



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE) Grant

Summary Report

Williamson 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 Williamson 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	Wayne-Finger Lakes 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
1,082	260	115	20	165	407

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	5	7	1	85	2

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
95%	5%

Teacher Qualifications				
# Teachers	Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years' Experience	Turnover Rate all Teachers
108	1%	4%	50%	10%

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the Williamson 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)	63	0	None tested	33
3(2012-13)	24	0	0	18
4(2011-12)	63	18	40	50
4(2012-13)	29	0	0	19
5(2011-12)	75	31	None tested	67
5(2012-13)	30	9	n<5	20
6(2011-12)	60	15	None tested	50
6(2012-13)	36	19	None tested	23
7(2011-12)	67	25	None tested	54
7(2012-13)	31	0	None tested	20
8(2011-12)	67	9	n<5	56
8(2012-13)	45	30	None tested	38
District Wide (2011-12)	66	18	40	52
District Wide (2012-13)	33	9	Data suppressed	22

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	69	0	None tested	58
3(2012-13)	38	9	0	25
4(2011-12)	69	18	60	65
4(2012-13)	50	0	None tested	34
5(2011-12)	80	46	None tested	58
5(2012-13)	38	8	n<5	19
6(2011-12)	50	0	None tested	42
6(2012-13)	27	6	None tested	17
7(2011-12)	77	42	n<5	67
7(2012-13)	28	0	None tested	27
8(2011-12)	81	55	n<5	72
8(2012-13)	18	0	None tested	5
District Wide (2011-12)	72	28	60	60
District Wide (2012-13)	33	5	Data suppressed	23

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	98	91	100	100
4(2012-13)	90	43	None Tested	84
8(2011-12)	91	55	n<5	83
8(2012-13)	91	60	None tested	90
District Wide (2011-12)	94	73	100	91
District Wide (2012-13)	90	53	None tested	86

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	82	39	37	0
Integrated Algebra	90	34	50	0
Geometry	88	25	33	0
Algebra 2/ Trigonometry	80	50	n<5	n<5
Global History and Geography	73	33	35	0
U.S. History and Government	82	47	48	5
Living Environment	87	29	47	13
Physical Setting/ Earth Science	80	41	41	0
Physical Setting/ Chemistry	74	15	n<5	n<5
Physical Setting/ Physics	89	37	None tested	None tested

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	86	46	80	35
SWD	40	0	29	0
ELL	None tested	None tested	n<5	n<5
ED	77	26	71	31

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	89	40	86	40
SWD	40	0	41	6
ELL	None tested	None tested	n<5	n<5
ED	77	13	80	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
	5	1	-	-	-	-

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English Language Arts	7	1	-	-	-	-
	8	1	-	-	-	-
Mathematics	5	1	-	-	-	-
	7	1	-	-	-	-
	8	1	-	-	-	-
Science	8	1	-	-	-	-

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)						
	n Tested	Percent of students scoring in each performance level:				
		Beg.	Int.	Ad.	Prof.	
Kindergarten						
All Students	2	-	-	-	-	
General Education	1	-	-	-	-	
SWD	1	-	-	-	-	
First Grade						
All Students	2	-	-	-	-	
General Education	2	-	-	-	-	
SWD	-	-	-	-	-	
Third Grade						
All Students	5	0	40	60	0	
General Education	1	-	-	-	-	
SWD	4	-	-	-	-	
Fifth Grade						
All Students	4	-	-	-	-	
General Education	3	-	-	-	-	
SWD	1	-	-	-	-	
Ninth Grade						
All Students	3	-	-	-	-	
General Education	2	-	-	-	-	
SWD	1	-	-	-	-	

2011-12 4 and 5 Year Graduation Rates (From New York State Accountability Report 2011-12)				
Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	115	92	109	89
Students With Disabilities	20	n<30	19	n<30
Limited English Proficient	0	None tested	0	None tested
Economically Disadvantaged	31	94	28	n<30

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
<ul style="list-style-type: none"> None
List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> Secondary-Level ELA – 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)
Williamson High School	Doug Lauf	2003-14	Original	9-12	352	347	1 P, 1 AP	1 P, .5 AP	33	33
	Kate Avery	July 1, 2014-present	New							
Williamson Middle School	John Fulmer	2004-14	Original	5-8	320	323	1 P, .5 AP	1 P, .5 AP	27	28
Williamson Elementary School	Ellen Saxby	2004-14	Original	UPK-4	464	462	1 P, 1 AP Intern	1 P, .5 AP	41	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/williamson-central-school-district.html
Most current version as of: January 9, 2014

Performance Evaluation Rubrics	
Teacher	Principal
Danielson's <i>Framework for Teaching</i> (2011 Revised Edition)	Vanderbilt Assessment of Leadership in Education (VAL-ED)

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	78	41	-	40
Effective	30	61	-	68
Developing	0	4	-	0
Ineffective	0	2	-	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; Carrie Smith, Project Coordinator	May 17, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	April Marsh, Project Assistant; Megan Lee Collins, Project Assistant	August 23, 2013
2013-14	Site Visit	Rebecca Coyle, Program 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	April Marsh, Project Assistant	April 15, 2014
2013- 14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Project Assistant	August 12, 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
5545-13-0048	\$141,644	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>Teacher leaders and coaches were trained in the areas of Common Core curriculum, the Danielson rubric, balanced literacy, and Data Driven Instruction. They received specific training in instructional coaching through Wayne Finger Lakes (WFL) BOCES. Principals and one assistant principal also received coaching and training through the University of Rochester Warner School of Education.</i></p>
<p>2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by STLE grant funded activities.</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>All newly hired teachers went through an extensive orientation process. New administrators were assigned a mentor administrator in their first year.</i></p>
<p>4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>Teachers who were rated as Ineffective and Developing were provided support from a coach, as they implemented Teacher Improvement Plans (TIPs).</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>Teacher leaders and coaches were trained in the areas of Common Core curriculum, the Danielson Rubric, balanced literacy, and Data Driven Instruction (DDI) in order to provide direct coaching and feedback through teaching rounds to others.</i></p>
<p>6. Performance Management – Use of evaluation data in development and employment decisions: <i>Only teachers who scored as Effective or Highly Effective on their composite Annual Professional Performance Review (APPR) score were appointed as mentors and coaches.</i></p>

7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: *A career ladder for teachers was developed, available to those who were effective or highly effective. Teacher leaders coached others in the areas of Common Core curriculum, the Danielson Rubric, balanced literacy, Data Driven Instruction and effective coaching strategies.*

Program Goals (Taken from Year 1 Final Report)	Targets (Taken from Year 2 Interim Report)	Outcomes (Taken from Year 2 Final Report)
<p>Goal I - Increase the retention of effective teachers and administrators. To achieve this goal the strategy is to provide effective professional development (PD)/growth opportunities to teachers and leaders through differentiated ongoing training, coaching, and mentorships.</p>	<p>WCSD will provide "School Leader Development" coaching and training to two school leaders by June 30, 2014.</p> <p>WCSD will provide "Teacher Development" to five teachers who will serve as instructional leaders and coaches by June 30, 2014.</p> <p>Provide on-going supports for Annual Professional Performance Review (APPR) measures of effectiveness for all teachers.</p>	<p>Five teachers received instructional coach training.</p> <p>100% of teachers in the district attended turn-key PD provided by STLE-supported coaches.</p> <p>Select teachers received coaching on the components of the Danielson rubric.</p>
<p>Goal II - Improve ratings on key practice components of WCSD's teacher rubric. To achieve this goal the strategy is to provide differentiated training, coaching, and on-going support to improve ratings of key practice components of the rubric.</p>	<p>All teachers will attend multiple sessions on the Common Core curriculum.</p> <p>All teacher leaders and coaches will be trained in the proficiency system of Teachscape by October 2013.</p> <p>Coaches will provide assistance to teachers on improvement plans and on Common Core implementation during the 2013-14 school year.</p>	<p>Self-selected teachers received coaching on the components of the Danielson rubric.</p> <p>All teacher leaders and coaches were trained in the proficiency system of Teachscape by October 2013.</p> <p>Teacher Leaders provided training to UPK-12 teachers in all buildings on the implementation of the Common Core Learning Standards (CCLS) and elements of the Danielson rubric.</p> <p>The district provided on-going supports for APPR measures of effectiveness for all teachers.</p>

<p>Goal III - WCSD will improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014. To achieve this goal the strategy is to increase student achievement by increasing the skills and competence of teachers and leaders through training, coaching and on-going supports.</p>	<p>Increase student growth/Value-Added measure as applied to State assessments in 4-8 English Language Arts (ELA) and Math by 6% from a baseline in June 2013 to June 2014.</p>	<p>Instructional coaches met with teachers in a variety of formats as noted below in an effort to inform best practice in the classroom and support observations with the Danielson Rubric. Select teachers chose to meet with a coach to review a lesson plan or reflect on an observation as part of the coaching process. Coaching time was utilized below as noted in our instructional coaching log: Classroom visits: 27 hours Instruction Support: 45 hours Trainings Facilitated: 55 hours Research/planning/meetings/assessment: 177 hours Overall hours spent: ~510 Teachers impacted individually: ~60 This does not include a number of informal opportunities in which coaches were available to support faculty and staff on an individual and small group basis. The average APPR composite score increased by 1 point from 2012-13 to 2014-15.</p>
<p>Goal IV - Achieve a funding sustainability plan for the continuation of the Strengthening Teacher and Leader Effectiveness program by June 2014. The strategy to achieve this goal is to work to develop sources of funding for continued participation in the STLE program through application to funding sources locally and federally, and through collaboration and partnerships develop more economical sources of the program.</p>	<p>The District will continue to attempt to negotiate a structure into the next teacher contract. Restructuring of local and federal funds to be used to fund the program.</p>	<p><i>Due to continued funding difficulties and extreme stress on a teaching staff whose numbers are dwindling, an official structure has not been developed.</i></p>
<p>Goal V -Improve students reading ability</p>	<p>All teachers that teach developmental reading</p>	<p>All developmental reading teachers participated in training.</p>

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across the district as evidenced by growth on Northwest Education Association (NWEA) Measures of Academic Progress (MAP) testing.	will work with coaches to provide a balanced literacy program. All grade levels will attain their growth targets on the MAP reading assessment in June 2013 and June 2014.	All grade levels met or exceeded their growth targets.
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Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$141,644	\$45,966	\$95,678

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 (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	Contract with WFL BOCES to deliver principal coaching programs.	-	-	\$4,800	-	-
15	Instructional Coach	6	-	\$11,267	-	-
15	Grant Coordinator	1	\$1,395	\$1,645	-	-
15	ELA teacher leader.	1	-	\$25,854	-	-
15	Teachers are identified for participation in the Leader Development program.	-	\$11,080	-	-	\$81,380
40	Teachers are provided with Framework for Teaching Effectiveness Series.	-	-	-	-	-
15	Teachers are selected for Teacher Development programs to serve as instructional coaches and programs are tailored to their needs.	-	\$2,667	-	-	-
15	Teacher Leaders provided training to teachers in all buildings on the implementation of the CCSS and elements of the Danielson rubric. Teachers impacted were UPK-12.	-	-	-	\$43,635	-
40	Training of instructional coaches as well as coaching for principals through the University of Rochester.	2	-	\$2,400	-	-
46	Teacher Leaders attended training at the University of Kansas on instructional coaching.	5	-	-	\$3,701	\$3,540
80	Employee Benefits	-	-	-	\$4,513	\$8,630
90	Indirect Costs	-	-	-	-	\$2,128
	Total Actual Expenditures		\$15,142	\$45,966	\$51,849	\$93,550

Section VII – STLE Grant Analysis

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

Guiding questions to direct the review:

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

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

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
Summary: The district has addressed this standard in a variety of ways. Teacher leaders and coaches were trained in the areas of Common Core (CC) curriculum, the Danielson rubric, balanced literacy, and Data Driven Instruction (DDI). The leaders and coaches turn-keyed all teachers in these areas through direct coaching and also through providing feedback during teaching rounds. The coaches received specific training in instructional coaching through Wayne Finger Lakes (WFL) BOCES. By entering into a partnership with the University of Rochester, University coaches were used as mentors for principals. Principals and one assistant principal also received coaching and training through the Warner School of Education-University of Rochester. Mentors from the Warner School at the University of Rochester met 4-5 times throughout the year with three administrators. Meetings were generally for an hour to discuss common themes around Principalship – including but not limited to instruction, budgeting, and personnel.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Five coaches attended instructional coach training through the University of Kansas.	New Role	T-CL	DDI, APPR-other, CC-Other	IHE-Partner	46	5	\$3,539
Five coaches attended a multiple day training session on instructional coaching.	New Role	T-CL	Coach	IHE-Partner	46	5	\$3,539

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 the Year 1 Final Report:

- Mentors have been assigned from the University of Rochester Warner School to coach principals.
- WCSD provided teacher development to five teachers who served as instructional leaders and coaches in the areas of Common Core curriculum, the Danielson rubric, balanced literacy, and Data Driven Instruction.
- All teacher leaders and coaches were trained in the proficiency system of Teachscape.

Evidence from the site visit:

- Regarding the Warner School of Education partnership, the assistant superintendent indicated that participants found it affirming to have a professional to bounce ideas off.
- Regarding the Warner School of Education partnership, a principal indicated that the overall experience was good and it was nice to have mentors from outside of the district. The principal went on to explain how this collaboration allowed them to brainstorm, engage in open dialogue, and was non-judgmental in nature.
- As the district moves forward, teachers and coaches have expressed an interest in receiving additional/ongoing professional development to improve general practice and obtain additional strategies for being effective coaches.

Evidence from the Year 2 Interim Report and Status Update Call:

- WCSD continued to provide school leader development coaching and training to two school leaders. In the spring there will be a review for eligible highly effective teachers for the 2014-15 school year for a third leader to receive development.
- WCSD continued to provide teacher development to five teachers who serve as instructional leaders and coaches.
- Teacher Leaders/Administrative Interns participated in training through BOCES around Annual Professional Performance Review (APPR) implementation. Two Teacher Leaders/Administrative Interns have all necessary training and are certified as Lead Evaluators.

Evidence from the Year 2 Final Report:

- Five coaches attended instructional coach training through the University of Kansas.
- Five coaches attended ongoing Network Team Training to enable them to support the implementation of the Common Core Learning Standards (CCLS).
- Two coaches completed Danielson training.
- Five coaches attended a multiple day training session on instructional coaching through University of Rochester-Warner School of Education.

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 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: The district provided individualized support for new teachers and administrators to advance their professional practice and improve their ability to produce positive student outcomes. All newly hired teachers went through an extensive orientation process. New administrators were assigned a mentor administrator in their first year.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Two principals were budgeted for mentoring.	P - Mentor	Formal	Coach	IHE-Partner	40	2	0

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 the Year 1 Final Report:

- All newly hired teachers go through an extensive orientation process: University of Rochester provided mentoring to coaches and Teacher Leaders- also received training in Teachescape.
- New administrators were assigned a mentor administrator in their first year.
- The coaches and teacher leaders have been trained in-district and attended Network Team Training in Albany. In addition, the coaches and leaders identified for next year (2013-14) will be attending training at the University of Kansas in June 2013.
- Teacher leaders began to coach teachers who were identified by district to receive coaching. Sessions have been held throughout the year, included were the following: teaching rounds in reading with sixth grade teachers; teaching rounds with all middle school ELA and special education teachers to support the implementation of state ELA modules; teachers in grades 1-4 were trained on Accessible Instructional Materials.

Evidence from the site visit:

- The assistant superintendent and a teacher coach indicated that newly hired teachers go through an extensive orientation process and that new administrators were assigned a mentor administrator in their first year.

Evidence from the Year 2 Interim Report and Status Update call:

- Six teacher leaders presented New Teacher Orientation (NTO) session with district administrator, titled “Teacher Development”. All new teachers in the Williamson Central School District participated in a full year of individualized mentoring. All mentors

receive coaching at NTO including a presentation and activities focusing on The Partnership Principals (turn-keyed from Jim Knight Training). Mentors are trained by the coaches during NTO. Mentors establish daily/weekly/monthly contact (varies) to support the teacher throughout the first year in the District. A calendar of applicable topics to discuss is provided to support dialogue.

Mentors:

- Observe the New Teacher (NT) on two or more occasions and offer non-evaluative feedback
- Arrange for the NT to observe settings appropriate for furthering practice (ex. academic, classroom management)
- Mentor and NT co-teach a lesson in each of their classrooms and reflect on practice, success and areas in need of improvement.
- Mentor and NT examine student work and have data driven dialogue to inform instruction
- Additionally all first and second year teachers participate in teaching rounds (2 small groups of 3-4 1st and 2nd year teachers) with an instructional coach to support professional growth.

Evidence from Williamson Final Report Year 2:

- Two principals were budgeted to receive mentoring through the Wayne Finger Lakes BOCES.
- Two principals were mentored using University of Rochester coaches.
- Coaches conducted New Teacher Orientation (NTO) sessions. Mentors from the Warner School at the University of Rochester met 4-5 times throughout the year with three administrators. Meetings were generally for an hour to discuss common themes around Principalship – including but not limited to instruction, budgeting, personnel.
- All mentors receive instructional coaching at NTO including a presentation and activities focusing on the partnership principals (turn-keyed from Jim Knight Training) in an effort to support communication and facilitate the mentor/new teacher work.
- All new teachers attended a three day professional development that included a focus on best common core aligned instructional practices, APPR, assessment and mentoring.

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: All teachers were evaluated under Education Law §3012-c. Teachers who were given improvement plans were provided support from a coach, consistent with Goal II: to improve ratings on key practice components of WCS District's teacher rubric. It is indicated that to achieve this goal the district's strategy is to provide differentiated training, coaching, and on-going support to improve ratings of key practice components of the rubric.	

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 the Year 1 Final Report:

- The district provided on-going supports for Annual Professional performance Reviews (APPR) measures of effectiveness for all teachers.
- All teacher leaders and coaches were trained in the proficiency system of Teachscape.
- An increase in student growth/value-added measure, as applied to State assessments in 4-8 ELA/Math, by 6% from a baseline in June 2013 to June 2014 was a goal. This goal is unable to be measured at this time as data has not been received.

Evidence from Year 2 Interim Report and Status Update Call:

- The district continued to provide on-going supports for APPR measures of effectiveness for all teachers.
- Teacher leaders were assigned to work with teachers who performed at a basic or ineffective level on their teacher observations.
- Two teacher leaders/administrative interns will have all necessary training for certification as lead evaluators.

Evidence from Williamson Final Report Year 2:

- Coaches provided assistance to teachers on improvement plans and on Common Core implementation during the 2013-14 school year. There was a one point increase in the average teacher APPR score for Other Measure, which directly related to observation and lesson creation based on the Danielson Framework for Teaching (2011 edition).

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
<p>Summary: The district used grant funds to successfully implement differentiated support for teacher and leader effectiveness through on-going professional development. These efforts of the district supported achievement of Goal III: WCSD will improve student academic achievement through the development of highly effective school leaders and teachers by June 30, 2014.</p> <p>To achieve this goal the district’s strategy was to increase student achievement by increasing the skills and competence of teachers and leaders. Through STLE grant funds, the district created</p>	

positions of teacher leaders and instructional coaches in the areas of English-Language Arts (ELA), math and reading. The teacher leaders and coaches were trained in the areas of Common Core curriculum, the Danielson rubric, balanced literacy, and Data Driven Instruction (DDI). They were coaching other teachers in these areas through direct coaching and also through providing feedback based on teaching rounds.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Principal coaching	P-PD External	Individual	Grant	IHE-DS	40	3		\$2,400
Framework for Teaching Effectiveness series	T-PD External	Group	APPR- Other	BOCES- DS	49			\$4,800

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 the site visit:

- The assistant superintendent indicated that the most recent professional development (PD) has been around the state reform initiatives. It was noted that having in-house dedicated trainers has made scheduling easier. The assistant superintendent also indicated that feedback from teachers has allowed adaptation of the professional development to better fit the teachers’ needs.
- An instructional coach indicated that going to Network Team Institute (NTI) training allowed the coaches to bring it directly back to the district and expand/ open the lines of communication. It was noted that the professional development received in Kansas gave teacher leaders more insight into effective coaching practices.
- A principal indicated that they are witnessing the impact from PD in the classrooms through observations.
- Teachers and administrators viewed the role of the coaches as an invaluable support to teachers in using student data to guide instruction as well as to address areas in need of development. Having the time and ability to debrief and discuss lessons, works to better observations and allow for continual non-evaluative feedback, and directly supports teachers in growing within their profession.
- The value of the coaches has been seen through a sharp increase in collaboration among colleagues, an increased level of comfort among teachers as well as a culture change within the district. These changes have helped to determine the aspects of instruction that are in need of improvement in order to continually move students forward.
- Principals reported that the professional development provided through the STLE grant is having an immediate impact in classrooms. Teachers are observed implementing the strategies taught and the positive impact on students is visible.

Evidence from the Year 1 Final Report:

- Teacher leaders continued to coach teachers’ and principals’ work with identified mentors.
- All teachers attended multiple sessions on the common core curriculum.

- All teachers who teach developmental reading worked with coaches to implement a balanced literacy program.
- A variety of professional development sessions have been held throughout the year. Included were Teaching Rounds in Reading with sixth grade teachers, Teaching Rounds with all middle school ELA and special education teachers who are implementing the state ELA modules, and teachers in grades 1-4 were trained on Aimsweb.
- In June 2012 two days of “Literacy/Guided Reading Training: Introduction to Guided Reading”, was provided for teachers in grades K-6 & middle school special education teachers.
- In mid-August 2012, training was provided around the introduction to close reading, 3-5 ELA curriculums, and establishing learning targets, to teachers of grades 3-8 ELA (two per grade level).
- On August 29, 2012 (superintendent’s day), teachers of grades 3-8 ELA, special education teachers, and teaching assistants were provided an introduction to close reading, 3-5 curriculum, and learning targets. Teachers of Universal Pre-Kindergarten (UPK)-grade 2 were provided with an overview of the Listening and Learning Strand -- looking at list of domains, program structure/sequence, purpose of program, and lesson components.
- On Jan 2-3, 2013 (10th periods), writing in the common core and evidence-based claims training was provided to teachers of grades 6-8 ELA, special education, reading, and teaching assistants. In addition, training on teaching rounds was provided on the common core curriculum for teachers of grades 5-8 ELA, special education and reading teachers. Training on teaching rounds for guided reading skills and strategies was provided to sixth grade teachers.
- In February 2013, on superintendent’s day, training on close reading and an introduction to common core curriculum (ELA split off for evidence-based claims) was provided to teachers of grades 9-12 ELA, Science, Social Studies, and special area teachers. Close reading training focused on incorporating close reading in content area classes for teachers of grades 6-8 Science, Social Studies, special area teachers, and teaching assistants. Academic vocabulary in the common core was shared with teachers of elementary special areas, middle school ELA, and special education. Teachers of grades 6-8 were provided training with regard to unpacking the Grades 6-8 common core curriculum.
- In spring 2013, Aimsweb training focused on administering and scoring Aimsweb. The entering benchmark scores refresher was offered in May to K-5 classroom teachers.
- In August and September of 2012 (superintendent days), UPK-grade 5 teachers received an overview of "Story of Units", looked at the components of a lesson, focused on fluency, RDW (problem solving procedure), models used in "Story of Units", and pre/post testing guidelines.
- In September 2012 UPK and Kindergarten teachers received training on problem-solving using bar models (tape diagrams). Elementary teachers focused on fluency activities and models from "Story of Units"
- On November 13, 2012 second grade teachers focused on bundling - using manipulatives to compose and decompose ones, tens, and hundreds to develop conceptual understanding of place value and regrouping in addition and subtraction.

- On November 29, 2012, UPK-third grade teachers focused on the use of a Rekenrek, using the Rekenrek as a tool to help with the development of number sense.
- On December 10, 2012, teachers in grades 2-4 received training on problem-solving with bar models.
- On January 16, 2013, interested elementary teachers were provided training on place value disks. This session demonstrated how to use place value disks to help develop number sense and a better understanding of place value starting with the concrete and then moving to the pictorial.
- In February 2013 (superintendent's day), common core mathematics progressions documents and the Partnership for Assessment of Readiness for College and Careers (PARCC) framework model for mathematics, common core mathematics progressions and using tape diagrams to solve problems will be shared with UPK-12 math teachers.
- In March 2013 teachers in grades K-4 will have an in-depth look at fractions progression and Grade 3, Module 5: Fractions as Numbers on a Number Line Manipulatives and models to use to develop conceptual understanding of fractions, Kindergarten Module 5: Numbers 10–20; Count to 100 by ones and tens structure and components of module, instructional shifts, PARCC guidelines, module mid and post assessments.
- In April 2013 teachers of first and second grade will receive professional development around problem-solving using "Read, Draw, Write"(focused on student perseverance and sharing).
- In June 2013 P-12 educators will received an overview of Coherence for Story of Units, Ratios and have a closer look at lesson parts (fluency, application, concept development, problem set and student debrief). Teachers will have time to analyze module one and begin planning and material preparation as a grade level.

Evidence from Year 2 Interim Report and Status Update Calls:

- Teacher Leaders provided training to UPK-12 teachers in all buildings on the implementation of the CCLS and elements of the Danielson rubric. Teachers were provided with framework for teaching effectiveness series.
- Teacher Leaders provided training sessions for elementary faculty on literacy data collection.
- Teacher Leaders worked with building principals to provide Data Driven Instruction (DDI) updates/guidance and module updates at monthly faculty meeting.
- Teacher Leaders provided coaching and troubleshooting help to over ten teachers throughout any given month. Focus areas included the implementation of the common core state standards, development of key literacy skills, strengthening teacher practice with the Danielson rubric, meeting the needs of all learners and data driven instruction.
- Teacher leaders conducted spring teaching rounds with new teachers and provided in class support and individual support to many others.

Evidence from the Year 2 Final Report:

- 100% of teachers in the district attended turn-key PD provided by STLE-supported coaches.
- Self-selected teachers received coaching on the components of the Danielson rubric.
- All developmental reading teachers participated in training.

- Coaches provided training and support to teachers in the implementation of the Common Core Learning Standards (CCLS), APPR and DDI.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
<p>Summary: The district used grant funded activities to systemically use evaluation data in development and employment decisions. This helped the district make progress toward Goal II: to improve ratings on key practice components of WCSD’s teacher rubric and Goal III: WCSD will improve student academic achievement through the development of highly effective school leaders and teachers.</p> <p>Any mentor or coach will have to have scored effective or highly effective on their composite APPR score, consistent with Goal I: to increase retention of effective teachers and administrators.</p> <p>All teachers who scored ineffective or developing were placed on an improvement plan. Supports were in place to assist those who were placed on an improvement plan.</p>	

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 the Year 1 Final Report:

- All teachers who scored ineffective or developing were placed on an improvement plan.
- All mentors or coaches were scored effective or highly effective on their composite Annual Professional Performance Review (APPR) score, and will need to remain rated in this way to stay in the position or be considered for any other Career Ladder positions.
- On-going supports for APPR measures of effectiveness for all teachers were provided.

Evidence from the site visit:

- Teachers received targeted assistance based on their rubric performance beginning in February 2012

Evidence from the Year 2 Interim Report:

- Teacher leaders/administrative interns participated in calibration activities for teacher observations with district's administrative team.
- Teacher leaders were paired with teachers who score Ineffective or Basic in areas of the teacher rubric in order to assist in the development of skills.

Evidence from Year 2 Final Report:

- Select teachers received coaching on the components of the Danielson rubric.
- Coaches provided training and support to teachers in the implementation of the CCLS, APPR and DDI in release time, professional development days and after school.

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: A career ladder for teachers was developed, and teacher coaching positions were available to those who were rated as effective or highly effective. Sufficient training was provided to prepare coaches in their new role. The method used was based on the use of teacher leaders and instructional coaches in the areas of English-Language Arts (ELA), math and reading. The teacher leaders and coaches were trained in the areas of Common Core curriculum, the Danielson rubric, balanced literacy, and Data Driven Instruction (DDI). They coached all teachers in these areas by providing direct coaching and also through providing feedback during teaching rounds. In addition, they received specific training in instructional coaching.</p> <p>The teacher leaders and instructional coaches receive career ladder support through either a reduced class load or through stipends. There is a grant coordinator who managed the coordination of the grant and the training involved.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Instructional Coach - Level 1	T-FT	STLE1	CC- other, APPR, DDI, Grant	15	Stipend \$2,000	2 each year	\$16,000
Instructional Coach - Level 2	T- TOSA	STLE1	CC- Other, APPR, DDI, Coach, Grant	15	Salary	3 Year 2 1 Year 1	.5 FTE, .5 FTE
Leader- Assistant Principal	P-FT	STLE1	Grant	15	Salary	2 (.5 positions)	\$68,000
Grant Coordinator	P-FT	STLE1	Grant	15	Stipend	1	\$1,645

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 the site visit:

- The superintendent indicated that teachers have increased levels of comfort; that coaches are very involved and are having a positive impact; that principals are using the coaches for "how to's".
- Williamson CSD indicated they are seeing a culture change and the program is helping to build a sense of ownership among teachers.
- An instructional coach indicated that there is an increase in communication and increased collaboration; that teachers are expressing the impact it is ultimately having on the students; that teachers are using student data.
- A principal indicated that the role of coach is seen as invaluable; that teachers are seeking out the coaches to better their observations.
- A teacher indicated that he/she has gained a better perspective having someone to share (ideas) with and there is an increase in conversations; that coaches are helping to prepare teachers for observations and providing open feedback.
- Coaches have expressed an interest in receiving additional/ongoing professional development to improve general practice and obtain additional strategies for being an effective coach.
- Coaches also reported feeling that teachers would continue to benefit from strategic and individually targeted professional development to meet instructional needs.

Evidence from the Year 1 Final Report:

- Coaches (level 1) and teacher leaders (coach level 2) were created and are paid a stipend.
- The coaches and teacher leaders were identified for the period of the grant. They have been trained in-district and attended Network Team Training in Albany. In addition, the coaches and leaders identified for next year (2013-14) will be attending training at the University of Kansas this month.

Evidence from the Year 2 Interim Report and Status Update Call:

- There were two coaches (level 1) and three teacher leaders (coach level 2) are in place.
- Coaches were coaching teachers on core curriculum and teacher effectiveness strategies.
- The district has used STLE funding to train coaches to work with teachers on the implementation of the common core standards.
- Teacher leaders/administrative interns worked with administrators to develop effective leadership skills.
- Teacher leaders provided many types of support opportunities for teachers including in-class co-teaching, coaching, training, individual meetings and large group training sessions.

Evidence from the Year 2 Final Report:

- The district provided training and support to teachers in the implementation of the CCLS, APPR and DDI by allowing for release time, professional development days and after school training provided by the coaches.
- New Teacher Orientation sessions were conducted by coaches and administration.
- Level 1 coaches received a stipend of \$4,000.
- Level 2 coaches received .5 of their salary as a stipend.

- In addition to the coaching duties outlined above, Level 2 coaches were released from their classroom duties to provide in-class support to teachers.

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 STLE grant funded activities.	

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

Issues of Equity

Issues of Equity	
Standard	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
Summary: The district grant funded program does not focus on a specific population of students or Science, Technology, Engineering, Mathematics (STEM). Rather, the focus is on supporting all teachers, especially those in need of improvement plans, through the creation of teacher leaders. In addition new administrators were assigned a mentor administrator in their first year.	

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 used grant funded activities to implement programs and practices that are expected to have a long-term impact on the district due to the extent of professional development provided to teachers and training for coaches. In addition, the mentoring of new administrators will also result in long-term benefits. The district has expressed a desire to continue the programs beyond the grant cycle, through use of other funds. However evidence of a specific plan has not yet been outlined.	
It is noted that the district’s Goal IV is to achieve a funding sustainability plan for the continuation of the Strengthening Teacher and Leader Effectiveness program by June 2014.	

Short Description	Code	Type
Expressed a desire to continue the programs beyond the grant cycle, through use of other funds.	Program	SF

Supporting Evidence:

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

Evidence from the Year 1 Final Report:

- It is indicated that the district is restructuring some of its local and federal funds to be used to fund their program.
- A stated goal is to achieve a funding sustainability plan for the continuation of the Strengthening Teacher and Leader Effectiveness program by June 2014. The district strategy is to achieve this goal is to work to develop sources of funding for continued participation in the STLE.
- Additional grants were written to sustain the program. (Work plan -June 2014)

Evidence from the Year 2 Interim Report:

- The district responded “yes” to the question “Does your district have long-term plans to continue this position/ stipend after the grant period?”

Evidence from the Year 2 Final Report:

- The district responded “yes” to the question “Does your district have long-term plans to continue this position/ stipend after the grant period?” and indicated that the career ladder positions would be maintained by shifting funds and additional grants.

Section VIII – Methodology

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

Individuals interviewed

District Level

- Superintendent
- Assistant Superintendent
- Instructional Coach and Administrative Intern
- Instructional Coach

Building Level

- Instructional Coach/Administrative Intern, Williamson Elementary School
- Elementary School Principal
- Middle School Principal
- High School Principal
- Meetings with teachers receiving support services

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

- Year 1 FS-10 Report
- Williamson Year 1 Interim STLE Report
- Williamson Year 1 Final STLE Report
- Williamson Year 2 Interim STLE Report
- Williamson Year 2 Final STLE Report
- Williamson Site Visit Notes