



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Red Creek 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 Red Creek School District 2012-2013 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
898	326	63	-	153	469

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	2	0	97	0

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
94%	7%

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
85	0	1	0%	12%

Need Status
High Need/Resource Rural District

Section II – Academic Performance

Source: All academic performance data comes from the Red Creek 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)	67	9	None tested	63
3(2012-13)	29	0	None tested	20
4(2011-12)	71	43	None tested	69
4(2012-13)	29	0	None tested	19
5(2011-12)	37	6	None tested	26
5(2012-13)	13	0	None tested	9
6(2011-12)	52	0	None tested	43
6(2012-13)	19	0	None tested	10
7(2011-12)	62	0	None tested	48
7(2012-13)	29	0	None tested	15
8(2011-12)	51	15	None tested	40
8(2012-13)	24	0	None tested	12
District Wide (2011-12)	55	9	None tested	46
District Wide (2012-13)	24	0	None tested	14

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	77	27	None tested	72
3(2012-13)	53	0	None tested	50
4(2011-12)	78	14	None tested	72
4(2012-13)	31	6	None tested	24
5(2011-12)	64	22	None tested	42
5(2012-13)	17	0	None tested	6
6(2011-12)	69	18	None tested	56
6(2012-13)	21	4	None tested	9
7(2011-12)	63	7	None tested	50
7(2012-13)	27	0	None tested	13
8(2011-12)	62	25	None tested	50
8(2012-13)	36	0	None tested	23
District Wide (2011-12)	68	19	None tested	55
District Wide (2012-13)	31	2	None tested	20

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	96	71	None tested	93
4(2012-13)	84	50	None tested	75
8(2011-12)	80	50	None tested	70
8(2012-13)	77	31	None tested	73
District Wide (2011-12)	86	58	None tested	81
District Wide (2012-13)	80	41	None tested	74

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	89	23	57	14
Integrated Algebra	90	30	55	10
Geometry	95	45	n<5	n<5
Algebra 2/ Trigonometry	71	27	n<5	n<5
Global History and Geography	87	43	44	0
U.S. History and Government	96	64	82	18
Living Environment	90	30	77	8
Physical Setting/ Earth Science	98	42	n<5	n<5
Physical Setting/ Chemistry	91	21	None tested	None tested
Physical Setting/ Physics	100	54	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	77	27	83	34
SWD	33	0	14	0
ELL	None tested	None tested	None tested	None tested
ED	78	17	77	15

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	81	18	87	46
SWD	50	0	29	0
ELL	None tested	None tested	None tested	None tested
ED	80	10	85	23

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	1	-	-	-	-
	8	2	-	-	-	-
Mathematics	3	1	-	-	-	-
	7	1	-	-	-	-
	8	2	-	-	-	-
Science	8	2	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	91	78	75	83
Students With Disabilities	24	n<30	11	n<30
Limited English Proficient	0	0	0	n<30
Economically Disadvantaged	41	73	24	n<30

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

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

Section III – District Schools Profile

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

Most current information as of: April 4, 2014

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (12-13)	# of Students (13-14)	# of Admin (12-13)	# of Admin (13-14)	# of Teachers* (12-13)	# of Teachers* (13-14)
Red Creek High School	Timothy Gaffney	2009-14	Con	9-12	287	293	1 P, 1 AP	1 P, 1 AP	27	25
Red Creek Middle School	Mathew VanOrman	2012-14	Con	6-8	247	214	1 P	1 P	22	22
Margret W. Cuyler	Cynthia Keeling	2011-14	Con	PK-5	421	457	1 P	1P	39	42

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/red-creek-central-school-district.html
Most current version as of: August 29, 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	20	18	-	57
Effective	52	35	-	22
Developing	8	14	-	1
Ineffective	0	13	-	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 20, 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	No Notes	No Notes
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	April Marsh, Project Assistant	May 12, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	April Marsh, Project Assistant	July 29, 2014

Section VI - STLE Grant Profile

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

General Grant Information			
STLE #	Funding Amount	Implementation Dates	Individual or Consortium
5545-13-0037	\$112,168	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
<p>1. Preparation – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>Effective professional development/growth opportunities were provided by Wayne Finger Lakes (WFL) BOCES and University of Rochester to teachers through differentiated ongoing training, coaching, mentorship, and support for teacher and/or leader effectiveness.</i></p>
<p>2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>A career ladder and training for teachers to become an instructional coach and/or curriculum development coach was implemented. Learning experiences for teachers was provided to enhance their abilities to support others while advancing their own careers.</i></p>
<p>3. Induction and Mentoring – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>Teacher leaders provided coaching to other teachers to improve their use of essential elements of instruction and their ability to develop student learning objectives, common core curriculum, and non-regents based curriculum. Training, coaching, and on-going supports provided by Wayne Finger Lakes BOCES increased the skills and competence of our teachers and leaders.</i></p>
<p>4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>On-going supports on the Annual Professional Performance Review (APPR) process was provided for all teachers by Wayne Finger Lakes BOCES. Differentiated training, coaching, and on-going support to improve ratings on key practice components of the district rubric were provided through Wayne Finger Lakes BOCES.</i></p>
<p>5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Effective professional development/growth opportunities were provided to teachers through differentiated ongoing training, coaching, mentorship, and support for teacher and/or leader effectiveness, based on evidence of practice and student learning.</i></p>
<p>6. Performance Management – Use of evaluation data in development and employment decisions: <i>On-going supports on the APPR process were provided for all teachers by Wayne Finger Lakes BOCES. Differentiated training, coaching, and on-going support to improve ratings on key practice components of the district rubric were provided through Wayne Finger Lakes BOCES.</i></p>
<p>7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>A career leader and training for teachers to become an instructional coach and/or curriculum development coach was implemented.</i></p>

<p>Program Goals (Taken from year 1 Final Report)</p>	<p>Targets (Taken from year 1 Final Report)</p>	<p>Outcomes (Taken from year 2 Final Report)</p>
<p>Goal I: To increase retention of effective teachers and administrators.</p>	<p>Retention of highly effective teachers will increase by 6% by June 30, 2014.</p> <p>All district leaders will be completely trained and proficient in all aspects of the APPR process by June 30, 2014.</p>	<p>More than 93% of teachers are rated effective or highly effective.</p> <p>All three principals received a passing score on TEACHscape training. All three building principals have been trained and are proficient in all aspects of the APPR process. Two of the three principals report that they are completely comfortable with the rubric and TEACHscape and one principal reports that they are somewhat comfortable with the rubric and TEACHscape.</p> <p>Two of the principals rate themselves as highly effective and one of the principals rates themselves as effective.</p>
<p>Goal II: To improve ratings on key practice components of Red Creek Central School District's teacher rubric.</p>	<p>Student learning objectives will show that every teacher has implemented and assessed instruction that is aligned with the common core standards and is based on the use of essential elements of instruction.</p> <p>Evidence will show that all teachers are effective in all components of the district's teacher rubric.</p>	<p>All teachers are completing student learning objectives. 66.7% of student learning objectives have been mostly accurate in determining student growth and 33.3% have been somewhat accurate.</p> <p>93% of high school teachers were rated effective or highly effective. 100% of middle school teachers were rated effective or highly effective. 100% of elementary school teachers were rated effective or highly effective.</p>
<p>Goal III: To improve student academic achievement through the development of</p>	<p>Student growth measure as applied to State assessments in grades 3-8 ELA and Math will</p>	<p>No results had been made public as of the date of the Year 2 Final Report.</p>

<p>highly effective school leaders and teachers.</p>	<p>increase by 10% from a baseline in June 2013 to June 2016.</p> <p>The graduation rate will increase by 5%.</p>	<p>The graduation rate for 2012-2013 was 86%.</p>
<p>Goal IV: To achieve a sustainability plan for the continuation of the Strengthening Teacher and Leader Effectiveness program.</p>	<p>Six instructional coaches will complete turn-key training that will enable them to train other teachers to perform the instructional coaching necessary to support teachers who are identified as developing or ineffective.</p> <p>Additional teachers will be identified for ongoing instructional coaching positions.</p> <p>Teacher(s) will be identified for the Leader Development Program.</p>	<p>Six teachers were selected as instructional coaches to mentor, lead PLCs, and turn-key professional development.</p> <p>Five additional teachers were selected for STLE 3.</p> <p>One middle school teacher has been recommended for the Leader Development Program.</p>
<p>Goal V: To develop a full Teacher Leader Effectiveness Continuum within five years by integrating and aligning the Teacher Leader Effectiveness Continuum into our human resource systems, policies and procedures, and strategic plans.</p>	<p>The Teacher Leader Effectiveness (TLE) continuum will be integrated into the professional development plan.</p> <p>The Teacher Leader Effectiveness continuum will be integrated into the personnel policies and the policies aligned to provide administrative support beyond the life of the grant</p> <p>The Teacher Leader Effectiveness continuum will be integrated into the strategic plan to define action to achieve a full Teacher Leader Effectiveness continuum within five years</p>	<p>TLE continuum has been part of the professional development plan since 2013.</p> <p>Administrative Council has discussed plans for further career ladder positions and Teacher Leader Effectiveness vision.</p> <p>Beginning stages of implementation into the 5 year plan have been started.</p>

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

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$112,168	\$12,471	\$99,697

Budget Code	Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)	Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)	Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)	Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14)
49	District Leadership Coaching will focus on three dimensions of practice: management, pedagogy, and personal leadership. In addition one principal will be provided instruction on the Framework for Teaching.	-	-	\$2,936	-	-
15 & 49	Teacher Leader Development will focus on the development of 6 instructional coaches through a series of teacher leader training sessions	-	-	\$3,900	-	-
15	Teacher Leader; Curriculum Development Coach/Teacher Leader Project Coordinator	1	-	\$1,250	\$1,875	\$3,750
15	Staff per diem training pay and teacher release time (Substitute cost) for Professional Development in the Common Core Learning Standards	51	-	-	\$28,503	\$31,036
15	Mentors	7	-	-	-	\$11,145
15	Instructional Coach - stipend	1	-	-	\$3,420	-
49	Leader Development	3	-	-	\$2,365	-
40	Teacher Leader Development	-	-	-	\$730	\$14,403
46	Annual Childhood Conference	-	-	-	-	\$169
49	Teacher Development	9	-	\$4,117	\$16,343	\$28,216
80	Employee Benefits	-	-	\$268	-	\$10,978
	Total Actual Expenditures	-	\$0	\$12,471	\$53,236	\$99,697

Section VII – STLE Grant Analysis

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

Guiding questions to direct the review:

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

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

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
<p>Summary: The district has met its Goal I: to increase retention of effective teachers and administrators.</p> <p>Effective professional development and growth opportunities were provided by Wayne Finger Lakes (WFL) BOCES to teachers through differentiated ongoing training, coaching, mentorship, and support for teacher and/or leader effectiveness. This training was provided based on evidence of practice and student learning. On-going supports on the Annual Professional Performance Review (APPR) process were also provided for all teachers by WFL BOCES. Further, differentiated training, coaching, and on-going support in order to improve ratings on key practice components of the district rubric were also provided through WFL BOCES.</p> <p>Teacher leaders provided coaching to other teachers in the district in order to improve the use of essential elements of instruction and the ability to develop student learning objectives, common core curriculum, and non-regents based curriculum. The training, coaching, and on-going supports provided by WFL BOCES increased the skills and competence of the district’s teachers and leaders. District leader, school leader, and teacher leader coaching and training were provided by WFL BOCES and the University of Rochester. On-going supports on the APPR process were also provided for all leaders within the district by WFL BOCES.</p>	

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:

- In March 2013 it was reported that teachers were selected for instructional coach positions and began year one training activities. Principals were matched with their coach and cohort groups and began participation in ongoing coaching supports. The assistant principal began classroom walk through training - TEACHscape. Teachers were provided with the Framework for Teaching Proficiency Systems and Respect Live Walk Through supports.

- Teacher leader development focused on the development of six instructional coaches through a series of teacher leader training sessions designed to equip them with the knowledge and skills necessary to lead their peers, use data to inform their colleagues, and utilize the professional learning community (PLC) concept to make meaningful change. This core group supported teacher effectiveness in the common core learning standards (CCLS), annual professional performance review process (APPR), student learning objectives (SLOs), value-added and locally selected measures, and areas of needed improvement.
- All coaches received leadership training (five sessions) through Wayne Finger Lakes (WFL) BOCES between April and June and will continue training throughout the summer and in the fall of 2013.
- The middle school principal and assistant high school principal received coaching secured through WFL BOCES and provided by The Warner School at The University of Rochester. The assistant principal also received Framework for Teaching (FFT) instruction and TEACHscape Walk Through training from April through June.

Evidence from Site Visit Notes:

- A Superintendent remarked that, instructional coaches training- five days through BOCES- helped to create the foundation for the work completed by the instructional coaches. Training provided instructional coaches with a deeper understanding of leadership.
- A teacher leader made the remarks, professional development (PD) through Wayne Finger Lakes BOCES- six class series- on instructional coaching allowed for a greater understanding of what the teacher leader role was as well as what a career ladder is. This helped to determine ways in which to fill the role as a coach as well as fulfill the duties of a teacher.

Evidence from Year 2 Interim Report:

- Wayne Finger Lakes (WFL) BOCES provided summer math modules training for K-12 teachers, and was providing on-going professional development activities for common core learning standards and the math modules.
- The principal and superintendent coaching was provided by the University of Rochester through the WFL BOCES.

Recruitment and Placement

Recruitment and Placement	
Standard	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools have effective or highly effective educators.
Summary: The district has met its Goal V: to develop a full Teacher Leader Effectiveness continuum within five years by integrating and aligning the TLE continuum into the district human resource systems, policies and procedures, and strategic plans.	
A career ladder, along with training for teachers to become an instructional coach and/or curriculum development coach, was implemented. Learning experiences for teachers were	

provided to enhance their abilities to support others while advancing their own careers. Teachers were selected for ongoing instructional coach positions and for the Teacher Leader Development Program. Integration of the Teacher Leader Effectiveness continuum into the district professional development plan, personnel policies, and strategic plan occurred.

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

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- In March 2013 it was reported that teachers were selected for instructional coach positions and began year one training activities. Principals were matched with their coach and cohort groups and began participation in ongoing coaching supports. The assistant principal began classroom walk through training - TEACHscape. Teachers were provided with the Framework for Teaching Proficiency Systems and Respect Live Walk Through supports.

Evidence from Year 2 Interim Report:

- Six instructional coaches were paid a stipend to mentor, facilitate, and train prospective teacher leaders. Coaches provided one-to-one mentoring for new teachers and those identified as ineffective or developing through the APPR process. Coaches also developed professional learning communities to conduct data analysis activities to inform curriculum and instructional practices. Coaches conducted peer observations to assess the implementation of best practices in the classroom. The curriculum development coach received a stipend to support non-core area teachers in integrating common core learning standards into their curriculum and conduct data analysis activities.

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 has met its Goal I: to increase retention of effective teachers and administrators and Goal III: to improve student academic achievement through the development of highly effective school leaders and teachers.	
Teacher leaders provided coaching to other teachers to improve their use of essential elements of instruction and their ability to develop student learning objectives, common core curriculum, and non-regents based curriculum. Training, coaching, and on-going supports provided by Wayne Finger Lakes BOCES increased the skills and competence of teachers and leaders. District leader, school leader, and teacher leader coaching and training was provided through Wayne	

Finger Lakes BOCES and the University of Rochester. On-going supports on the APPR process was provided for all leaders by Wayne Finger Lakes BOCES. Learning experiences for leaders was provided to enhance their abilities to support others while advancing their own careers. Integration of the Teacher Leader Effectiveness continuum into the district’s professional development plan, personnel policies, and strategic plan occurred.

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:

- All coaches received leadership training (five sessions) through Wayne Finger Lakes BOCES between April and June and continued training throughout the summer and into the fall of 2013.
- The middle school principal and assistant high school principal received coaching secured through Wayne Finger Lakes BOCES and provided by The Warner School at The University of Rochester..
- Principals were matched with their coach and cohort groups and began participation in ongoing coaching supports. In May 2013 Teachers in need of instructional coaching were identified. Curriculum Coach and building principals developed year two timeline and planned activities to support identified teachers.

Evidence from Site Visit Notes:

- A superintendent remarked, instructional coaches address best practices and instructional strategies, common core learning standards and 21st century skill and those skills not learned in college. One-on-one mentoring help with all areas of instruction based on the new teachers needs and also based on observations completed by the mentor. New teachers have opportunities to observe mentor teaching. Data Driven Instruction implementation strategies and how to use data to best inform instruction- can be one-on-one or with the whole department.
- A principal made the remarks, coaches provide differentiated training, coaching and on-going support to help improve ratings on key practice components of district's rubric, improve essential elements of instruction and developing student learning objectives.
- A principal stated that principals are providing opportunities for mentors and mentees to meet to discuss challenges and provide resources to effectively implement instructions, especially in the areas of common core; working to better use text based questioning and close reading within social studies and integrating common core into curriculum. Science- meeting weekly- looking at 8th grade science data to better inform instruction and identify any gaps that have been identified through data analysis. High School science mentor helping middle school science teacher with identifying vertical gaps in science instruction.

- A teacher leader is noted as stating, mentoring a middle school science teacher- have been able to work together to lay out yearlong goals with a major focus on completing curriculum for the rest of the year. Developing well thought out map. Looking to develop a scaffold to prepare students in 8th grade to have the skills needed to be successful in 9th grade science.
- A Mentee remarked that he is an 11 year veteran who has come back after 2 year paternity leave. Mentor has been a great resource to help catch him up with the changes in education- CC/APPR.CC- Every other Friday department meetings have helped to gain a better understanding of CC learning shifts and ways to implement effective instruction. Creating 7-12 essay writing program for Social Studies to help prepare for Social Studies CC learning shifts.

Evidence from Year 2 Interim Report:

- The principal and superintendent coaching was provided by the University of Rochester through the Wayne Finger Lakes BOCES.
- New teachers received mentoring from instructional coaches or the curriculum development coach. They also had opportunities for professional development in the essential of instruction, common core learning standards, the APPR process, and data analysis. All teachers have membership in the school's professional learning communities.

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
<p>Summary: The district met its Goal II: to improve ratings on key practice components of Red Creek Central School District's teacher rubric.</p> <p>On-going supports on the APPR process were provided for all teachers by Wayne Finger Lakes BOCES. Differentiated training, coaching, and on-going support to improve ratings on key practice components of district rubric were provided through Wayne Finger Lakes BOCES. Teacher leaders provided coaching to other teachers to improve their use of essential elements of instruction and their ability to develop student learning objectives, common core curriculum, and non-regents based curriculum. Training, coaching, and on-going supports were provided by Wayne Finger Lakes BOCES to increase the skills and competence of teachers and leaders. On-going supports on the APPR process was provided for all leaders by Wayne Finger Lakes BOCES.</p>	

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 teacher development program focused on development for all teachers through the use of Respect Live Walk Through supports, Framework for Teaching Proficiency - teacher training, teacher development trainings on various topics and teacher improvement coaching.
- The middle school principal and assistant high school principal received coaching secured through Wayne Finger Lakes BOCES and provided by The Warner School at The University of Rochester. The assistant principal also received Framework for Teaching instruction and TEACHscape Walk Through training from April through June.
- In May 2013 it is reported that in need of instructional coaching were identified. Curriculum coach and building principals developed year two timeline and planned activities to support identified teachers.

Evidence from Year 2 Interim Report:

- The coaches provided one-to-one mentoring for new teachers and those identified as ineffective or developing through the APPR process. Coaches facilitated data analysis activities with teachers to inform curriculum and instructional practices. Coaches developed professional learning communities to conduct data analysis activities to inform curriculum and instructional practices. Coaches conducted peer observations to assess the implementation of best practices in the classroom. Professional development opportunities were available to improve the teacher's areas of identified weaknesses.
- All teachers were provided computer-based instruction in TEACHscape, Framework for Teaching, and Focus to improve their understanding of the components of their APPR. The superintendent, middle school principal, and assistant high school principal participated in leader coaching provided by the University of Rochester through Wayne Finger Lakes BOCES.

Evidence from Year 2 Final Report:

- More than 93% of teachers were rated effective or highly effective.
- All three principals received a passing score on TEACHscape training.
- All three building principals were trained and are proficient in all aspects of the APPR process.
- All teachers completed student learning objectives (SLOs).
- 93 % of high school, 100% of middle school, and 100% of elementary school teachers were rated effective or highly effective.

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 met its Goal I: to increase retention of effective teachers and administrators; Goal II: to improve ratings on key practice components of Red Creek Central School District's teacher rubric; Goal III: to improve student academic achievement through the development of highly effective school leaders and teachers; and Goal IV: to achieve a sustainability plan for the continuation of the Strengthening Teacher and Leader Effectiveness program.</p> <p>Effective professional development and growth opportunities were provided to teachers through differentiated ongoing training, coaching, mentorship, and support for teacher and/or leader effectiveness, based on evidence of practice and student learning. On-going supports on the APPR process were provided for all teachers by Wayne Finger Lakes BOCES. Differentiated training, coaching, and on-going support to improve ratings on key practice components of district rubric was provided. Teacher leaders provided coaching to other teachers to improve their use of essential elements of instruction and their ability to develop student learning objectives, common core curriculum, and non-regents based curriculum. Training, coaching, and on-going supports were provided to increase the skills and competence of teachers. A career ladder and training for teachers to become an instructional coach and/or curriculum development coach was implemented. Learning experiences for teachers and leaders was provided to enhance their abilities to support others while advancing their own careers. Teachers were identified for ongoing instructional coach positions and for the Leader Development Program. Integration of the Teacher Leader Effectiveness continuum into the district professional development plan, personnel policies, and strategic plan occurred. District leader, school leader, and teacher leader coaching and training were provided by Wayne Finger Lakes BOCES and the University of Rochester. Learning experiences for leaders was provided to enhance their abilities to support others while advancing their own careers.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Staff per diem training pay and teacher release time (Substitute cost) for Professional Development in the Common Core Learning Standards	T-PD Internal	Group	APPR-other, DDI, Coach, CC-Other	FP-DS, BOCES-Partner, District	15	A total of 41 teachers attended these PD and PLC days	14 PD days completed 11 PLC collaboration days completed	\$35,386
Instructional Coach, , attended a 2 day STANY Conference	T-PD External	Individual	DDI, STEM, APPR	FP-DS	40	1	1	\$324
1 MS Science and 2 HS Science teachers attended a 2 day STANY Conference 2 HS/SE teachers attended a one day Future Horizons conference on Autism and Asperger's 1 ES teacher attended a one day workshop on Common Core Learning standards at the Teacher Learning	T-PD External	Group	DDI, STEM, SWD, SpEd, APPR,	FP-DS	40	24	9 days	\$5320

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<p>Center 3 MS teachers, 2 high school teachers, 2 HS/SE teachers, and 4 MS/SE teachers attended a one-day workshop on “Best Practices in Co-Teaching: Practical Solutions for Difficult and Challenging Issues 1 HS Math teacher and 1 MS ELA teacher attended the May NTI 3 ES Pre-K teachers attended the Annual Childhood Conference</p>								
<p>Director of CSE attended a one-day workshop on “Best Practices in Co-Teaching: Practical Solutions for Difficult and Challenging Issues High School Principal attended February and May NTI 1 Superintendent, 1 Middle School Principal, and 1 Assistant High School Principal, participated in the Leadership Coaching program provided by the University of Rochester through WFL BOCES</p>	<p>T-PD External</p>	<p>Group</p>	<p>SWD, SpEd, APPR</p>	<p>FP-DS, BOCES- Partner</p>	<p>40</p>	<p>2 PD days completed 2 Administrators attended these PD days 1 Superintendent completed 10 leadership coaching meetings 1 Principal completed 8 leadership coaching meetings 1 Asst. Principal completed 12 leadership coaching meetings</p>	<p>2 PD days completed 2 Administrators attended these PD days 1 Superintendent completed 10 leadership coaching meetings 1 Principal completed 8 leadership coaching meetings 1 Asst. Principal completed 12 leadership coaching meetings</p>	<p>\$8759</p>
<p>WFL BOCES staff developer provided 5 days of Common Core Math Modules training for 35 K-12 teachers 2 MS/ SE teachers attended a 1 day Fusion Reading workshop 2 HS Social Studies teachers attended a one day workshop, “Common Core Unit by Unit” 1 HS Math teacher attended a four day workshop, “Digging Deeper into the Secondary</p>	<p>T-PD External</p>	<p>Group</p>	<p>APPR, SWD, SpEd</p>	<p>BOCES- Partner</p>	<p>49</p>	<p>37 teachers attended these PD days</p>	<p>6 PD days completed</p>	<p>\$27,766</p>

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

Mathematics of the CCSS: A Focus on the Algebra Strand” 1 ESOL teacher attended a one day workshop, “Comprehension through Conversation”								
Instructional Coach, , attended a four day workshop, “Digging Deeper into the Secondary Mathematics of the CCSS: A Focus on the Algebra Strand”	T-PD External	Individual	APPR	BOCES-Partner	49	1	4	\$450

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- In March 2013 it was reported that teachers were selected for instructional coach positions and began year one training activities. The assistant principal began classroom walk through training - TEACHscape. Teachers were provided with the Framework for Teaching Proficiency Systems and Respect Live Walk Through supports.
- All teachers at all grade levels received the following training: Respect Live Walk Through supports and Framework for Teaching Proficiency from March through June.
- All coaches received leadership training (five sessions) through Wayne Finger Lakes BOCES between April and June and continued training throughout the summer and in the Fall of 2013.
- The middle school principal and assistant high school principal received coaching secured through Wayne Finger Lakes BOCES and provided by The Warner School at The University of Rochester. The assistant principal also received Framework for Teaching instruction and TEACHscape Walk Through training from April through June.

Evidence from Site Visit Notes:

- A superintendent stated that Data Driven Instruction (DDI) Coaches were working with teachers to realign Common Core Learning Standards (CCLS) and other standards to the overall curriculum. Coaches are working with teachers to help answer the question of how are you going to use your data, reflect on practice and make changes necessary. Coaches go into classrooms to provide non-evaluative observations of teachers to provide feedback and guidance to improve instruction and further develop professional development (PD) strategies. Coaches develop plans with teachers to monitor instructional progress. Math Academy summer of 2013- 35 teachers attended with a k-12- focus on the adoption of the math modules. Coaches lead conference day PD on varying areas of improvement-CCLS implementation and DDI.
- A principal is noted as stating, the math PD has created a professional conversation among teachers and has helped with the adoption of the modules. By being a part of the academy, I have been able to help teachers implement modules and increase their

effectiveness.” The principal also notes that there has been an increase in conversation about math; getting more from children than they ever thought they would. Teachers are very surprised about students being able to “rise to the occasion” of the Common Core (CC) rigor.

- The PD has been a great vehicle to implementing CC. The district is looking at various learning programs to do more in house trend data- this idea came from STLE team meetings- which was feedback based on teachers request. STLE team has been very proactive with sharing needs of teachers; this also has helped to provide further PD as well as sharing progress of goal attainment and has helped to spark idea for non-core subjects.
- A teacher leader is noted as making remarks on, providing PD on data analysis to science department based on last 10 years of science data providing a holistic picture of testing trends across the state.
- The teacher leader also taught how to use NYS gap analysis reports in order to see where there are strengths and weakness and ways to address the weaknesses. Teachers were able to identify trends in areas of weaknesses and then discuss how to improve based on others areas of strengths.

Evidence from Year 2 Interim Report:

- Teachers belong to professional learning communities led by instructional coaches to conduct data analysis activities, discuss current issues and receive turn-key training.
- Professional development opportunities were provided for teachers in the areas of common core learning standards and modules, the APPR process, identified areas of weakness, students with disabilities, and the essential elements of instruction.
- Teachers identified as high effective are approached and offered opportunities for advance on the existing career ladder and will be scheduled for the appropriate training. Future training for co-teaching and differentiated instructional practices has been secured.
- Principal and Superintendent Coaching was provided by the University of Rochester through the Wayne Finger Lakes BOCES.
- Six to eight science teachers attended the annual STANYS conference which was led by one of the instructional coaches, who is a high school science teacher. Their professional learning community made use of the information gleaned at this conference to upgrade their own knowledge base and plan for the increased rigor needed for the STEM programs.

Evidence from Year 2 Final Report:

- The Graduation rate for 2012/2013 was 86%, a goal coming from teachers being more prepared as stated by the district.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: The district met its Goal I: to increase retention of effective teachers and administrators; Goal II: to improve ratings on key practice components of Red Creek Central School District's teacher rubric; Goal III: to improve student academic achievement through the	

development of highly effective school leaders and teachers; and Goal V: to develop a full Teacher Leader Effectiveness Continuum within five years by integrating and aligning the TLE Continuum into our human resource systems, policies and procedures, and strategic plans.

On-going supports on the APPR process were provided for all teachers by Wayne Finger Lakes BOCES. Differentiated training, coaching, and on-going support to improve ratings on key practice components of district rubric were provided through Wayne Finger Lakes BOCES. Teacher leaders provided coaching to other teachers to improve their use of essential elements of instruction and their ability to develop student learning objectives, common core curriculum, and non-regents based curriculum. Training, coaching, and on-going supports provided by Wayne Finger Lakes BOCES to increase the skills and competence of teachers and leaders.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
N/A							

Supporting Evidence:

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

Evidence from Year 1 Final Report:

- The Teacher Development Program focused on development for all teachers through the use of Respect Live Walk Through supports, Framework for Teaching Proficiency - Teacher training, Teacher Development trainings on various topics and Teacher Improvement Coaching.
- In May 2013 it is reported that teachers in need of instructional coaching were identified. Curriculum Coach and building principals developed year two timeline and planned activities to support identified teachers.

Evidence from Site Visit Notes:

- The superintendent made the remarks that they are in the beginning stages of using math instructional coaches as non-evaluative observers to help determine areas where teachers are in need of further development. Conversations and observations with coaches and teachers together have helped to drive PD. Teachers work in collaboration in grade levels and with instructional coach. Staffs have an open line with BOCES they can reach out to if needed. As this process goes on, it is the hope that we will see improved observations (formal and informal) as well as a greater sense of comfort with both CC and APPR.

Evidence from Year 2 Interim Report:

- Evidence shows that 90% of teachers are effective in all components of the district's teacher rubric.
- All teachers were provided computer-based instruction in TEACHscape, Framework for Teaching, and Focus to improve their understanding of the components of their APPR. Instructional coaches provided one to one mentoring for new teachers and those teachers identified as ineffective or developing through the APPR process.

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: The district met its Goal II: to improve ratings on key practice components of Red Creek Central School District's teacher rubric and Goal IV: to achieve a sustainability plan for the continuation of the Strengthening Teacher and Leader Effectiveness program.</p> <p>A career leader and training for teachers to become an instructional coach and/or a curriculum development coach was implemented. Learning experiences for teachers and leaders were provided to enhance their abilities to support others while advancing their own careers. Teachers were identified for ongoing instructional coaching position and for the leader development program.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Instructional Coach	T-FT	STLE1	Coach	15	19 hours x \$60.00	6	\$1140
Curriculum Development Coach	T-FT	STLE1	Turnkey, CC-ELA, CC-Math	15	62.5 hours x \$60.00	1	\$3750

Supporting Evidence:

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

Evidence from Year 1 Final Report:

In March 2013 it was reported that teachers were selected for instructional coach positions and began year one training activities.

Evidence from Site Visit Notes:

- The Superintendent remarked that six mentor/instructional coaches and one teacher leader are in the role of the curriculum development coach. The coaches and the teacher leader provide coaching to teachers in an effort to improve their use of essential elements of instruction and their ability to develop student learning objectives, common core curriculum and non-regents based curriculum”.
- A Principal remarked that coaches have an opportunity to discuss on a monthly basis feedback gleaned from subject specific meetings to further assess where more PD is needed. Coaches are providing this PD to teachers in whole groups, grade levels and on an individual basis. Coaches lead PLC's based on areas in need of further support and development (common core, SLOs, lesson planning)”.

Evidence from Year 2 Interim Report:

- Based on results of last year's APPR process teachers have been identified as future instructional coaches and were approached to determine their interest. Conversations with current instructional coaches about the leadership academy are ongoing. Plans for filling future career ladder positions on being completed by building administrator in conjunction with the curriculum development coach.

Evidence from Year 2 Final Report:

- Six teachers were selected as instructional coaches to mentor, lead PLCs, and turn-key PD.
- Five additional teachers were selected for STLE 3; one middle school teacher was recommended for the leader development program.

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: Science teachers attended the annual STANYS conference with an instructional coach who is also a high school science teacher.	

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:

- Six to eight science teachers attended the annual STANYS conference which was led by one of the instructional coaches, who is a high school science teacher. Their professional learning community made use of the information gleaned at this conference to upgrade their own knowledge base and plan for the increased rigor needed for the STEM programs.

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
Career Ladder Positions	Personnel	SF

Supporting Evidence:

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

Evidence from Year 2 Final Report:

- Teacher Leader Effectiveness continuum has been part of the district’s professional development plan since 2013.
- The district’s administrative council has discussed plans for further career ladder positions and Teacher Leader Effectiveness vision.
- The district is in the beginning stages of implementation into the five year plan.

Section VIII – Methodology

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

Individuals interviewed

- Superintendent
- Grant Manager
- Elementary Principal/Leader of Program
- Middle School Principal
- High School Principal
- Instructional Coach
- Instructional Coach
- Mentee
- Mentee

Description of classroom observations (including amount of time, student population and rubrics used to conduct observations)

Classroom Observation, “Math Modules in Action” – 8th grade Math Teacher

Documents and materials reviewed to complete this report

- Red Creek Year 1 Final Report
- Red Creek Site Visit Notes
- Red Creek Year 2 Interim Report
- Red Creek Year 2 Final Report