121	0	1	27	11

Need Status
High Need/Resource Rural District

Section II – Academic Performance

Source: All academic performance data comes from the North Rose-Wolcott 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)	48	54	n<5	31
3(2012-13)	25	0	n<5	16
4(2011-12)	56	9	n<5	37
4(2012-13)	23	0	n<5	12
5(2011-12)	51	0	n<5	46
5(2012-13)	18	0	n<5	5
6(2011-12)	49	0	None tested	41
6(2012-13)	16	0	n<5	15
7(2011-12)	39	6	n<5	31
7(2012-13)	24	0	None tested	21
8(2011-12)	40	10	n<5	27
8(2012-13)	25	0	n<5	12
District Wide (2011-12)	47	33	Cannot Be Calculated*	36
District Wide (2012-13)	2	0	n<5	14

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	54	0	n<5	37
3(2012-13)	37	0	n<5	27
4(2011-12)	68	9	n<5	57
4(2012-13)	31	0	n<5	16
5(2011-12)	63	13	n<5	57
5(2012-13)	18	0	n<5	10
6(2011-12)	63	11	None tested	58
6(2012-13)	32	0	n<5	21
7(2011-12)	55	17	n<5	45
7(2012-13)	14	0	None tested	10
8(2011-12)	38	10	n<5	25

8(2012-13)	11	0	n<5	3
District Wide (2011-12)	56	11	Cannot Be Calculated*	47
District Wide (2012-13)	23	0	n<5	14

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	88	36	n<5	84
4(2012-13)	86	54	n<5	79
8(2011-12)	69	21	n<5	53
8(2012-13)	77	27	n<5	68
District Wide (2011-12)	77	27	n<5	68
District Wide (2012-13)	81	40	n<5	73

*Although the district as a whole had more than five tested students in these sub-categories, there were no more than four tested students per grade; therefore, the total could not be calculated.

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	85	23	30	0
Integrated Algebra	77	2	63	0
Geometry	90	21	None tested	None tested
Algebra 2/ Trigonometry	58	11	n<5	n<5
Global History and Geography	67	25	64	0
U.S. History and Government	84	29	60	0
Living Environment	72	17	54	0
Physical Setting/ Earth Science	59	19	0	0
Physical Setting/ Chemistry	54	4	n<5	n<5
Physical Setting/ Physics	70	20	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	78	29	83	31
SWD	15	0	32	0
ELL	None tested	None tested	None tested	None tested
ED	74	24	86	16

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	78	9	85	10
SWD	15	0	32	5
ELL	None tested	None tested	None tested	None tested

ED	74	10	88	4
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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	3	1	-	-	-	-
	7	2	-	-	-	-
	8	1	-	-	-	-
Mathematics	3	1	-	-	-	-
	7	2	-	-	-	-
	8	1	-	-	-	-
Science	8	1	-	-	-	-

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

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	-	-	-	-	
Second Grade						
All Students	1	-	-	-	-	
General Education	1	-	-	-	-	
Third Grade						
All Students	1	-	-	-	-	
General Education	1	-	-	-	-	
Fourth Grade						
All Students	2	-	-	-	-	
General Education	2	-	-	-	-	
Fifth Grade						
All Students	1	-	-	-	-	
General Education	1	-	-	-	-	

Sixth Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
Eighth Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
Ninth Grade					
All Students	2	-	-	-	-
General Education	2	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	116	79	138	84
Students With Disabilities	13	n<30	16	n<30
Limited English Proficient	0	n<30	1	n<30
Economically Disadvantaged	50	78	43	84

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 – White • Elementary/Middle-Level ELA – Students With Disabilities • Elementary/Middle-Level ELA – Economically Disadvantaged • Elementary/Middle-Level Math – Students With Disabilities • Elementary/Middle-Level Science – White • Secondary- Level ELA – All Students • Secondary- Level ELA – White • Secondary-Level Math – All Students • Secondary-Level Math – 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 – White • Elementary/Middle-Level ELA – Students With Disabilities • 4-Year Graduation-Rate – All Students

Section III – District Schools Profile

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

Most current information as of: April 4, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
North Rose-Wolcott Central School District	John Walker	2010-14	Original	1,306	1,238	4 P, 2 AP	4 P, 2 AP	118	118

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)
North Rose-Wolcott Elementary School	Jennifer Hayden	2009-14	Original	K-4	480	489	1 P .5 AP	1P 1AP	48	49
North Rose-Wolcott Middle School	Michele Sullivan	2007-13	Original	5-8	382	-	1 P .5 AP	-	37	-
	Mark Mathews	2013-14	New		-	356	-	1 P 2.5 interns	-	-
North Rose-Wolcott High School	Paul Benz	2011-14	Original	9-12	444	393	N/S	N/S	75	63

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/north-rose-wolcott-appr-plan.pdf
Most current version as of: February 14, 2013

Performance Evaluation Rubrics	
Teacher	Principal
Danielson’s <i>Framework for Teaching</i> (2011 Revised Edition)	The Reeves Leadership Performance Matrix

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	58	35	68	95
Effective	38	50	32	4
Developing	3	11	0	1
Ineffective	1	4	0	0

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

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

Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Carrie Smith, Project Coordinator	May 22, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator	August 12, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	December 5, 2013
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	March 6, 2014

2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Project Assistant	September 5, 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
5545-13-0031	\$174,000	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. Preparation – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles. <i>The district established a mentorship program for principals with University of Rochester - Warner School.</i>
2. Recruitment and Placement – <i>Provided internships to 2 district employees and for one neighboring district employee.</i>
3. Induction and Mentoring – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes. <i>All first and second year teachers received monthly mentoring in professional development as well as ongoing individual mentoring from an assigned district intern.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c. <i>The district has actively worked to ensure that Annual Professional Performance Review (APPR) is effectively implemented within the district. This has been done through constant recalibration for APPR through 1/2 day sessions, focusing on skills being evidence based, and ensuring all professional teaching staff as well as support staff are being evaluated using the Danielson Rubric.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>4 Principals and 1 District level administrator received monthly 1:1 mentoring services from the University of Rochester.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>Staff rated less than effective on the APPR received peer mentoring as well additional walk throughs, evidence review sessions, and were paired with colleagues for peer observation.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective. <i>The District established the positions of internships to 2 district employees and for one neighboring district employee. The district has structured an Administrative Intern Project and Curriculum Council Lead Teachers allowing for more turnaround of pertinent information to constituents.</i>

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 increase retention of effective teachers and administrators.</p>	<p>The district will provide district and school leader development, coaching, and training to four district leaders by June 30, 2014. The district will provide Leader Development for two teacher interns by June 30, 2014 All teachers rated highly effective by the APPR process in 2012-13 and 2013-14 will return to work in the district the following year.</p>	<p>80% of district Administrators responsible for Instruction and student supervision are still employed at North Rose-Wolcott Central School District (NRWCSD) - 2 administrators retired and their positions have been filled.</p> <p>95% of the certified teaching staff remains employed at NRWCSD.</p> <p>1 teacher transferred from the classroom to a district level administrative position.</p> <p>7 teachers resigned.</p>
<p>Goal II: To improve ratings on key practice components of the NRW CSD's teacher rubric, "Teachscape: The Framework for Teaching"</p>	<p>Teachers will write measurable student learning objectives that demonstrate growth.</p> <p>Teachers will write common core-aligned curriculum.</p> <p>Teachers will write non-regents-based curriculum aligned to the CCLS Literary Standards.</p>	<p>100% of NYS teachers required by NYS ED have submitted Student Learning Objectives (SLOs) for the 12-13 and 13-14 school years.</p> <p>10 randomly selected SLO plans from the 13-14 school year were submitted to NYSED for evidence.</p> <p>Cumulative overview of teacher growth data will be prepared.</p>
<p>Goal III: NRW CSD will improve student academic achievement through the development of all leaders and teachers by June 30, 2014.</p>	<p>Increase student growth/value-added measures as applied to state assessments in 4-8 ELA and Math by 5% from a baseline in June 2013 to June 2014. Increase credits earned/accumulated by 9th and 10th graders by 5% by June 2014 from a baseline of June 2013 (to track progress toward graduation)</p>	<p>NYS assessment results Written statement from HS principal: In relation to increased credits earned by 9th and 10th graders goal of 5% was not reached by June of 2013. However upon reviewing the data through August 2014 the district is in range of achieving this goal. Upon release from NYS ED June 2014</p>
<p>Goal IV: NRW CSD will achieve a funding sustainability plan for the continuation of the STLE</p>	<p>The STLE Sustainability Plan will include budgeting for internships, coaching, mentoring,</p>	<p>SDC roster email confirming funding for internship between grant coordinator and</p>

North Rose-Wolcott Central School District STLE 1 Summary Report (2012-2014)

program by January 2014.	professional development, and career ladder for the 2014-15 and 2015-16 school years.	superintendent submitted as evidence. Draft budget for Title 1 funds showing coach's salaries was submitted as evidence BOE agendas sighting employment proposals for new AP's was submitted as evidence.
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Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$174,000	\$52,733	\$121,267

Budget Code	Description of Funded Activities/Strategies/Initiatives <i>(This information is available from STLE interim and final reports)</i>	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported <i>(10/31/12 – 3/1/13)</i>	Year 1 Final – Actual Exp. Per FS-10 F <i>(10/31/12 – 6/30/13)</i>	Year 2 Interim Report – School Reported <i>(7/1/13 – 12/31/13)</i>	Year 2 Final – Actual Exp. Per FS-10 F <i>(7/1/13 – 6/30/14)</i>
15	CSDC Teacher Leader/Mentor - Teacher Improvement Coaching	4	-	\$15,000	\$6,000	\$81,241
15	Administrative Intern - Intern assistant to the Curriculum Director and intern assistant principal elementary level.	3	-	\$20,120	\$40,607	\$9,433
40	University of Rochester – PD for Administrative Coach - Coaching for Principals Michele Sullivan, Jennifer Hayden, Mark Mathews and Paul Benz continues as they work with coach, Fred Wille.	4	\$3,600	\$2,700	\$3,700	\$9,319
45	Lumb K, Heinemann, Data Works Educational Research	-	-	-	-	\$1,802
46	Travel Expenses	-	-	-	-	\$1,586
49	Combination of services provided by Wayne-Finger Lakes BOCES; specifically Leadership Academy	Multiple across the district	\$7,504	\$8,152	\$24,156	-
80	Employee Retirement System	4	-	\$4,158	-	\$12,821
80	Social Security	4	-	\$2,599	-	\$5,065
	Total Actual Expenditures		\$11,104	\$52,729	\$74,463	\$121,267

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.
Summary: The district has met this standard by establishing a formal mentors program for principals with University of Rochester - Warner School. This activity assisted the district in attaining its Goal I: to increase retention of effective teachers and administrators. The following activities were planned for preparation continuum: Network Team training; Quality and School Improvement Facilitation; Data Workshop for Administrators (Laura Lipton); Leadership Academy (Hobart/William Smith Colleges); and Administrative Coaching (University of Rochester).	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Administrative Coach from University of Rochester assist principals			Coach	IHE-Partner	40	4	\$5,600

Supporting Evidence:

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

Evidence from Site Visit:

- The notes indicate a discussion with a Principal about University of Rochester (Warner School) on the principal mentoring. The Principal stated that “the mentorship for principals with Warner School is going well, and they are meeting once a month, but the mentor is available all the time assisting principal with transitions.”
- The notes indicate a discussion with a Superintendent about University of Rochester (Warner School) on the principal mentoring. The Superintendent states “the mentorship has had a positive impact and has provided a level of comfort. Principals are learning to be visionary leaders and institutional strength being connected to University of Rochester.”

Evidence from Year 1 Final Report:

- The following activities were planned for preparation continuum: Network Team training; Quality and School Improvement Facilitation; Data Workshop for

Administrators (Laura Lipton); Leadership Academy (Hobart/William Smith Colleges); and Administrative Coaching (University of Rochester).

Evidence from Year 2 Interim Report:

- The preparation was done in Math: Developing Algebraic Concepts and Skills in Light of Common Core Standards. English Language Arts (ELA) and Math: Unpacking NYS Math and ELA Modules. Unpacking NYS Math and ELA Resources.
- A Superintendent's Workshop Day with Wayne Finger Lakes (WFL) BOCES and three other districts was held. The focus of the workshop centered on Teacher Improvement Coaching; Everyday Math Consortium; Charlotte Danielson Component Workshop.

Evidence from Year 2 Final Report:

- 11 Administrators attended a 3 day workshop provided by our regional WFL BOCES focused on improving instruction, aligning goals with the new Common Core Learning Standards (CCLS) and Annual Professional Performance Review (APPR) process.
- The district makes the statement “We have developed successful partnerships with the University of Rochester and Hobart College.”
- North Rose Wolcott sent 3 administrators and 3 teachers to the Network Team Institutes (NTI) allowing for further preparation of teachers and leaders to implement district curriculum, deepening their understanding of the ELA and Math instructional shifts called for by the common core.
- North Rose Wolcott from Network Team Institute (NTI) was also able to identify concrete examples of common core-aligned evidence in curriculum and instruction and was able to gain leverage tools and guidance around change management and strategic planning for successful implementation of the common core learning standards.
- The district reports that NTI also allowed them to receive guidance to assist with decision-making around pacing and prioritizing of curriculum and also helped with deepening understanding of the new common core regents in ELA and math, and of the 5 performance levels.

Recruitment and Placement

Recruitment and Placement	
Standard	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools have effective or highly effective educators.
<p>Summary: Provided internships to 2 district employees and for one neighboring district employee. The district has structured an Administrative Intern Project and Curriculum Council Lead Teachers allowing for more turnaround of pertinent information to constituents. This activity assisted the district in attaining its Goal I: to increase retention of effective teachers and administrators.</p> <p>The Administration Intern began her internship on January 28, 2013. The intern has provided work on: student discipline K-4; Facilitating Vertical Grade Level Meetings; Leading project to inform/educate parents about CCLS; scheduling/accommodations/ coordination of NYS tests; collaborating with elementary principal to complete building budget and schedule; Teachscape training/classroom observations K-12; co-facilitator of K-12 Curriculum Mapping; instruction</p>	

mentor of: co-teaching, use of formative assessments, management of paraprofessionals; facilitate meetings with parents and staff members; intern is a member of District Data Team, Special Education Leadership Team, and Curriculum and Staff Development Council. 4 additional members were appointed this year on Curriculum and Staff Development Council (CSDC) allowing for more turnaround of pertinent information to constituent groups.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
Provided internships to 2 district employees and for one neighboring district employee	New Role		APPR, CC-Math, CC-ELA, CC-Other, DDI, Coach, Assess, Parent	Stipend	15	3	52,166

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 Administration Intern began her internship on January 28, 2013. The intern has provided work on: student discipline K-4; Facilitating Vertical Grade Level Meetings; Leading project to inform/educate parents about CCLS; scheduling/accommodations/ coordination of NYS tests; collaborating with elementary principal to complete building budget and schedule; Teachscape training/classroom observations K-12; co-facilitator of K-12 Curriculum Mapping; instruction mentor of: co-teaching, use of formative assessments, management of paraprofessionals; facilitate meetings with parents and staff members; intern is a member of District Data Team, Special Education Leadership Team, and Curriculum and Staff Development Council.

Evidence from Year 2 Interim Report:

- 4 additional members were appointed this year on Curriculum and Staff Development Council (CSDC) allowing for more turnaround of pertinent information to constituent groups.

Evidence from Year 2 Final Report:

- 4 Content specific lead teachers were added to the district’s Curriculum and Staff Development Council- responsibilities include disseminating information shared at the monthly meetings with constituents. Additionally the CSDC reviews and approves all new curriculums K-12.
- This year the CSDC participated in the search and hiring process of the New Director of Curriculum for the district.
- Intern 1 continued her internship role as staff developer, new teacher mentor and in the second semester of 13-14 acted as the middle school assistant principal.
- Intern 2 was elementary summer school principal and in semester 1 of 13-14 acted as middle school assistant principal.

- Intern 3 was the elementary summer school assistant principal.

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 all first and second year teachers received monthly mentoring in professional development as well as ongoing individual mentoring. These activities assisted in meeting this standard and also helping the district in achieving its Goal III: NRW CSD will improve student academic achievement through the development of all leaders and teachers by June 30, 2014.	
The district also supported 4 Principals and 1 District level administrator with mentoring services from the University of Rochester.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
All first and second year teachers receive monthly mentoring in professional development as well as ongoing individual mentoring from assigned district intern	T-Mentor	Individual and Group	Coach	District	N/A	20	N/A
4 Principals and 1 District level admin receive monthly mentoring services from the University of Rochester	P-Mentor	Group	Coach	IHE-Partner	40	5	\$5600
Increased membership to Curriculum Council Lead Teacher group by 4, Utilizing teacher leaders as peer mentors for APPR and curriculum development	T-Mentor	Individual and Group	Coach	District	15	4	\$6000

Supporting Evidence:

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

Evidence from Site Visit:

- A Principal spoke about the Administrative Intern Project and the Administrative Coaching and leadership academy at Hobart William Smith, this Principal noted “meeting with mentor once a month is going well and having a mentor is helping to transition with staff. It is beneficial to also develop mentors in the district - both individual and group, based on needs. This also provides a collaborative relationship, having an admin intern has helped to self-improve in order to set a good example.”
- A Superintendent spoke about the Administrative Intern Project “benefit to having an Asst. Principal - discipline rate is down”.
- An Administrative intern spoke about the Administrative Intern Project this intern noted positive experience to have an Asst. Principal on a daily basis and intern has had an opportunity to develop with shared decision making, discipline, scheduling, etc. Intern receives support from the principal.

Evidence from Year 1 Final Report:

- The STLE Sustainability Plan will include budgeting for internships, coaching, mentoring, professional development, and career ladder for the 2014-15 and 2015-16 school years.
- The Building Coach for grades 5-8 was able to achieve: September 2012 - Administered and analyzed benchmark testing for reading and presented information to each grade level team and then to the entire faculty. With teams, set goals for each student. Facilitated creation of flexible groups for ELA and Math and worked with teachers regarding planning and grading. October 2012 - Focus with grade level team on Marzano Vocabulary and selecting words for weekly focus in the building. Helped teachers with SLOs. November 2012 - Worked with teachers on new testing rubrics to evaluate student progress in writing and looking at building-wide and grade level supports for writing. At the monthly faculty meeting, presented behavior data and "T" chart for referrals. December 2012 - Helped teachers with NYS testing guides and planned how to prepare students for the rigor of the new assessments. Helped teachers to create rigorous final interim and final assessments. January 2013 - Helped teachers with mid-year benchmarking regarding student goals and analyzed mid-year data with grade level teams. February 2013 - helped teachers with ongoing effort to create, update, and/or refine grades 5-12 ELA curriculum maps. Preparing teacher to help students with all 2013 NYS testing.

Evidence from Year 2 Interim Report:

- 4 District Principals received monthly mentoring services from the University of Rochester. The principals were actively participating in a book study surrounding the Book Mind Set by Carol Dweck.
- The teachers on Teacher Improvement Plan (TIP) plans have received additional walk through, evidence review sessions, and been paired with colleagues for peer observation.

Evidence from Year 2 Final Report:

- Intern 1 continued her internship role as staff developer, new *teacher mentor* and in the second semester of 13-14 she acted as the middle school assistant principal.
- 20 first and second year teachers received monthly mentoring in professional development as well as ongoing individual mentoring from assigned district intern.
- The former superintendent met with the 4 principals and newly hired Director of Curriculum monthly for 1:1 professional coaching. On 2 occasions the entire group met as a whole to discuss the book study surrounding the book Mindset by Carol S. Dweck.

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 has actively worked to ensure that APPR is effectively implemented within the district. These activities supported the district in attaining its STLE goals with Goal I:	

to increase retention of effective teachers and administrators and Goal II: to improve ratings on key practice components of the NRW CSD's teacher rubric, "Teachscape: The Framework for Teaching".

The district undertook constant recalibration for APPR through 1/2 day sessions, focusing on skills being evidence based, and ensuring all professional teaching staff as well as support staff were being evaluated using the Danielson Rubric.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
All professional teaching staff as well as support staff are being evaluated using the Danielson Rubric.	T-Eval, P-Eval	PD, Resource	APPR	District, BOCES-DS, FP-DS	15	172		\$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 Site Visit:

- The Curriculum Director remarked turnkey Professional Development (PD) is going well and is well received, they are constantly recalibrating for APPR through 1/2 day sessions - group observation and debrief.

Evidence from Year 1 Final Report:

- In April 2013 the plans were for Teachscape Classroom Walkthrough Training for administrators with BOCES for Year 2; ongoing administrator coaching, teacher improvement coaching, and the Leader Development internship.
- In September 2013 the plans were Teachscape training and Classroom Walkthrough Training for Administrators begins.

Evidence from Year 2 Interim Report:

- Less than 1% of the teaching staff was rated ineffective in the 12-13 school year.
- Principals successfully completed 60 hours of training on 2 Domains. All 4 will be trained on the remaining Domains this school year.
- All teachers rated highly effective by the APPR process in 2012-13 and 2013-14 will return to work in the district the following year.
- Teachers will write measurable student learning objectives that demonstrate growth. Teachers will write common core-aligned curriculum. Teachers will write non-regents-based curriculum assessments aligned to the CCLS Literary Standards.
- The teachers on Teacher Improvement Plans (TIP) plans have received additional walk through, evidence review sessions, and been paired with colleagues for peer observation.
- The Building level faculty meetings are PD based, topics have included writing effective assessments, using the NYS Metrics and Expectations rubric in instruction and understanding and utilizing the Tri-State rubric in lesson planning.

Evidence from Year 2 Final Report:

- All professional teaching staff as well as support staff was evaluated using the Danielson Rubric.
- Administrators utilized the electronic platform Teachscape as an evaluation tool.
- All 4 principals were rated Effective based on the new APPR standards.
- 100% of NYS teachers required by NYS ED have submitted SLO's for the 12-13 and 13-14 school years.
- With alignment of Goal I - 80 % of district Administrators responsible for Instruction and student supervision are still employed at NRWCS D- 2 administrators retired and their positions have been filled. 95% of the certified teaching staff remains employed at NRWCS D.1 teacher transferred from the classroom to a district level administrative position.

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.
<p>Summary: The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness. The activities associated with this standard supported the district in achieving its Goal III: NRW CSD will improve student academic achievement through the development of all leaders and teachers by June 30, 2014.11</p> <p>Administrators attended a 3 day workshop provided by their regional WFL BOCES focused on improving instruction, aligning goals with the new CCLS and APPR process. 4 Principals and 1 District level administrator received monthly mentoring services from the University of Rochester. A full day professional development day was held in November 2013 with 4 district partnership groups.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
University of Rochester Professional Development -Administrative Coaching of Principals	P-PD Externa 1	Group. Individual	Coach	IHE- Partner	40	5	School Year	\$5600
Wayne-Finger Lakes BOCES Leadership Academy to support principals	P-PD Externa 1	Group	CC- other, APPR- other	BOCES- Partner	49	11	3 days	Paid in kind

Supporting Evidence:

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

Evidence from Site Visit Notes:

- A Superintendent made remarks on Data Workshop with Laura Lipton, NTI , APPR training, Data Driven Instruction (DDI), Unpacking modules, Teacher improvement coaching and BOCES workshops these remarks were “Teachers are more confident , PD allows the teachers to continue to move forward and they are looking to sustain the Laura Lipton PD on data.”
- A Principal made remarks on Data Workshop with Laura Lipton, NTI , APPR training, DDI, Unpacking modules, Teacher improvement coaching and BOCES workshops these remarks were “having PD conducted by career ladder participants has allowed for a collaborative approach, first year teachers are looking to go to trainings- they find it helpful.”
- A Coach, Teacher Leader and Administrative Intern made remarks that “Laura Lipton PD has allowed teachers to utilize the data and makes conversations more productive, and provides grade level support, turnkey PD has been great, they have adjusted PD based on state initiatives and teacher need and the 3 day leadership training was very positive.”

Evidence from Year 2 Interim Report:

- All K-12 teaching staff attended the Superintendent Workshop Day. Topics included: close reading of text, working with non-fiction text, real-world application of math, building scientific arguments, evidence-based writing from multiple sources, close reading of text, increasing rigor for all, supporting the CCLS in the art classroom, finding harmony within the CCLS, supporting the CCLS in the Physical education (PE) classroom, addressing the four skill areas of Health education, supporting the CCLS in the Business classroom, and CCLS in the Language Other Than English (LOTE) classroom.

Evidence from Year 2 Final Report:

- The teachers have been exposed to professional development opportunities at regional BOCES level as well as ongoing PD in their monthly faculty meetings and with the building level instructional coaches.
- The Administrators have continued their training monthly in cabinet meetings with the superintendent, DCI and outside staff developer.
- 20 first and second year teachers met on a monthly basis for professional development in the areas of classroom management, academic conversation, and professional responsibilities within the classroom and outside of the classroom.
- Over the course of this school year, North Rose Wolcott sent 3 administrators and 3 teachers to the Network Team Institutes in Albany, in November 2013 (DCI), February 2014 (Principal and Teacher), and May 2014 (DCI & 2 teachers).
- 11 Administrators attended a 3 day workshop provided by regional BOCES focused on improving instruction, aligning goals with the new CCLS and APPR process.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: The district used grant funded activities to systemically use evaluation data in	

development and employment decisions. These activities supported the district in meeting this standard and achieving its Goal I: to increase retention of effective teachers and administrators and Goal II: to improve ratings on key practice components of the NRW CSD's teacher rubric, "Teachscape: The Framework for Teaching".

Staff rated less than effective on the APPR received peer mentoring as well additional walk throughs, evidence review sessions and were paired with colleagues for peer observation.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
Framework for Teaching Effectiveness Training (Teachscape) site license.	T-PM	Resource	APPR	N/A	49		\$15,000
Data-Driven Dialogue Workshop	T-PM	Develop	DDI, APPR	N/A	49		Paid in Kind

Supporting Evidence:

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

Evidence from Site Visit:

- A Curriculum Director remarked turnkey PD is going well and is well received, they are constantly recalibrating for APPR through 1/2 day sessions - group observation and debrief.

Evidence from Year 2 Interim Report:

- . All teachers rated highly effective by the APPR process in 2012-13 and 2013-14 will return to work in the district the following year.
- The teachers on TIP plans have received additional walk throughs, evidence review sessions, and been paired with colleagues for peer observation.

Evidence from Year 2 Final Report:

- With alignment of Goal I- 80 % of district Administrators responsible for Instruction and student supervision are still employed at NRWCS- 2 administrators retired and their positions have been filled. 95% of the certified teaching staff remains employed at NRWCS.1 teacher transferred from the classroom to a district level administrative position.

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
Summary: Provided internships to 2 district employees and for one neighboring district employee. The district has structured an Administrative Intern Project and Curriculum Council	

Lead Teachers allowing for more turnaround of pertinent information to constituents. This activity assisted the district in attaining its Goal I: to increase retention of effective teachers and administrators.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Increased membership to Curriculum Council Lead Teacher group by 4, Utilizing teacher leaders as peer mentors for APPR and curriculum development	T-FT	STLE1	APPR, Coach, CC-Other	15	Stipend	4	\$6,000
Provided internships to 2 district employees and for one neighboring district employee	T-FT	STLE1	APPR, CC-Math, CC-ELA, CC-Other, DDI, Coach, Assess, Parent	15	Stipend	3	\$52,166

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 Administration Intern began her internship on January 28, 2013. To date, she has been working on: student discipline K-4; Facilitating Vertical Grade Level Meetings; Leading project to inform/educate parents about CCLS; scheduling/accommodations/coordination of NYS tests; collaborate with elementary principal to complete building budget and schedule; Teachscape training/classroom observations K-12; co-facilitator of K-12 Curriculum Mapping; instruction mentor of: co-teaching, use of formative assessments, management of paraprofessionals; facilitate meetings with parents and staff members; member: District Data Team, Special Education Leadership Team, Curriculum and Staff Development Council.

Evidence from Year 2 Interim Report:

- The Building Coach for grades 5-8 was able to achieve: September 2012 - Administered and analyzed benchmark testing for reading and presented information to each grade level team and then to the entire faculty. With teams, set goals for each student. Facilitated creation of flexible groups for ELA and Math and worked with teachers regarding planning and grading. October 2012 - Focus with grade level team on Marzano Vocabulary and selecting words for weekly focus in the building. Helped teachers with SLOs. November 2012 - Worked with teachers on new testing rubrics to evaluate student progress in writing and looking at building-wide and grade level supports for writing. At the monthly faculty meeting, presented behavior data and "T" chart for referrals. December 2012 - Helped teachers with NYS testing guides and planned how to prepare students for the rigor of the new assessments. Helped teachers to create rigorous final interim and final assessments. January 2013 - Helped teachers with

mid-year benchmarking regarding student goals and analyzed mid-year data with grade level teams. February 2013 - helped teachers with ongoing effort to create, update, and/or refine grades 5-12 ELA curriculum maps. Preparing teacher to help students with all 2013 NYS testing.

Evidence from Year 2 Final Report:

- The district provided internships to 2 district employees and for one neighboring district employee.
- Intern 1 continued her internship role as staff developer, new teacher mentor and in the second semester of 13-14 she acted as the middle school assistant principal.
- Intern 2 was elementary summer school principal and in semester 1 of 13-14 he acted as middle school assistant principal.
- Intern 3 was the elementary summer school assistant principal.

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 used STLE funded activities to support the equitable distribution of high quality educators for students with disabilities. Special Education Leadership Team meets monthly to discuss current special education trends as well as collaborate on district goals for Special Education students including the new Career Development Occupational Studies (CDOS) credential.	

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:

- With Increasing Student Achievement for identified student categories Special Education Leadership Team met monthly to discuss current special education trends as well as

collaborate on district goals for Special Education students including the new CDOS credential. Data review days were held for staff to review pre and post assessment data to drive instruction (8/15/13 and 1/31/14).

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.	

Short Description	Code	Type
Continuing the Leadership program	Program	SF
Career Ladder positions	Personnel	Shift, Grant

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 Career Ladder Positions: 1 position has been added into the general fund, 2 positions are being picked up by another grant. Assistant principals have been hired full time for the MS and HS for the 14-15 school year. One internship has been secured for the summer of 14-15 school year, cost will be picked up with additional grant money. NRWCS is maintaining additional Charter School Development Center (CSDC) members. Expanding the assistant principal positions from 1.5-3.0 after successful internships.

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.

<p><u>Individuals interviewed</u> Superintendent Grant Manager Middle School Principal Middle School teachers (3) on career ladders Curriculum Director Elementary School Principal Elementary School Teachers (3) on career ladders.</p> <p><u>Description of classroom observations</u> (including amount of time, student population and rubrics used to conduct observations) N/A</p>

Documents and materials reviewed to complete this report

North Rose Wolcott Site visit notes

North Rose Wolcott Year 1 Final Report

North Rose Wolcott Year 2 Interim Report

North Rose Wolcott Year 2 Final Report