



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Palmyra-Macedon Central School District

Table of Contents

Contents

District Contact Information 3

Section I – District Description..... 3

Section II – Academic Performance 4

Section III – District Schools Profile 7

Section IV – Annual Professional Performance Review (APPR) Profile..... 8

Section V – Monitoring History 8

Section VI - STLE Grant Profile 9

Section VII – STLE Grant Analysis 12

 Preparation 12

 Recruitment and Placement 14

 Induction and Mentoring..... 15

 Evaluation 16

 Ongoing Professional Development/Professional Growth 17

 Performance Management 19

 Career Ladder for Teachers and Principals..... 20

 Other 21

 Issues of Equity..... 22

 Sustainability..... 22

Section VIII – Methodology 22

District Contact Information

	Superintendent	STLE Grant Manager
Name	Bob Ike	Bob Ike
Phone	(315) 597-3417	(315) 597-3417
Email	robert.ike@palmacsd.org	robert.ike@palmacsd.org

Section I – District Description

Source: All district description data comes from the Palmyra-Macedon 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
1902	436	166	7	230	706

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	0	3	1	92	3

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95%	3%

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
183	0	1	13	9

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the Palmyra-Macedon 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)	58	0	None tested	47
3(2012-13)	32	0	n<5	19
4(2011-12)	57	0	None tested	39
4(2012-13)	25	0	None tested	17
5(2011-12)	56	0	None tested	44
5(2012-13)	18	0	None tested	8
6(2011-12)	63	4	n<5	40
6(2012-13)	25	0	None tested	13
7(2011-12)	60	12	None tested	40
7(2012-13)	41	0	n<5	30
8(2011-12)	57	9	None tested	44
8(2012-13)	39	0	None tested	22
District Wide (2011-12)	58	4	n<5	42
District Wide (2012-13)	30	0	n<5	18

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	75	8	None tested	66
3(2012-13)	43	8	n<5	31
4(2011-12)	70	20	None tested	55
4(2012-13)	29	0	n<5	16
5(2011-12)	77	28	None tested	59
5(2012-13)	14	0	None tested	6
6(2011-12)	78	21	n<5	60
6(2012-13)	30	0	0	15
7(2011-12)	70	6	None tested	48
7(2012-13)	25	0	n<5	11
8(2011-12)	67	26	None tested	58
8(2012-13)	18	0	None tested	8
District Wide (2011-12)	73	19	n<5	57
District Wide (2012-13)	26	2	n<5	15

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	93	90	None tested	88
4(2012-13)	96	80	None tested	94
8(2011-12)	79	39	None tested	68
8(2012-13)	80	28	None tested	60
District Wide (2011-12)	86	63	None tested	78
District Wide (2012-13)	87	52	None tested	76

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	87	40	24	0
Integrated Algebra	82	18	35	0
Geometry	89	23	None tested	None tested
Algebra 2/ Trigonometry	72	33	n<5	n<5
Global History and Geography	76	31	23	5
U.S. History and Government	92	65	41	0
Living Environment	88	34	61	0
Physical Setting/ Earth Science	87	28	n<5	n<5
Physical Setting/ Chemistry	78	15	None tested	None tested
Physical Setting/ Physics	82	40	None tested	None tested

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	94	58	89	53
SWD	50	0	44	0
ELL	n<5	n<5	n<5	n<5
ED	87	38	84	31

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	94	28	90	21
SWD	43	0	39	0
ELL	n<5	n<5	n<5	n<5
ED	90	13	89	5

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

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	3	-	-	-	-
Mathematics	3	-	-	-	-

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					
SWD	1	-	-	-	-
First Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
Second Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-

Third Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
Seventh Grade					
All Students	1	-	-	-	-
SWD	1	-	-	-	-
Twelfth Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	194	94	194	85
Students With Disabilities	14	n<30	20	n<30
Limited English Proficient	1	n<30	1	n<30
Economically Disadvantaged	52	88	47	79

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

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

Section III – District Schools Profile

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

Most current information as of: April 4, 2014

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)
Pal-Mac Primary School	Brian Brooks	2009-14	Original	K-2	454	478	1P	1P	48	48
Pal-Mac Intermediate School	Marcia Munroe	2014	New	3-5	434	411	1P	1P	40	40
Pal-Mac Middle School	Darcy Smith	2000-14	Original	6-8	401	434	1P, 1 AP	1P, 1 AP	47	47
Pal-Mac High School	Andrew Wahl	2013-14	New	9-12	623	621	1P, 1 AP	1P, 1 AP	60	60

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/districts/palmyra-macedon-central-school-district.html Most current version as of: August 26, 2013

Performance Evaluation Rubrics	
Teacher	Principal
Danielson's <i>Framework for Teaching</i>	Multidimensional Principal Performance Rubric

Teacher Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of teaching effectiveness
Highly-Effective	64	80	-	48
Effective	120	90	-	136
Developing	1	12	-	1
Ineffective	0	3	-	0

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

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	Aviva Baff, Project Coordinator;	May 15, 2013

		Carrie Smith, Project Coordinator, April Marsh, Project Assistant	
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator, April Marsh, Project Assistant	December 12, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	December 4, 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 7, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	April Marsh, Project Assistant	July 18, 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
5545-13-0034	\$247,625	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 has partnered with Wayne Finger Lakes (WFL) BOCES and the University of Rochester.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by the STLE grant funded activities.</i>
3. Induction and Mentoring – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>The district partnership with University of Rochester-Warner School mentored the Assistant Principal and the High School Principal to support the ongoing development and evaluation of High School teachers.</i>

4. **Evaluation** – The new APPR system based on Education Law §3012-c.: *Instructional coaches provided professional development in the Framework for Teaching (FFT) Proficiency. The High School Principal received coaching support and training to support the ongoing development and evaluation of High School teachers.*
5. **Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: *The district supported teachers in the attainment of National Board for Professional Teaching Standards certification. Professional Development was framed around APPR and Common Core alignment.*
6. **Performance Management** – Use of evaluation data in development and employment decisions: *The Team developed a walkthrough plan in order to provide teachers with non-evaluative feedback to teachers. Coaches provided non-evaluative observations in order to help teachers improve instructional practice. Principal was in the classrooms often during the month (about 30 minutes to a classroom) to assess instruction and help drive PD and improvements.*
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: *The district created the positions of Teacher Leaders and Instructional Coaches.*

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: Palmyra-Macedon teachers will be effective or highly effective.	<p>10% of Palmyra Macedon (Pal-Mac) teachers will achieve certification by the National Board of Professional Teaching Standards (NBPTS).</p> <p>100% of Pal-Mac staff will complete 5 hours of professional development in the Framework for Teaching.</p> <p>The High School (HS) Principal will receive coaching support and training to support the ongoing development and evaluation of HS teachers.</p>	<p>17/192 teachers have applied for NBPTS certification. 1 currently possesses.</p> <p>192 of the Pal-Mac teachers have completed the training.</p> <p>Principal completed training.</p>
Goal II: Teacher leaders will be developed and available to provide coaching and support to colleagues.	Teacher leaders will be identified and paid according to execution of the job description in the areas of math, English Language Arts (ELA), science, Languages Other Than English (LOTE),	17 teacher leaders were identified.

	<p>technology, and special education.</p> <p>Instructional coaches will be released part-time from regular duties and trained and provide professional development in the Framework for Teaching Proficiency to all other teachers.</p>	<p>Coaches released. Teachers scheduled for release time.</p>
<p>Goal III: Teachers will develop the mathematical expertise required to teach the range of learners found in our classrooms.</p>	<p>Teachers will participate in the Warner Center Mathematics Team professional development at the University of Rochester.</p>	<p>80 teachers have completed inquiry-based math training.</p>
<p>Goal IV: The District will achieve a funding sustainability plan for the continuation of the STLE Grant program.</p>	<p>The district will work to develop sources for continued participation in the STLE program through application to funding sources, both locally and federally, and through collaboration and partnerships develop more economical sources of the program</p> <p>The district will continue STLE efforts and provide training, coaching, and on-going support to current and future leaders and teachers.</p>	<p>Title grants to provide; The district has two instructional coaching positions that will remain. The district has a career ladder where stipends for lead teachers are incorporated in the collective bargaining agreement. The district is a member of the Wayne-Finger Lakes (WFL).</p> <p>Leadership Institute where prospective leaders receive leadership training and the opportunity for an internship.</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$247,625	\$54,916	\$202,840

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	Career Ladder Awards to Teacher Leaders	9	-	\$22,799	\$12,862	\$32,154
40	New principal to participate in leadership coaching with U of R.	1	-	\$600	-	-
15	NBPTS Training	17	-	-	\$787	\$3,832

40	NBPTS Professional Development	17	-	\$8,500	-	-
15	Professional development and training provided to teachers working toward NBPTS.	17	771	-	-	-
15	Math Instructional Coach	1	-	-	\$40,641	\$52,381
15	Mathematical Inquiry (K-5)	80	-	-	\$11,858	\$11,592
15	Math Inquiry Unit Alignment	30	-	-	\$285	-
40	U of KS Instructional Coaching (I and II)	5	-	-	\$2,250	\$2,250
40	Middle Years IB Training (Danielson)	19	-	-	\$8,388	\$17,131
49	BOCES- Wayne-Finger Lakes: Inquiry based Math	5	-	\$6,386	-	-
40	NBPTS Portfolio Review	4	-	\$6,000	-	\$24,000
	Total Actual Expenditures		\$771	\$44,785	\$77,071	\$121,740

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: In meeting this standard, the district has achieved its Goal II: teachers will develop the mathematical expertise required to teach the range of learners found in our classrooms.	
The district has partnered with Wayne Finger Lakes (WFL) BOCES, the University of Rochester and University of Kansas. Work within these partnerships was focused on coaching, common core modules and alignment, mathematical inquiry and investigations, formative assessments, curriculum writing, the “12 principles of the principal”, superintendent coaching and Annual Professional Performance Review (APPR).	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Math Instructional Coaching	New Role	T-CL	CC-Math	IHE-Partner	15	All math teachers	\$52,381
Mathematical Inquiry Training	New Role	T-CL	DDI, CC-Math	IHE-Partner	15	80	\$11,592
Instructional Coaching Training-University of Kansas	New Role	T-CL	Coach, Assess	IHE-Partner	40	5	\$2,250
Middle Years IB Programme Training	New Role	T-CL	APPR-other	FP-DS	40	19	\$17,131
The Superintendent completed leadership coaching training.	New Role	P-CL	Coach, APPR	FP-DS	40	1	\$3,850
Middle Years IB Training- Travel to Training	New Role	T-CL	APPR	FP-DS	46	10	\$5,534
Inquiry-Based Math Training 6-8	New Role	T-CL	CC-Math, DDI	IHE-Partner	40	5	\$2,975
Unit Writing- Unit by Unit aligned to CCLS	New Role	T-CL	CC-ELA	IHE-Partner	49	30	\$10,036

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 remarked that, the district coordinated with Wayne Finger Lakes BOCES- because of professionalism and researched based content with math inquiry and investigation. Math lead teachers have received training and then turnkey training to district staff: units of study, what is mathematical inquiry, fishbowl-observe best practices K-5. Rochester University personnel have helped to relieve some of the anxiety teachers are facing with common core. There was emphasis on formative assessment results that are a part of the math inquiry program. Through collaborative teams, teachers share student results to help inform instruction. Teachers have increased confidence in mathematics and a savvy and competence in helping students fit discovery, play and exploration (the mission for K-5 students).
- The Grant Manager stated, at the High School level, teachers are working with the University of Rochester with modeling of instruction, and curriculum writing. Monitoring of success falls on the principal and the lead math teachers to ensure teachers are using strategies correctly; through non-evaluative walkthroughs and through teacher leader meetings with teachers.
- A Principal remarked, worked with a veteran school administrator mentor through the University of Rochester. Work was based on the ‘12 principles of the principal’; How to lead teachers using a coaching model; a great deal of mentoring was with coaching teachers through the APPR process to help teachers become more reflective of their practice and to provide more individualized and differentiated support to teachers. Met six times throughout the year for mentoring as well as contact via e-mail (as needed)
- The principal mentioned above also stated that the coaching helped to determine how he was using his administrative skills and what areas were in need of improvement. He was

able to transitions from an Asst. Principal to a Principal. Coaching helped to form better relationships with teachers, students and parents, helped to establish goals with all teachers for this year to help them continually grow as well as gave the principal an opportunity to meet with each staff member. Coaching has helped him to learn to give up some control in order for teachers to grow and he has been able to work with teachers on self-discovery in order to grow as professionals.

- A Teacher Leader stated that students are understanding math better than they ever have. He/she has been able to develop a common philosophy among teachers in regards to their math mission and goals and has seen a better performance with 3rd graders in relation to the rest of the state (based on last year test results). She/he will be looking at student engagement and in what ways teachers are providing the tools necessary to help improve and implement inquiry based mathematics.
- A mentee made remarks that they have attended 2 professional development (PD) sessions with the Warner School to help prepare for the shifts in math. This PD has laid out the concepts and has given a better base in order to provide math instruction to students. Completed fishbowl lesson with the Warner School to gain a deep understanding of how the lessons should be taught. Received coaching from a math specialist to help them implement the inquiry based math at the elementary level. The mentee further remarked that to be able to collaborate with colleagues and experts in math made PD and implementing inquiry math much easier and much more exciting, the support provided through the Warner School has been great. The strategies provided have been great in order to make fast changes necessary to keep advancing my students. Mentee has been able to have more meaningful conversations with their students, more and more students are taking over the conversations and leading the lessons; students are very eager to explain lessons and take chances.

Evidence from Year 1 Final Report:

- June 2013- Building Leader (Principal) coaching was performed by the University of Rochester.

Evidence from Year 2 Final Report:

- The High School Principal received coaching support and training to support the ongoing development and evaluation of High School teachers.

Recruitment and Placement

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

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

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
Summary: In meeting this standard, the district has achieved its Goal I: teacher leaders will be developed and available to provide coaching and support to colleagues.	
The district partnership with University of Rochester-Warner School has mentored the Assistant Principal and the High School Principal to support the ongoing development and evaluation of High School teachers. Teacher leaders received training and support from Wayne Finger Lakes BOCES and University of Rochester to turnkey information and support district teachers. All new teachers engaged in the new teacher mentor program which included instructional practices/Danielson Rubric.	

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

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- The High School Principal received coaching support and training to support the ongoing development and evaluation of HS teachers.
- The District continued STLE efforts and provided training, coaching, and on-going support to current and future leaders and teachers.
- The Instructional coaches were released part-time from regular duties and trained; and provided professional development in the Framework for Teaching Proficiency to all other teachers.

Evidence from Year 2 Interim Report:

- All new teachers engaged in new teacher mentor program which included instructional practices/Danielson.

Evidence from Year 2 Final Report:

- Instructional Coaching training took place with the University of Kansas.
- The Superintendent completed leadership coaching training.
- The Instructional Coach provided support to all classroom teachers on inquiry-based math instruction.

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: In meeting this standard, the district achieved its Goal IV: Pal-Mac teachers will be effective or highly effective.	
Instructional coaches were released part-time from regular duties and trained and provided professional development in the Framework for Teaching Proficiency to all other teachers. 100% of Pal-Mac staff completed 5 hours of professional development in the Framework for Teaching. The High School Principal received coaching support and training to support the ongoing development and evaluation of High School teachers from the University of Rochester. The district looks to have 10% of Pal-Mac teachers achieve certification by the National Board of Professional Teaching Standards.	

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

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- The Instructional coaches were released part-time from regular duties and trained; and provided professional development in the Framework for Teaching Proficiency to all other teachers.
- 100% of Pal-Mac staff completed 5 hours of professional development in the Framework for Teaching.
- The High School Principal received coaching support and training from the University of Rochester to support the ongoing development and evaluation of HS teachers.

Evidence from Site Visit Notes:

- The Superintendent stated, using APPR results and the components of the Danielson rubric, teachers have been able to identify areas they felt they need further growth outcomes based on APPR results. Based on this info, PD was developed to further develop those areas where growth is needed. This is a new process for the district and are in the process of designing ways to monitor PD. A new team has been developed- Learning Support team, to help address the new ways in which the district is providing PD, this group meets every other week to develop a monitoring plan. The Team is currently developing a walkthrough plan in order to provide teachers with non-evaluative feedback to teachers.

- The Grant Manager stated, using Danielson rubric to anchor the work done with STLE and beyond. Teacher Leaders participated in the lead evaluator training and provided turnkey training on each of the domains of the Danielson rubric. Coaches provide non-evaluative observations in order to help teachers improve instructional practice. Principal is in the classrooms often during the month (about 30 minutes to a classroom) to assess instruction and help drive PD and improvements.

Evidence from Year 2 Interim Report:

- The Framework for Teaching 5 hour trainings were conducted for 200+ teaching staff (APPR).

Evidence from Year 2 Final Report:

- The High School Principal received coaching support and training from the University of Rochester to support the ongoing development and evaluation of HS teachers.

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
Summary: In meeting this standard, the district has achieved its Goal I: Teacher Leaders will be developed and available to provide coaching and support to colleagues and Goal II: teachers will develop the mathematical expertise required to teach the range of learners found in our classrooms.	
The district supported teachers in the attaining of National Board for Professional Teaching Standards certification. Professional development was framed around APPR and common core alignment. Instructional coaches were released part-time from regular duties and trained and provided professional development in the Framework for Teaching Proficiency to all other teachers. Teachers participated in the University of Rochester- Warner Center Mathematics Team PD.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
NBPTS Certification (portfolio submission)	T-PD Internal	Group	D Strategy, APPR	FP-DS	40	14	1	\$24,000
NBPTS Professional Development (Trainer)	T- PD External	Group	D Strategy, APPR	FP-DS	15	17	1	\$3,832
NBPTS PD (applicants)	T-PD External	Group	D Strategy, APPR	FP-DS	15	17	1	\$11,900
NBPTS Peer Review	T-PD Internal	Group	D Strategy, APPR	FP-DS	15	4	1	\$171
Assessment Training	T-PD	Group	Assess, APPR-	FP-DS	46	3	1	\$1,477

			other, DDI					
--	--	--	---------------	--	--	--	--	--

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 and Debrief Letter:

- A Principal stated, leader teachers and principals look at test scores-past and present, Common Core assessments and what instruction is needed to align with the shifts of Common Core; based on this information, Professional Development was developed. Main focus has been with using data to inform and improve math instruction. Professional Learning Community’s based in literacy and science have helped to drive Professional Development. Looking at student work, developing ideas on how to incorporate literacy in science. Palmyra Macedon was able to increase the amount of time devoted to data driven instruction in order to make improvements with curriculum and instruction. Teachers are taking more of a lead role with analyzing their own data, leading to more reflective practice.
- A Teacher Leader stated that they are helping to narrow down teacher focus of the National Board process in order to determine what areas teachers need the greatest help. Plan meetings based on NBPTS rubrics and Jerry Parks’ publications Lead Teacher will read each teacher’s entries then provide feedback at each meeting. Every other week meetings with teachers focusing on specific topics; review of student work and professional publications. Engaging in co-teaching and fishbowl to help develop teachers. Holding book studies on inquiry based math. Facilitating PD with the Warner School that is brought back to the school level.
- A Mentee stated, the teacher leader helps to provide materials for lessons when teachers do not have time. This has helped to keep moving with lessons and allows for me to focus my attention on other areas of responsibilities.
- The debrief letter indicated that the district formed a productive partnership with the University of Rochester’s Warner School of Education. Through professional development provided by the Warner School, teacher leaders reported that they have been able to help colleagues develop a common philosophy in regards to their math mission and goals. Teacher leaders expressed their appreciation for the professional development opportunities provided to them through the Warner School of Education. Teachers feel these opportunities will help further the support they can provide to district educators.

Evidence from Year 2 Final Report:

- Teachers have completed the professional development for and submission of portfolios for certification by the NBPTS.
- The Mathematics Instructional Coach has provided ongoing classroom support for the implementation of inquiry-based mathematics in grades K-8 and also facilitated specific professional development opportunities in conjunction with the University of Rochester.

- All lead teachers have received financial supplemental awards and participated in requisite professional development.
- 43 staff members participated in training for mathematical inquiry.
- The Superintendent completed leadership coaching training.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: In meeting this standard, the district has achieved its Goal I: teacher leaders will be developed and available to provide coaching and support to colleagues and Goal IV: Pal-Mac teachers will be effective or highly effective.	
The Team developed a walkthrough plan in order to provide teachers with non-evaluative feedback to teachers. Instructional Coaches were trained in assessment to provide further guidance when evaluating teachers. Coaches provided non-evaluative observations in order to help teachers improve instructional practice. Principal is in the classrooms often during the month (about 30 minutes to a classroom) to assess instruction and help drive professional development (PD) and improvements.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/Developed	Total Amount
Assessment Training	T-PD	Group	Assess, APPR-other, DDI	N/A	46	3	\$1,477

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 instructional coaches were released part-time from regular duties and trained and provided professional development in the Framework For Teaching (FFT) Proficiency to all other teachers.
- The high school principal received coaching support and training from the University of Rochester to support the ongoing development and evaluation of HS teachers.

Evidence from Site Visit:

- The Superintendent stated, using APPR results and the components of the Danielson rubric, teachers have been able to identify areas they felt they need further growth outcomes based on APPR results. Based on this info, PD was developed to further develop those areas where growth is needed. This is a new process for the district and they are in the process of designing ways to monitor PD. A new team has been developed-Learning Support team, to help address the new ways in which the district is providing PD. This group meets every other week to develop a monitoring plan. The team is currently developing a walkthrough plan in order to provide teachers with non-evaluative feedback to teachers.

- The Grant Manager stated, teacher leaders participated in the lead evaluator training and provided turnkey training on each of the domains of the Danielson rubric. Coaches provide non-evaluative observations in order to help teachers improve instructional practice. Principal is in the classrooms often during the month (about 30 minutes to a classroom) to assess instruction and help drive PD and improvements.

Evidence from Year 2 Final Report:

- The high school principal received coaching support and training from the University of Rochester to support the ongoing development and evaluation of HS teachers.

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<p>Summary: In meeting this standard the district achieved its Goal I: teacher leaders will be developed and available to provide coaching and support to colleagues.</p> <p>The district created the career ladder positions of teacher leader and instructional coach. Instructional coaches provided classroom support and video feedback to teachers using Danielson's Framework for Teaching Proficiency. Teacher leaders created a collaborative culture, used assessment of learning to implement change for its effect on increased student achievement, provided informing instruction, shared clear and appropriate learning targets, researched and implemented best instructional practices, served as experts in the use of root cause analysis to determine reasons for student achievement below targets, and facilitated professional learning sessions.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Leader	T-FT	STLE 1	Coach, Turnkey, CC-ELA, CC-Math, CC-Other	15	Stipend	10	\$32,154
Instructional Coach	T-FT	STLE 1	Assess, APPR-other, Coach, Turnkey, CC-other	15	Stipend	3	\$52,381

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 teacher leaders will be identified and paid according to execution of the job description in the areas of math, English Language Arts (EL), science, Languages other than English (LOT), technology, and special education.

Evidence from Year 2 Interim Report:

- The Teacher Leader training and stipends have been paid.

Evidence from Site Visit:

- The Superintendent stated that teacher leaders have helped to consistently and continually deliver the district mission. Teacher leaders provide additional support for both teachers and principals by creating leadership teams within each building. The PD opportunities the grant has provided to teacher leaders and being able to turnkey this training to staff has been a very positive outcome. Teacher leaders are providing curriculum and assessment results at staff development with teachers to inform instruction and incorporating Data Driven Instruction (DDI) on a larger scale.
- A Principal stated that lead teachers help to model best practices and works as a bridge between teachers and administrators. Lead teachers are leading PD which has helped for greater buy in and acceptance of change by all staff. The grant is about developing teacher leaders. They help to move ideas forward, to help develop staff to be able to move forward as a group. Teacher leaders have helped to show teachers the school’s goals and the ways in which they together will get there.
- A teacher stated that more meaningful conversations among teachers are occurring. There has been a greater willingness to try new techniques. An overall excitement to teach math where this had not always been the case.

Evidence from Year 2 Final Reports/ Final Status Call Update Notes:

- 100% of the teacher leaders have been identified and paid according to execution of the job description in the areas of math, ELA, science, LOTE, technology, and special education.
- The instructional coaches were released part-time from regular duties and trained, and provided professional development in the Framework for Teaching Proficiency to all other teachers.
- The district stated lead teacher vs. teacher leader is in the process of being redefined. Positions are now being assessed to better connect work with how to impact student learning. Teachers are partnering and supporting each other.

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

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district has created a goal within their original application to maintain sustainability (Goal III): the district will achieve a funding sustainability plan for the continuation of the STLE grant program objectives.	

Short Description	Code	Type
Instructional Coaching	Personnel	Shift

Supporting Evidence:

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

Evidence from Year 2 Final Reports/ Final Status Call Update Notes:

- The district has two instructional coaching positions that will remain. Within the career ladder stipends for lead teachers are incorporated in the collective bargaining agreement. The district is a member of the Wayne-Finger Lakes Leadership Institute where prospective leaders receive leadership training and the opportunity for an internship.
- The district stated lead teacher vs. teacher leader is in the process of being redefined. Positions are now being assessed to better connect work with how to impact student learning. Teachers are partnering and supporting each other.

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></p> <p><i>District Level</i></p> <ul style="list-style-type: none"> • Superintendent/ STLE Program Coordinator

- Assistant Superintendent for Instruction and Student Learning
- Staff Development Specialist

High School

- High School Principal
- High School English Teacher certified by the NBPTS
- Social Studies Teacher and NBPTS Applicant

Elementary School

- Multiage Teacher
- Grade 1 Teacher
- 6th grade teacher and NBPTS Applicant

Conference Call with partnering organization, University of Rochester

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

- Palmyra Macedon Site Visit Notes
- Palmyra Macedon Year 1 Final Report
- Palmyra Macedon Year 2 Interim Report
- Palmyra Macedon Year 2 Final Report
- Palmyra Macedon Site Visit Debrief Letter
- Palmyra Macedon Year 2 Final Status Call Update Notes