

Highland Central School District

Region: Yonkers

Motto: Students are the Priority

Awards: Strengthening Teacher and Leader Effectiveness 2

Superintendent: Ms. Deborah Haab



Note: Profiles of this nature have been developed by the Office of Teacher and Leader Effectiveness at the New York State Education Department to highlight how recipients of the Strengthening Teacher and Leader Effectiveness (STLE) Grant have established career ladder pathway models to address their diverse student achievement and talent management needs.

HIGHLAND CSD AT-A-GLANCE

The following data was retrieved from the 2013-14 New York State Report Cards via the [Public Access Data Site](#) unless otherwise indicated.

Schools in the District



3

Teachers in the District



137

Principals in the District



3

Turnover Rate of Teachers with Fewer than Five Years of Experience



21%

*2012-13 data

Turnover Rate of all Teachers

10%

*2012-13 data

State-Provided Growth Ratings

Ineffective

2

(6%)

Developing

8

(24%)

Effective

23

(70%)

Highly Effective

0

(0%)

Student Enrollment



1,823

Per Pupil Expenditure



\$9,870.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

4

(0%)

Black or African American

130

(7%)

Hispanic or Latino

199

(11%)

Asian or Native Hawaiian/
Other Pacific Islander

81

(4%)

White

1,354

(74%)

Multiracial

55

(3%)

Other Student Groups

Limited English Proficient Students

11

(1%)

Students with Disabilities

233

(13%)

Economically Disadvantaged Students

691

(38%)

Eligible for Free Lunch

463

(25%)

Eligible for Reduced-Price Lunch

178

(10%)

OVERARCHING VISION

Highland Central School District (HCSD), a suburban/semi-rural to rural community located in the Yonkers area, is a Strengthening Teacher and Leader Effectiveness (STLE) 2 recipient of \$231,125. Educators in HCSD have created a vision of shared leadership facilitated by the district's most effective teachers and principals in career ladder pathways that span across 3 schools, 1,823 students, and 137 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

HCSD applied for the STLE 2 grant to develop formal career ladder pathways that would help the district transform professional development to meet its student achievement and talent management needs. Prior to the STLE 2 grant, HCSD lacked a defined career ladder pathway. The district envisioned using its most effective and highly effective teacher and principal leaders in new career advancement opportunities to complement the district's longstanding and robust mentoring program for novice teachers and leaders.

The district is comprised of three schools, an elementary, middle, and high school. HCSD's proposed STLE 2 grant activities were focused on strategies to significantly increase student achievement and close gaps for all students, specifically, student subgroups that were identified as underperforming through a comprehensive gap analysis. According to the New York State Education Department's (NYSED) Report Card for 2011-12, students with disabilities at the elementary and middle level did not meet Adequate Yearly Progress (AYP) targets in English Language Arts (ELA). In addition, students with disabilities, Black or African American, and Asian or Native Hawaiian/Other Pacific Islander students at the elementary and middle level did not meet AYP targets in math. At the secondary level, white students did not meet AYP targets in math. In addition to these subgroups, the district was focused on ensuring that the increasing population of economically disadvantaged students received adequate support to achieve success. In 2011-12, 39% of students were eligible for free or reduced price lunch, a 10% increase from the previous two years when 29% of students qualified. HCSD realized that a comprehensive analysis of current curricula that was horizontally and vertically aligned would be its first step toward closing achievement gaps for all students. The district planned to develop a unified curriculum with a cohesive calendar, set of strategies, and common vocabulary.

With regard to the district's talent management needs, a gap analysis revealed that although all students were taught by highly qualified teachers, with only 1% of teachers in positions without appropriate certification, more expertise was needed to adequately support students with disabilities and English language learners. HCSD had difficulty recruiting dual certified Special Education teachers who were able to teach reading to improve results for students with disabilities as well as teachers of foreign languages certified in English as a Second Language. In light of the gaps revealed through this analysis, HCSD proposed to structure their career ladder pathways and associated STLE activities utilizing the power of the Annual Professional Performance Review (APPR) system along with practices of school-based inquiry. Using these systems, the most effective teachers and principals, some of which were in informal leadership roles, would design targeted professional development to further support instructional strengths and weaknesses across the district.

In addition, HCSD committed to using technology as one strategy to provide a more engaging and differentiated course of study for students in order to improve their academic achievement. At the time the grant was written, HCSD students and teachers had access to a variety of technological resources, but experienced insufficient training and professional development to effectively integrate these tools into differentiated classrooms. Through the STLE grant, HCSD hoped to train a cadre of teachers to act as leaders and models of technology use throughout the district. Professional and novice teachers involved in the blended learning initiative would familiarize themselves with resources available and act as turn-key trainers and providers of tech support in each building.

Current Status of Career Ladder Pathways

In executing the grant, HCSD designed career ladder pathways to spread leadership intrinsically through broad based programs throughout the district. Their intent was to avoid creating positions that would not be sustained beyond the life of the grant, and instead create structures that encouraged organic leadership within departments and between buildings. HCSD worked toward this goal in several areas. First, they leveraged their existing Grade Level and Department Chairpersons (Teacher Leaders) to coordinate the writing of a vertically and horizontally aligned curriculum. Through their efforts, they created teams of Novice Teachers who looked closely at the current curricula, compared it to college and career ready standards and rewrote or refined it to fit a common template. HCSD focused mainly on math at the elementary school and in specific content areas at the middle and high school. In the process of writing the curriculum, HCSD also provided professional development support that created teams of Professional Teachers confident in their content knowledge and the direction of their work. While this initiative is by no means complete, it has created a strong foundation for future work in English language arts (ELA) and continual refinement in all content areas. Next, they used the strengths of their principals as well as the existing District Data Coordinator position to improve evidence-based conversations at each building. Their high school principal was already a leader in the use of data to guide conversations about instruction and success on the Regents examinations. He shared his system and process with the middle and elementary school principals, novices in this area, who then created systems to track math achievement and reading levels. All three principals became leaders of Professional Learning Communities (PLCs), combining elements of their tech initiatives with these areas of focus in each of their buildings. The excitement and enthusiasm generated provide a platform for future work through the PLCs that are just beginning.

The district's greatest area of success has been the integration of technology and blended learning. Through this initiative, HCSD created a strong group of leaders confident in their knowledge and willing to share and lead. The success came from a Blended Learning Academy offered in the district in summer 2014. It was open to teachers rated Effective and Highly Effective from grades 6-12. The district began with a mix of Novice and Professional teachers. During the summer and throughout the year, the group met to discuss, learn, and troubleshoot the blended learning platforms and technology-based tools. Additionally, they sent their entire grades 6-12 math department to flipped learning training through their local Board of Cooperative Educational Services (BOCES). These teachers were eventually integrated into the blended learning group. They now have over 20 teachers who are using and meaningfully integrating technology into their curriculum. Novice Teachers within this group have risen to the level of Professional Teacher. In addition, at least 5 teachers, from the group of 20, excelled and are now considered leaders. The five teachers share their expertise with colleagues formally during Superintendent's Conference Days and professional development workshops after school, as well as present at the regional meeting of the state technology organization.

The breadth and depth of these learning opportunities are enabling HCSD staff to develop a common language to discuss effective teaching and leadership practices. PLC's, Curriculum Development Teams, data conversations, and professional development activities are providing structured channels for collaboration and communication, through which a common understanding of the language used to describe effective practice is assured. HCSD will continue to use its teacher and principal leaders to propel the district forward with the initiatives that have begun through STLE 2.

Future Aspirations for Highland through Educator Leadership in Career Ladder Pathways

HCSD has created a strong foundation for teacher and principal collaboration and leadership. They look to further embed curriculum alignment and design in an online platform to allow for easier collaboration and transparency for administrators, teachers, students and parents as they move forward. HCSD plans to further increase the reliability, validity and rigor of their summative Annual Professional Performance Reviews (APPR) assessments. Their blended learning and flipped classroom initiatives will allow them to incorporate more authentic and problem-based assessments, thus increasing student engagement, and ultimately achievement. They hope to continue the momentum of the blended learning initiative by adding a second "cohort" of teachers at a second summer institute in July 2015.

The data structures created by the leadership teams in each building provide important constructs for conversations with staff about student learning and achievement. All staff members able to look at larger gaps and needs on an ongoing, annual basis by harnessing the data compiled by individual teachers into coherent reports and data walls for the entire building. Growth can be monitored and celebrated by the whole group, rather than limited to individual achievement in the classroom. HCSD plans to expand the depth and breadth of evidence-based conversations so that it becomes a part of their vocabulary. They plan to continue the positive energy that has been generated as well as the meaningful reflection and changes in practice that have occurred moving forward.

Career ladder pathways created through the STLE grant proposal has focused on creating and supporting leadership throughout the buildings, rather than creating specific leadership positions. This was done consciously to foster sustainability beyond the life of the grant. HCSD has created a culture of leadership that does not depend on a particular title or stipend by using STLE funds to encourage teachers and principals to communicate and collaborate. The district plans to build upon the excitement and inspiration generated in the 2014-15 school year to continue the initiatives started through the grant.

MODEL SUMMARY

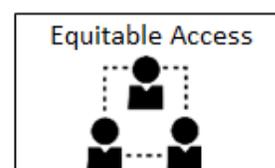
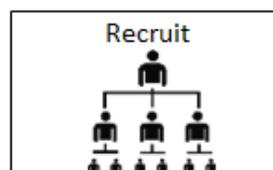
Highland Central School District developed career ladder pathways for teachers and building principals designed to utilize their expertise in career advancement positions. HCSD's career ladder pathway addresses and integrates the following components of the Teacher and Leader Effectiveness (TLE) Continuum: induction and mentoring, ongoing professional development/professional growth, and performance management.

The district established the following teacher and principal leader positions on its career ladder pathway:

- Novice Teacher: Professional Learning Community (PLC) Member, Blended Learning Trainee, and Data Analysis Trainee
- Professional Teacher: Professional Learning Community Member, District Data Coordinator and Blended Learning Specialist
- Teacher Leader: Curriculum Development Team Leader, Data Analysis Leader, and Blended Learning Leader
- Novice Principal: Data System Trainees
- Professional Principal: Professional Learning Community Leader
- Principal Leader: Data System Leader

The district's career ladder pathways include a diverse group of teachers and principals. The 75 Novice and Professional Teacher PLC members work directly with the 3 Professional Learning Community Leaders to create areas for intense focus, study and change in the district. The 5 Novice Blended Learning Trainees work with the 15 Blended Learning Specialist and the 5 Blended Learning Leaders to learn new technology platforms and tools as well as turn-key their expertise to other teachers in the district. The Data System Analysis Leader works with their 16 Data Analysis Trainees to organize and analyze student data on a student by student basis as well as across the school or district. The District Data Coordinator supports teachers with analyzing assessments to develop Student Learning Objectives (SLOs) to support evidence-based instruction. In addition, the Data System Principal Leader works with the 2 Data System Trainees to develop school wide systems to track student learning and engagement. The positive energy generated by the depth and breadth of the work done by these educators has resulted in a tangible change in the atmosphere and excitement for teaching and learning. The district purposefully spread these leadership responsibilities between many educators in order to inspire an organic leadership movement from within the staff. The district intends to continue to use educator leaders as a resource as they reach their current goals and set new ones after the Strengthening Teacher and Leader Effectiveness (STLE) grant period.

Highland CSD's Career Ladder Pathway model addresses the talent management challenges of developing and retaining effective and highly effective educators.



RATIONALE

In Highland Central School District students are the priority. HCSD inspires students to make connections, think critically, and become productive global citizens who create legacies that make the community proud, within the district's safe and caring learning environment. This statement guides the work they do through the Strengthening Teacher and Leader Effectiveness (STLE) grant.

Gap Analysis:

In an initial assessment, Highland identified the following needs:

Student Achievement:

- Accelerate student growth and close gaps in achievement, particularly for subgroups of students that did not meet English Language Arts (ELA) or math Adequate Yearly Progress (AYP) targets at the elementary and middle levels in 2011-12: Students with Disabilities, Black or African American, and Asian or Native Hawaiian/Other Pacific Islander students.
- Adequately support the increasing population of economically disadvantaged students. In 2011-12, 39% of students were eligible for free or reduced price lunch, up from 29% in 2010-11.

Talent Management Needs:

- Align and vertically integrate college and career ready standards with curricula in each subject area, across grade levels.
- Improve services to students with disabilities, particularly in reading, by providing targeted professional development to staff.
- Further refine the district-wide professional development plan to empower staff to become part of a sustainable system of experts that share their knowledge and develop their peers.
- Extend the reach of the Technology Director and increase the number of teachers who are able to appropriately integrate technology into their instructional practice.
- Replicate the data collection system, successful in the high school, in the elementary and middle schools.

- Improve recruitment efforts to attract certified special education teachers who are able to teach reading to students with disabilities as well as teachers of foreign languages who are certified in English as a second language.

Design Principles:

In response to those needs, Highland designed career ladder pathways that:

- Allow for evidence-based decision making.
- Are solution focused.
- Expand the scope and impact of the district's teachers and principals to provide targeted, job-embedded professional development.
- Provide opportunities to develop and share expertise.
- Focus on performance.
- Provide significant, meaningful and sustainable career advancement positions.
- Promote collaboration and shared ownership.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

Professional Learning Community Member:

- General and special education teachers collaborate to improve instruction with a goal of equity, inclusion, and excellence for all students, with a particular focus on students with disabilities.

Blended Learning Trainee:

- Train in an academy setting alongside Blended Learning Specialists and Blended Learning Leaders to learn more about blended learning tools, devices and strategies to improve student achievement.
- Integrate technology into their daily instruction.

Data Analysis Trainee:

- Train with the Data Analysis Leader to learn methods for organizing and analyzing data for individual students as well as by class and school.

Professional Teacher

District Data Coordinator:

- Work with teachers to develop, administer, score and analyze data from local assessments, evaluate them for rigor and work with teachers to develop Student Learning Objectives (SLOs).
- Work with administrators on the implementation of Annual Professional Performance Review (APPR).

Professional Learning Community Member:

- General and special education teachers collaborate to improve instruction with a goal of equity, inclusion, and excellence for all students, with a particular focus on students with disabilities.
- Mentor to novice Professional Learning Community members.

Blended Learning Specialist:

- Serve as a resource in their department and throughout the building on technology integration and provide support on software and applications.
- Provide turn-key training to groups of educators within the building.
- Continue to gain expertise in blended learning.

Teacher Leader

Curriculum Development Team Leader:

- Align curricula with the college and career ready standards horizontally and vertically across grade levels and schools.
- Collaborate with Grade Level Coordinators and Department Chairs to lead and coordinate the Curriculum Development Team.

Data Analysis Leader:

- Train and support the Data Analysis Trainees throughout the district to look at individual student data across grade levels and district wide.
- Facilitate a targeted look at the progress of students with disabilities and math achievement overall.

Blended Learning Leader:

- Masterfully support the integration of technological tools and learning into course content.
- Share expertise with other members of the Blended Learning Academy.
- Provide turn-key professional development for other members of the entire K-12 staff.

PRINCIPAL ROLES & RESPONSIBILITIES

Novice Principal

Data System Trainee:

- Collaborate and receive support from the Data System Trainer to learn the data system, track individual students through multiple sources of information, as well as identify where they are struggling and determine when an intervention may be needed.
- Replicate the data system in their building.

Professional Principal

Professional Learning Community Leader:

- Participate in professional development to learn how to form and effectively work in Professional Learning Communities (PLCs).
- Organize and oversee PLCs allowing for teachers to work collaboratively.
- Create PLCs that target areas of focus in the district, including blended learning and increasing support for students with disabilities.

Principal Leader

Data System Trainer:

- Collaborate and provide training to Data System Trainees on the data system to monitor individual student performance.
- Enhance data analysis in buildings to further examine and inform curricular changes.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify teachers rated “Effective” and “Highly Effective” according to Annual Professional Performance Review (APPR).
- Identify high quality teachers and principals who have a history of successful practice.
- Identify teachers and principals who through either training or professional experience, have and are able to demonstrate relevant knowledge and skills to be successful.
- Identify teachers and principals who are respected by their peers and administration.

2. SELECT

- Develop clearly defined job descriptions for each teacher and principal leader role.
- Develop technical, behavioral, and role specific competencies for all teacher leader roles.
- Communicate teacher leader opportunities to eligible teachers.

3. RETAIN

- Create a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.
- Develop foundational and role specific professional learning activities to build capacity.
- Create ways for teacher and principal leaders to broaden impact on school improvement.
- Ensure adequate resources are in place to support teacher and principal leaders.
- Provide opportunities for teacher and principal leaders to share best practices.

First grade students become the teachers in Mrs. Canino’s class. Students taught parents about number bonds, Rekenreks, and informational text. In this picture, a student shows his father how to use a personal Rekenrek to complete a number sentence. Mrs. Canino implemented this activity with the support of her Professional Learning Community, a part of the district’s career ladder pathway, during the 2014-15 school year.



BUILDING CAPACITY FOR EDUCATORS TO LEAD

Implementation of this teacher and principal leader career ladder pathways model requires preparation for teacher leaders, principal leaders, building staff, and district leaders. The following are suggested best practices for effective implementation that have been successful in HCSD:

- Map and vertically align curricula and best instructional practices across grade levels.
- Partner with the local Boards of Cooperative Educational Services (BOCES) to help create blended learning experiences and provide support for other emergent district needs.
- Establish Professional Learning Communities (PLCs) to provide ongoing data collection and help improve instruction.
- Utilize the power of the Annual Professional Performance Review (APPR) system along with practices of school-based inquiry and Professional Learning Communities (PLCS) to create targeted professional development opportunities to bolster academic achievement and instructional strategies.

Teacher Leader, Debra Kelley, engages middle school teachers, Beth Neenan and Melissa Barton, in ongoing data conversations throughout the 2014-15 school year. Middle school teachers track student performance in English Language Arts and math using a combination of online purchased programs and district developed common assessments.



“Without the STLE 2 funds, HCSD would have struggled to create a comprehensive curriculum aligned with college and career ready standards. With the funds supplied in the grant, teachers at all levels will work closely to gain an intimate knowledge of these changes to create a common, horizontally and vertically aligned curriculum. We have not experienced this as a district before. The grant allows the district to promote ownership and buy-in from teachers in all three buildings while creating a culture of professional growth and academic rigor.”

-Deborah Haab, Highland Central School District Superintendent

“The most effective educators must work with the lowest performing students to accelerate student achievement and to ensure that all students graduate on time with the 21st Century skills needed to be college and career ready. Implementing the Teacher Leader Effectiveness (TLE) Continuum, with emphasis on career ladder pathways, is critical to achieving that goal.”

-From Highland’s STLE 2 Application

IMPLEMENTATION TIMELINE

The development and implementation of HCSD's career ladder pathways began in October 2013 when the HCSD Board of Education officially accepted the Strengthening Teacher and Leader Effectiveness (STLE) 2 grant. They have continually worked to build career ladder pathways while staying true to their mission: to create a safe and caring learning environment, as well as inspire students to make connections, think critically and become productive global citizens.

Highland CSD Career Ladder Pathway Implementation Timeline	
October 2013	HCSD is awarded STLE 2 grant. Career ladder pathways positions advertised via email to all staff and posted on Bulletin Boards and the district website. Selection of teacher and principals for each career ladder pathway position
November 2013	Training for teachers and principals in career ladder pathway positions began; time is allocated at grade level and department meeting as well as before and after school for collaboration and implementation of roles and responsibilities.
January 2014	Curriculum development teams began mapping and vertically and horizontally aligning college and career ready math standards for each grade level.
February 2014	Superintendent met with teachers and principals on career ladder pathways to monitor progress.
July 2014	Technology Integration Team Summer Academy with the Technology Integration Specialist for grades 6-12 teachers. Curriculum development teams continued to meet across grade levels and content areas to assure both horizontal and vertical alignment of curriculum maps.
September 2014	Planned Common Core Parent Nights at the elementary and middle schools. Began on-going presentations to the Board of Education on technology integration. Formed flipped learning group as an extension of technology integration efforts.
December 2014	Created Book Study Professional Learning Communities (PLCs) focused on technology, student engagement, and vocabulary instruction for students with disabilities and other subgroups. Continued work on mapping and developing assessments.
May 2015	Share updates with the Board of Education.
June 2015	Examine the measurable results of the work performed and begin planning for work that continues beyond the grant period.

COMMUNICATION STRATEGY

HCSD prioritized clear and authentic communication with all district stakeholders throughout the development and implementation of their career ladder pathways. This includes teachers, administrators, union leadership, the Board of Education, as well as parents and the community at large.

Career ladder pathways updates and opportunities are posted on bulletin boards, disseminated via email, and published on the district's website.



Present monthly to the Board of Education and the public regarding the purpose of the Strengthening Teacher and Leader Effectiveness (STLE) grant and the scope of all activities designed to enhance instruction through the use of teacher leaders.



Publish a special edition, single topic, newsletter for targeted stakeholders about career ladder pathways which include updates on strategic initiatives.



Present information about the potential impact of STLE grant initiatives and career ladder pathways on students at each school's Parent Teacher Association (PTA) /Parent Teacher Organization (PTO) meeting.



Share updates regularly via the district's website, email, and social media to all internal and external stakeholders.



Alicia Reina, special education teacher, and Jennifer Bertone, 6th grade teacher, both Blended Learning Professional teachers, present their technology integration strategies to the Board of Education in November 2014.

PROMISING PRACTICES

Using a set of guiding questions, HCSD thoughtfully considered best practices that would support implementation of their teacher and principal career ladder pathways.



Develop a Comprehensive District Educational Plan (CDEP) that measures the effectiveness of academic programs and operational systems as well as define opportunities for improvement on a regular basis.



Involve a multitude of stakeholders to ensure that the strategic direction is aligned with community and district values.



Develop and implement professional development to train individuals for potential career ladder pathways positions.



Extend the reach of the most effective teachers by enabling them to become leaders in their areas of expertise and turn-key trainers for other staff through targeted professional development.



Encourage innovation and student engagement by using professional and lead teachers to share and implement new technology platforms and strategies with staff.



Blended Learning Teacher Leader, Christopher Cozzolino, is using an online application, Nearpod, to help his Physics students review for a test. Nearpod allows teachers to view the work students do on the iPad in real time and make corrections or answer questions. Nearpod supports formative assessment and teacher feedback in the moment. Mr. Cozzolino frequently shares his expertise and experience with blended learning with his colleagues across the district.

COST & SUSTAINABILITY

HCSD's career ladder pathways were designed to promote sustainability by training teachers as turn-key experts, utilizing the district's Technology Academy and Professional Learning Communities (PLCs). The professional development supplied to teachers enables them to be well versed in the requirements of the college and career ready standards. In addition, the district's emphasis on data promotes an environment of inquiry at every level. The district hopes to sustain the meaningful work they have begun by increasing their funds towards professional development as well as additional grant funding.



Professional teacher, Jessica Heissenbittel, leads a first grade class in a math lesson aligned to the college and career ready standards in the 2014-15 school year. Later in the lesson, students used Rekenreks, number lines and number bonds to gain a fuller understanding of foundational math concepts. Throughout the duration of the Strengthening Teacher and Leader Effectiveness (STLE) grant, teachers participate in curriculum alignment and professional development that expands their expertise in math instruction.

1	1	1	2	3	1
Technology Integration Specialist	Curriculum Development Team Leader	Data System Trainer	Data System Trainees	Professional Learning Community Leaders	District Data Coordinator
👤	👤	👤	👤 👤	👤 👤 👤	👤
x \$1,000 stipend = \$1,000	x \$1,000 stipend = \$1,000	x \$1,000 stipend = \$1,000	x \$1,000 stipend = \$2,000	x \$1,000 stipend = \$3,000	x \$2,000 stipend = \$2,000

IMPACT

HCS D has used Strengthening Teacher and Leader Effectiveness (STLE) funds to develop a career ladder pathway model that includes career advancement opportunities for talented teacher and principal leaders. As a result, they are transforming professional development and district culture, as well as positively impacting teaching and learning.

 1 Technology Integration Specialist <i>directly impacts</i> 25 Teachers <i>which impact</i> 900 Students	 1 Curriculum Team Leader <i>directly impacts</i> 125 Teachers <i>which impact</i> 1,800 Students	 1 Data System Trainer <i>directly impacts</i> 2 Data System Trainees <i>which impact</i> 1,100 Students	 3 Professional Learning Community Leaders <i>directly impact</i> 75 Professional Learning Community Members <i>which impact</i> 1,800 Students
---	---	--	---

COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> Utilizing turn-key trainers in blended learning, data analysis, and curriculum alignment will save the district an estimated \$60,000-\$80,000 in future professional development costs including substitute teachers. Vertically and horizontally aligned curriculum creates efficiencies in resources and leads to fewer purchases. Electronic resources have saved the district an estimated \$10,000 for print materials. Enhancing the expertise of teachers in new college and career ready strategies and blended learning will increase student engagement leading to higher achievement and less funds spent on remediation services, including Academic Intervention Services and summer school. 	<ul style="list-style-type: none"> The shift in grade level and department meetings to Professional Learning Communities (PLCs) has increased time spent in evidence-based analysis and action by 25%. Turn-key training as well as meetings outside of the school day and after school has maximized teacher and principals' time spent in the classroom.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	Increased the number of students demonstrating proficiency in Grades 3-8 Math by 6% from 2012-13 to 2013-14.		75% of HCS D course content is mapped and aligned to college and career ready standards both vertically and horizontally.
	Increased student interaction with technology platforms by 50% from 2012-13 to 2013-14, allowing for greater engagement and achievement.		Increased time for structured collaboration across all grade levels dedicated to creating a common vocabulary and expectation for student learning by 50%.
	Increased the use of common interim assessments by 25% in grades K-8, which allow for detailed item analysis and monitoring of student progress.		PLCs provide cross district communication and continuity not in place prior to the STLE grant.
	Aligned college and career ready math curriculum K-5 provide equity of educational experience for all students.		Realized a 50-75% increase in technology integration through blended learning and online platforms with the support of the Blended Learning Leader, Trainees, and Specialists.

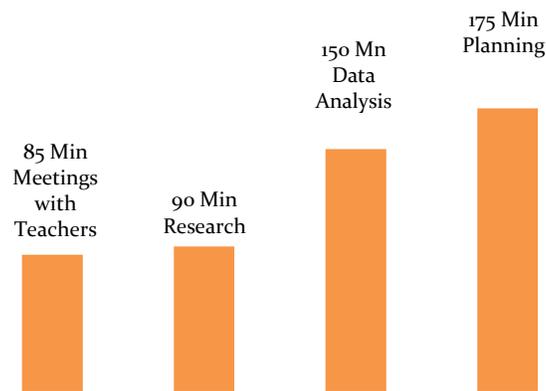
One Day in the Life of Debra Kelley: Highland CSD, District Data Coordinator



**Debra Kelley,
Teacher Leader and Data Coordinator
Highland Central School District**

One Day in the Life: by the minute

- 7:15 AM Arrival: Greet students and teachers as they arrive.
- 7:30 AM Work with individual high school teachers on developing assessments.
- 8:00 AM Review and modify district Response to Intervention (RtI) /Academic Intervention Services (AIS) plan.
- 9:00 AM Work with the high school principal on the testing schedule.
- 9:30 AM Travel to the middle school.
- 9:45 AM Meet with middle school principal and AIS math teachers to analyze data.
- 10:15 AM Develop plans for district geography bee.
- 11:15 AM Work with a middle school science teacher to examine “mega data.”
- 11:55 AM Lunch
- 12:20 PM Meet with AIS reading teacher on RtI/AIS plan at the middle school.
- 12:50 PM Read New York State guidelines for English as a Second Language students.
- 1:30 PM Meet with new AIS math teacher on teaching strategies.
- 1:55 PM Meet with sixth grade math teacher on data analysis of an exam.
- 2:15 PM Work on establishing meeting schedule for elementary evidence- based instruction meetings
- 2:40 PM Work on data spreadsheet for middle school math.
- 3:40 PM Research formative assessments in preparation for district mentoring meeting.
- 4:30 PM End of Business: Begin final wrap-up before departing for home.



Note: The schedule to the left shows how responsibilities fit into a particular day. The bar graph above is an estimation of time spent on typical duties and may not reflect the exact schedule provided.

Opportunities for professional growth

Here are a few of the ways that Debra Kelley is developing her teaching and leadership skills:

Implementation Planning



Debra received training from the Board of Cooperative Educational Services (BOCES) on a range of topics, including student assessments and data analysis, to help her prepare for her role.

One-on-One Support



Debra receives one-on-one support from her principal, the Assistant Superintendent, and the Curriculum Director. This support helps her continuously develop and gain expertise to help her colleagues develop assessments to monitor and track student achievement.

Communities



Debra meets with groups of teachers to discuss data, make district plans, and to coordinate special events such as Parent Information Night. Debra also networks with colleagues as a participant in a county-wide math initiative. She participates in webinars and seminars on a variety of topics including school climate.