

Cheektowaga-Maryvale Union Free School District

Region: Buffalo

Motto: Maryvale Schools – Growing Smarter and Stronger Together

Awards: Strengthening Teacher and Leader Effectiveness 3
Strengthening Teacher and Leader Effectiveness Dissemination: Principal Leadership Consortium Member

Superintendent: Mrs. Deborah Ziolkowski



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.

CHEEKTOWAGA-MARYVALE UFSD

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



4

Teachers in the District



155

Principals in the District



4

Turnover Rate of Teachers with Fewer than Five Years of Experience



22%

*2012-13 data

Turnover Rate of all Teachers

13%

*2012-13 data

State-Provided Growth Ratings

Ineffective

0

(0%)

Developing

3

(9%)

Effective

29

(91%)

Highly Effective

0

(0%)

Student Enrollment



2,100

Per Pupil Expenditure



\$8,999.00

*2012-13 data

Students by Ethnicity

American Indian or Alaska Native

10

(0%)

Black or African American

170

(8%)

Hispanic or Latino

78

(4%)

Asian or Native Hawaiian/
Other Pacific Islander

63

(3%)

White

1,710

(81%)

Multiracial

69

(3%)

Other Student Groups

Limited English Proficient Students

52

(2%)

Students with Disabilities

279

(13%)

Economically Disadvantaged Students

1,065

(50%)

Eligible for Free Lunch

743

(35%)

Eligible for Reduced-Price Lunch

240

(11%)

OVERARCHING VISION

Cheektowaga-Maryvale Union Free School District (CMUFSD), located in the Buffalo region, is a Strengthening Teacher and Leader Effectiveness (STLE) 3 recipient of \$262,375 and a STLE Dissemination: Principal Leadership (STLE-D) consortium member of \$922,500. Educators in Cheektowaga-Maryvale have created a vision of shared leadership where teacher and principals are equipped and empowered to continuously grow and develop in career ladder pathways that span across 4 schools, 2,100 students, and 155 teachers.

Original Vision Outlined at the Start of the STLE Grant Period

Cheektowaga-Maryvale School District's vision at the start of the STLE grant period was to support the goals identified in the district's new strategic plan, including to: build and enhance comprehensive systems to impact student achievement; create a professional learning community (PLC) model with evidence-based inquiry to inform instruction; implement Positive Behavioral Intervention Support (PBIS) systems; and to develop and align curriculum to college and career ready standards. As part of this comprehensive plan, the district's approach was to create career ladder pathways to ensure their goals of training and supporting instructional leaders would cultivate a learning culture and increase collaboration in order to better serve their students.

The demographics of the district's student population have significantly shifted in the last three years. The percentage of students receiving free and reduced price lunch has grown from 19% to 50.9%, requiring a greater awareness and focus on strategies to support families and students in need. The population of English language learners has expanded dramatically from less than 20 students to 73 students, and as a result the district has increased the number of English as second language teachers from 2 to 4 within the last year. In addition, the number of students with disabilities has also increased from 11.7% to 13.6%.

The academic achievement on more rigorous college and career ready exams has remained relatively steady in the last 3 years in the district. In addition, the intermediate school has been identified as a School In Need of Improvement for failing to meet adequate yearly progress (AYP), specifically for the students with disabilities sub-group. Cheektowaga-Maryvale believes that by implementing their STLE objectives they will strengthen teacher and leader effectiveness and build comprehensive systems to close learning gaps for their students. The district's strategic plan and vision for career ladder pathways align with the goals and objectives of their STLE grants. This is an opportune moment to be engaged in the development of effective transformational leaders and teams.

Current Status of Career Ladder Pathways

Prior to the STLE 3 grant, there were informal and traditional career ladder pathways with undefined roles and structure in Cheektowaga-Maryvale. As a part of the STLE 3 grant, a structure was defined and has evolved since the district began implementation. The teacher career ladder pathway progresses from the first rung or the novice level. At the professional level, Coordinators serve in department chair roles that pre-existed STLE. The positions are utilized for grade level or content area organization and liaison responsibilities. The current job descriptions for coordinator positions are being reviewed to determine the greatest impact for coordinator roles on student learning and achievement. The addition of a Design Team and a Positive Behavioral Intervention Support (PBIS) Team of professional teachers helped to spearhead comprehensive systems development across the district. At the teacher leader level, the Teacher on Special Assignment (TOSA) position for grades K-8 math was added to complement an existing TOSA position for English Language Arts (ELA) for grades K-8. These positions are critical for providing instructional coaching and modeling tiered instruction within the classroom. In addition, a TOSA position for technology integration with Chief Information Officer (CIO) responsibilities focuses on ensuring access to data on student performance as well as facilitating training on digital programs to support teacher instruction and student learning. The addition of a Math Response to Intervention (RtI) teacher for grades K-5 has also expanded and supported the district's commitment to instructional leadership.

The principal career ladder pathway is designed to build knowledge and capacity through the development and use of comprehensive systems and teacher leaders. The district is currently under a shift in leadership which enhances the urgency to work on the development of effective leaders and grow the leadership team within the district office and its schools. A new principal of the middle school and high school was hired in 2014 and a Manager of Curriculum and Instruction position was created and filled in August 2013. The principal career ladder pathway progresses from the novice level, where the district is building the knowledge and capacity of Assistant Principals. Novice principals receive mentoring from principals on the Professional Principal rung. In addition, they receive support through collaboration and the sharing of best practices through STLE-D with the Depew and Clarence School Districts. Dissemination opportunities through STLE-D have included trainings on Steven Covey's Seven Habits, Grant Wiggins – Understanding by Design, LeAnn Nichelsen's Deeper Learning strategies, and Professional Learning Community (PLC) supports with *J. Davies & Associates, Inc.*

The professional and principal leaders are members of the Building Leadership Team, a shared decision-making group which guides the strategic action plan for each building. They also evaluate instructional practice and professional development needs of teachers in their building. In addition, professional and principal leaders serve as building leaders on the District Design Team which is coordinating efforts to shape the implementation of PLC teams focused on evidence-based instruction across the district. This group will build a foundation for the use of data to understand the needs of students utilizing both academic and behavioral implementation systems to promote student growth and achievement. The principal leader also provides guidance to their peers leading to continuous improvement of teacher evaluations in order to provide teachers with constructive feedback.

Cheektowaga-Maryvale's School and Teacher Leader Effectiveness Continuum includes collaboration with several institutes of higher learning such as the University at Buffalo and Buffalo State College. The district is partnering with these and other higher education and teacher colleges to create a professional development and coaching program for excellent teaching practice. These partnerships will create a strong cohort of new and developing teachers who know and understand the college and career ready standards, use data to inform instruction, and can meet and exceed the New York State (NYS) Teaching Standards. These teachers will be prepared to teach in high-need areas with tiered approaches to learning. Cheektowaga-Maryvale is also working with Niagara University to offer a transformational leadership course with a lens on poverty. District representatives from administration, student services, community education, and teacher leaders are participants and researchers in this credit-bearing course. As a result, participants will know and understand the district's changing demographics as well as develop a plan for how to address these shifts and best support student success.

Future Aspirations for Cheektowaga-Maryvale through Educator Leadership in Career Ladder Pathways

Through the STLE 3 and STLE-D grants, the district has initiated key strategic goals to develop comprehensive systems to impact student achievement. The district wants to continue the growth and progress made during the first year of the grant periods. The STLE grants have provided focused professional development at all levels to build capacity and expertise in Professional Learning Communities (PLC) and evidence-based instruction models. Combined with Positive Behavioral Intervention Support (PBIS) program development, the district is poised to use these systems to improve and impact both Response to Intervention (RtI) and Academic Intervention Support (AIS) programs through more effective use of data to identify student needs and improve instructional strategies. In addition, the partnership with Niagara University for the course on transformational leadership with a lens on poverty will provide direction and focus on the district's changing demographics, with clear action plans to address and respond to the needs of students well into the future.

The district envisions their career ladder pathways evolving to focus on building an instructional coaching network, using a hybrid teacher/ instructional coach model in order to directly impact instructional practices and engage more students in their learning. This will address the growing needs of English language learners,

students with disabilities, and economically disadvantaged students, subgroups which represent 50% of the student population in 2014-15.

Cheektowaga-Maryvale's vision is that career ladder pathways and the comprehensive teacher and leader effectiveness systems implemented through STLE will empower teachers, leaders and students to reach their greatest potential. The district is committed to expand and develop the role of teacher and principal leaders as instructional leaders and coaches who significantly impact learning. These educator leaders will continue to empower teachers through knowledge and sharing of best practices which will grow, develop, and prepare students for the opportunities and challenges in college and their careers in the 21st Century.

MODEL SUMMARY

Cheektowaga-Maryvale Union Free School District developed career ladder pathways for teachers and building principals designed to utilize their expertise to support faculty development and improve student outcomes. The district's career ladder pathways address and integrate the following components of the Teacher and Leader Effectiveness (TLE) Continuum: preparation, evaluation, and ongoing professional development/growth.

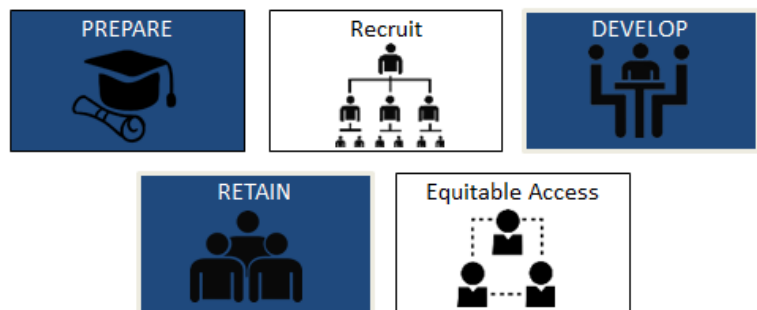
The district established the following teacher and principal leader positions on its career ladder pathways:

- Professional Teacher: Positive Behavioral Interventions and Supports (PBIS) Team Member, Design Team Member, and Coordinator
- Teacher Leader: Teacher on Special Assignment (TOSA)/Instructional Coach
- Professional Principal: Design Team Member and Building Leadership Team Member
- Principal Leader: Design Team Member and District Leadership Team Member

The Cheektowaga-Maryvale teacher and school leader effectiveness initiatives focus on three areas for healthy and productive classrooms and schools: curriculum alignment to college and career ready standards, evidence-based instruction, identifying the needs of students for tiered instruction, and positive behavioral interventions. The district's career ladder pathways are designed to address the needs of students, teachers and principals by developing comprehensive systems around these areas of focus. They also support needs-based professional development opportunities and continually examine the strengths of faculty through teacher evaluations. Building these frameworks and systems will generate the foundation of knowledge needed to ensure robust and systemic career ladder pathways.

Cheektowaga-Maryvale has 4 Teacher Leaders, serving as Teachers on Special Assignment (TOSAs) whose roles and responsibilities include working to implement district initiatives in the key strategic areas identified above. Additionally, 17 professional teachers serve as Design Team Members, 13 serve as PBIS Team Members, and 21 serve as Coordinators. These professional teachers are trained to address and support evidence-based instruction, the PLC structure and protocols, behavior support systems for academic performance, and curriculum alignment. The professional principal, Design Team Member and Building Leadership Team Member, works with district leaders on key initiatives, collaborates with teacher leaders on building goals, mentors new principals, and oversees building level data. The principal leader, Design Team Member and District Leadership Team Member, serves on the District Leadership Team, identifies professional development needs, pursues higher education partnerships, and offers peer leadership and modeling.

Cheektowaga-Maryvale's Career Ladder Pathway model addresses the talent management challenges of preparing, developing, and retaining Effective and Highly Effective educators.



RATIONALE

The Cheektowaga-Maryvale Union Free School District is committed to the overarching purpose of their Strengthening Teacher and Leaders Effectiveness (STLE) 3 grant which has allowed the district to develop, implement, and enhance career ladder pathways as a part of a comprehensive systems approach to teacher and leader effectiveness. The district's vision is to develop leadership within four key focus areas that have been identified as critical components of the district's strategic plan: curriculum and instructional practices aligned to college and career ready standards, 21st century skills, evidence-based instruction, and academic and behavioral intervention systems.

Gap Analysis:

In an initial assessment, Cheektowaga-Maryvale identified the following student achievement and talent management needs:

Student Achievement:

- Ensure equitable access to best practices
- Train the district's teachers and principals to support economically disadvantaged students, students with disabilities and English language learners, which represent approximately 50% of the district's student population.
- Develop a school-wide structure for a positive behavioral intervention system.

Talent Management Needs

- Support teachers in the implementation of college and career ready standards.
- Improve the functional use of formative assessments for evidence-based instruction.
- Build internal capacity of teacher and principal leaders.
- Implement a Professional Learning Community (PLC) structure as the framework for collaboration, data analysis, and sharing of best practices.

Design Principles:

In response to these needs, Cheektowaga-Maryvale designed career ladder pathways that:

- Ensure equitable access and builds internal capacity.
- Are focused on performance.
- Are collaborative and offer a structure for PLCs.
- Expand the scope and impact of the district's teachers and principals to provide targeted, job-embedded professional development.
- Provide, support and model a climate and culture of learning.



Top right: A Cheektowaga-Maryvale teacher models instructional strategies, aligned to the college and career ready standards, to engage students during the 2014-15 school year. Bottom right: A Teacher Leader works with students on developing 21st century skills to meet college and career ready standards.

TEACHER ROLES & RESPONSIBILITIES

Novice Teacher

- Receives mentoring and professional development on the Maryvale Strategic Plan 2014-19 and comprehensive systems.
- Member of a grade level or content area Professional Learning Community (PLC).

Professional Teacher

All Professional teachers may serve as mentors for Novice Teachers.

Positive Behavioral Interventions and Supports (PBIS) Team Member:

- Provide ongoing PBIS training and support to faculty and staff.
- Work collaboratively with team members in a PLC to analyze data and provide feedback as well as plan for continuous implementation of the PBIS systems' progress.

Design Team Member:

- Serve within a Design Team PLC with district and building level leaders to focus on key initiatives within the Maryvale Strategic Plan 2014-19.
- Provide support to align all content areas to college and career ready standards.

Coordinator:

- Coordinate and collaborate with principal on building goals.
- Serve in a grade level or content area PLC, review student data, and oversee the processes for evidence-based instruction.
- Research and model best practices.

Teacher Leader

Teacher on Special Assignment/Instructional Coach:

- Model use of evidence-based instruction in order to coordinate peer-to-peer learning as well as inform classroom instruction and impact on student performance.
- Coordinate with teachers and consultants to develop and present professional development for evidence-based instruction and implementation of best instructional practices.
- Manage and oversee key data from assigned school as a member of the Design Team.
- Collaborate with principal on building goals.

PRINCIPAL ROLES & RESPONSIBILITIES

Assistant Principal and Novice Principal

- Receive mentoring and professional development on the Maryvale Strategic Plan 2014-19 and comprehensive systems.
- Serve within a Design Team Professional Learning Community (PLC) with district and building level leaders to focus on key initiatives within the Maryvale Strategic Plan 2014-19.

Professional Principal

Design Team and Building Leadership Team Member:

- Assists with developing building goals as a member of the Building Leadership Team.
- Serve within a Design Team PLC with district and building level leaders to focus on key initiatives within the Maryvale Strategic Plan 2014-19.
- Mentor Novice Principals.
- Serve as a member of the Administrative Council with other district administrators and building leaders.
- Analyze data and instructional practice to determine professional development needs for their respective building.
- Collaborate with districts across the region to learn and disseminate best practices.
- Oversee selected content areas for grades K-12.
- Coordinate with teachers on special assignment to ensure evidence-based instruction is implemented.
- Oversee analysis of building data.

Principal Leader

Design Team and District Leadership Team Member:

- Serve within a Design Team PLC with district and building level leaders to focus on key initiatives in the Maryvale Strategic Plan 2014-19.
- Design district goals as a member of the District Leadership Team.
- Develop partnerships with faculty at institutes of higher education.
- Oversee all curriculum areas and ensure evidence-based instruction processes are utilized.
- Coordinate with district leadership to implement major strategic initiatives.
- Review district data to determine professional development needs of teachers and principals.
- Provide peer leadership for continuous improvement on teacher evaluations and inter-rater reliability.

STRATEGIES FOR SUCCESS

1. IDENTIFY

- Identify “Effective” and “Highly Effective” teachers and principals, 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 are skillful in the use of data analysis to improve instruction, student learning, and integrated decision-making.
- Identify teachers and principals who are respected by their peers and administration.

2. SELECT

- Develop clearly defined job descriptions for each of the teacher and principal leader roles.
- Develop technical, behavioral, and role specific competencies for all teacher leader roles.
- Communicate teacher leader opportunities to identified teachers.
- Select high quality, “Effective” and “Highly Effective” teachers and principals, according to APPR.

3. RETAIN

- Develop foundational and role specific professional learning with institutes of higher education to build knowledge and capacity.
- Create ways for teacher and principal leaders to broaden the 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 and provide feedback.
- Create a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.



Teacher leaders from the Positive Behavioral Intervention Support (PBIS) Universal Team meet at a Board of Cooperative Educational Services (BOCES) forum to develop a behavioral matrix for the district’s PBIS System in October 2014.

BUILDING CAPACITY FOR EDUCATORS TO LEAD

Cheektowaga-Maryvale partnered with Niagara University to initiate the first partnership in the region for a Principal and District Leadership Academy offered through the university's Institute of Applied Learning. The coursework focuses on transformational leadership with a lens on poverty. This study and understanding of the changing demographics of the district is critical to the success and support of student growth and achievement.

The district is also working with Juanita Davies of *J. Davies & Associates, Inc.* to prepare principal and teacher leaders to successfully implement a Professional Learning Community (PLC) framework as part of the district's new strategic plan. The PLC framework supports continuous capacity building and the improvement of comprehensive systems which will enable curriculum alignment, quality analysis of data, and continued collaboration on best practices. As a result of this comprehensive training, teacher and principal leaders are being equipped to turnkey concepts and facilitate skill building in PLCs for the entire staff. PLCs will enhance School Improvement Teams and their productive support of building plans as well as the use of evidence-based inquiry to inform highly effective instructional practices. The district looks to create a strong cohort of teachers and teacher leaders who understand college and career ready standards, use data to inform instruction, and can meet and exceed the New York State (NYS) Teaching Standards. All teachers participating in PLCs and career ladder pathways will be prepared to reach high-needs students with tiered approaches to learning.



Cheektowaga-Maryvale has also sent teams of teacher leaders to the Teachers College of Columbia University for Teacher and Coaching Institutes, which have focused on reading, writing, and literacy development for all students. The district has also had a team of teachers attend the New York State Network Team Institutes in Albany. This training supports curriculum alignment and student achievement.

The district's groundbreaking work comes at a unique time of new and evolving leadership. The district is committed to working with regional higher education institutions on a program to develop strong and effective teacher and principal leaders in order to improve student achievement and prepare them for college and careers.

Cheektowaga-Maryvale teacher leaders work at Columbia University Teachers College Summer Institute for Reading and Writing in August of 2014.

"The STLE 3 grant will enable at least 25 percent of the educators in the district to participate in leadership activities. All of this is leading toward improving our student growth and proficiency and giving our students the best opportunity for college and careers."

-Deborah Ziolkowski,
Cheektowaga-Maryvale Superintendent

"The three areas for focus in the Maryvale Teacher and School Leader Effectiveness project have been identified as Common Core Learning Standards curriculum alignment, data to inform instruction and identify needs of student for tiered instruction, and positive behavioral interventions for healthy and productive classrooms and schools."

-From Cheektowaga-Maryvale STLE 3 Application

IMPLEMENTATION TIMELINE

Beginning in March 2014 with the acceptance of the Strengthening Teacher and Leader Effectiveness (STLE) 3 grant, Cheektowaga-Maryvale gathered all stakeholders together for the purpose of collaboratively planning initiatives for the grant period. The following table outlines key tasks that have been and will be carried out during the two year grant period. The district plans to continue this work beyond the grant period as a part of its strategic plan.

Cheektowaga-Maryvale School District Career Ladder Pathways Implementation Timeline	
March 2014	STLE grant award announced to the Board of Education and Cheektowaga-Maryvale community.
May 2014	Posted job descriptions for career ladder pathways positions.
June 2014	Identified individuals to serve on career ladder pathways. Purchased professional development books and curriculum materials.
July 2014	Reviewed current data systems, including eDoctrina, MyLearningPlan, a web-based Observation and Appraisal Management System (OASYS), eSchool, and the Standardized Testing and Reporting (STAR) Reading and Math Scholastic Reading Inventory (SRI).
August 2014	Identified Novice Principals and Professional Principals. Developed and communicated the professional development calendar for teacher and principal leader positions. Initiated School and Teacher Leader Design Teams. Training for Positive Behavioral Intervention and Supports (PBIS) teacher leaders.
September 2014	Conducted professional development sessions on instructional coaching, school leadership, as well as teacher and instructional leadership. Implemented PBIS at the middle and high school. Implemented Growth Mindset theory and practice.
October 2014	Met with Juanita Davies, Professional Learning Communities (PLC) consultant, with teacher and principal leaders for the development and implementation of PLCs. Developed Action Plan for PLC implementation.
November 2014	Staff development day, PLC Process with Data, was facilitated by teacher and principal leaders. Coaches began to teach and support instruction through PLC's. Developed Niagara University Leadership Academy and Transformational Leadership coursework.
January— February 2015	Training with Juanita Davies, consultant, on the design and implementation of PLCs, job descriptions, the master calendar, and communication and tracking progress continues.
April — May 2015	Summer professional development planning.
June 2015	Survey all stakeholders for feedback on career ladder pathways. End of Year Evaluation. Share success and results with Board of Education, faculty, and then public.

COMMUNICATION STRATEGY

Cheektowaga-Maryvale prioritized clear and consistent communication with all district stakeholders throughout the development and implementation of their career ladder pathways.

The Cheektowaga-Maryvale communications plan incorporates multiple methods to communicate to district stakeholders, including but not limited to: in-person meetings, Board of Education presentations, use of the district website, emails, newsletters and surveys.



- Regular emails are sent to faculty on updates, which may include meeting agendas, minutes, and research based articles.



- The Strengthening Teacher and Leader Effectiveness (STLE) grant award announcement and subsequent updates have occurred at regularly scheduled, in-person Administrative Council, Board of Education, and faculty meetings to build awareness and understanding of the importance of the initiative.
- Teacher leaders act as liaisons to faculty, gathering information through formal and informal discussions. They bring this feedback to in-person Design Team, Positive Behavior Interventions and Supports (PBIS) and Coordinator meetings for review and possible action.



- The district posts, in the “Spotlight Section” of its website, articles and updates for all staff, faculty, administrators, community members, parents, and students.
- Electronic surveys are sent to community stakeholders for input on the strategic plan.
- The district established a Twitter account to post milestones as well as share links to STLE grant information and staff development materials.



- The STLE grant award announcement was published in *The Buffalo News* and *The Cheektowaga Bee*, as well as the district’s local newspaper, the *North Cheektowaga Metro Source* on February 14th, 2014.
- The announcement was also featured in the April 2014 edition of the print publication, *Inside your Maryvale Schools*.



In November 2014, Teacher leaders gather in the computer lab for training on analyzing data reports from the STAR reading and math program. Teacher leaders will turnkey training on data collection and analysis to all district faculty.

PROMISING PRACTICES

Using a set of guiding questions, Cheektowaga-Maryvale School District thoughtfully considered best practices that would support implementation of their teacher and principal career ladder pathways.



- Develop a strategic plan that measures the effectiveness of academic programs and operational systems as well as define opportunities for improvement on an annual basis.



- Involve a multitude of stakeholders to ensure that the strategic direction and career ladder pathways are aligned with community and district values.
- Collaborate with principals and district leaders to review and implement comprehensive systems.



- Recruit a cross-section of principal and teacher leaders in a Design Team to ensure the fulfillment of building goals as they relate to the district strategic plan.
- Utilize Design Team members to guide the direction of professional development and act as liaisons in communicating updates and the district's vision to their peers.

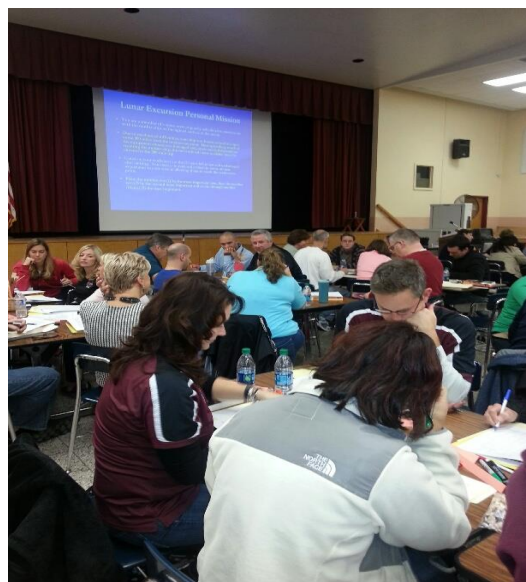


- Clearly define and align professional development expectations for teacher and principal leaders.



- Develop and implement Professional Learning Communities (PLCs) to align curriculum and implement evidence-based instruction.
- Create a system to disseminate researched best practices as a part of the ongoing professional development in each building.
- Leverage the strategic plan and PLCs to ensure teams are implementing and measuring progress towards goals across the district.

Teachers in Cheektowaga-Maryvale collaboratively work to use data to inform instruction at the Staff Development Data Driven Instruction workshop in November 2014.









COST & SUSTAINABILITY

Cheektowaga-Maryvale plans to ensure the programmatic sustainability of initiatives supported by the Strengthening Teacher and Leader Effectiveness (STLE) grant through the direct tie to its new, five-year strategic plan. The plan is focused on building comprehensive systems to support alignment to college and career ready standards, 21st century instructional skills and methods, evidence-based instruction, and Positive Behavioral Interventions and Support Systems (PBIS). The influx of teacher leaders through the STLE 3 grant are an integral part of the success of developing these comprehensive systems, which are critical to improving student achievement and building instructional excellence.

The district is committed to providing ongoing training and professional development to current and future teacher and principal leaders, an investment in the capacity of their educator workforce. The development of deeper knowledge and skills, a growth mindset, professionalism, and 21st century instructional skills, will allow the district's educators to continuously improve student achievement and prepare them for college and careers.

Teacher Coordinator positions are being reviewed for impact toward strategic goals and objectives. These positions will be realigned to sustain teacher leadership positions.

13	17	21	4	3	1
PBIS Team Members	Design Team Members	Coordinators	Teachers on Special Assignment	Professional Principals	Principal Leader
					
x \$1,040 stipend	x \$1,040 stipend	x \$1,040 stipend*	x \$1,040 stipend	x \$1,000 stipend	x \$1,500 stipend
= \$13,520	= \$31,200	= \$21,840	= \$4,160	= \$3,000	= \$1,500





*Note: Coordinators are non-STLE funded positions.











Cheektowaga-Maryvale Teacher Leaders meet as a Design Team in the district Board Room to review district goals and plan further implementation of Professional Learning Communities (PLCs) in February 2015.

IMPACT

Teacher and principal leaders in career ladder pathways are the single most important factor in the growth and development of the Cheektowaga-Maryvale Union Free School District's strategic plan and as a result student growth and achievement. The cornerstone of the Strengthening Teacher and Leader Effectiveness (STLE) grants and the strategic plan is a commitment to a positive culture and climate cultivated in Professional Learning Communities (PLCs) that are facilitated by teacher and principal leaders. This has resulted in a sense of empowerment, positively impacting the profession as well as the education of students and future leaders. The district is dedicated to their mission, "The Cheektowaga-Maryvale School District will grow, develop and prepare students for the opportunities and challenges of college, careers, and citizenship by providing and supporting career ladder pathways that build capacity and creates leaders in principals and teachers."

<p>30</p>  <p>Design Team Members and PBIS Team Members <i>directly impact</i></p> <p>34 Teachers <i>which impact</i></p> <p>2100 Students</p>	<p>4</p>  <p>Teachers on Special Assignment (TOSA) <i>directly impact</i></p> <p>34 Teachers <i>which impact</i></p> <p>2100 Students</p>	<p>3</p>  <p>Professional Principals <i>directly impact</i></p> <p>157 Teachers <i>which impact</i></p> <p>2100 Students</p>	<p>1</p>  <p>Principal Leader <i>directly impacts</i></p> <p>157 Teachers <i>which impact</i></p> <p>2100 Students</p>
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COST SAVINGS	TIME SAVINGS
	
<ul style="list-style-type: none"> Embedded professional development provided by teacher leaders will save the district \$20,000 for work previously provided by consultants. Embedded professional development provided by the English Language Arts and math TOSAs has saved over \$30,000 in professional development costs and has created turnkey trainers that will create additional cost savings in the future. Resources to support professional development in math have saved over \$6,000. Laptops used for training are now utilized for instruction. Embedded professional development provided by teacher leaders will result in estimated cost savings between \$2,000.00--\$2,500.00 per building per year for similar work previously provided by consultants. 	<ul style="list-style-type: none"> The shift in grade level and department meetings to PLCs has increased time spent in evidence-based analysis and action by 20%. Revisions to the master schedules across the district are being developed to maximize teacher and principals' time spent in the classroom. Use of video and on-demand professional development training sessions will increase time spent in classrooms by 10%. Changes in job descriptions of teacher leaders and realignment of duties have created an estimated 20% increase in the amount of time they spend on data analysis and collaboration.

STUDENT NEEDS ADDRESSED		TEACHER AND LEADER NEEDS ADDRESSED	
	<p>13 Positive Behavioral Intervention Support (PBIS) team members helped to initiate a new PBIS system in the middle and high schools, through which over 1,000 students are receiving support.</p>		<p>Four Teachers on Special Assignment (TOSA) worked with building principals and teachers to align building goals with the district's strategic plan.</p>
	<p>Teacher leaders worked with district staff to create a 5 step process for analyzing and interpreting data that 100% of staff K-12 will use to inform instruction beginning in the 2015-16 school year. There was no uniform system in place previously.</p>		<p>100% of all educators will participate in weekly Professional Learning Communities (PLCs) or Data Teams to inform instruction and student success by leveraging the expertise of their peers. In the prior year, only 20% of staff participated in Data Teams that met on a monthly basis.</p>
	<p>14 staff members enrolled in the region's first Principal and District Leadership Academy focused on transformational leadership with a lens on poverty, in partnership with Niagara University. Participants are developing a district action plan to better support the increase of students in poverty from 19% in 2009-2010 to 50% in 2013-14.</p>		<p>Key content area subjects are completing curriculum mapping and alignment to the college and career ready standards using the Tri-State Rubric and Literacy Standards. Prior the grant, there was no curriculum map with a common language in place.</p>

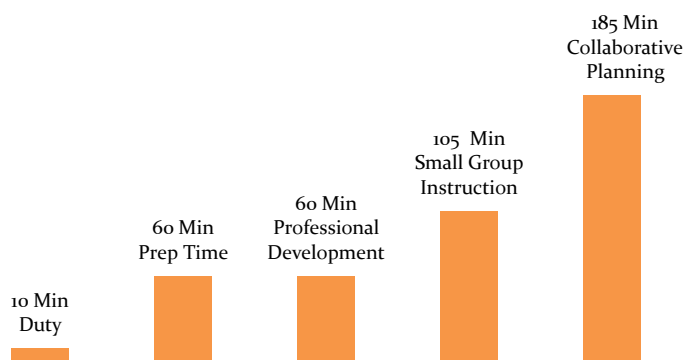
One Day in the Life of Sheri Stuart: Cheektowaga-Maryvale ELA Teacher on Special Assignment



**Sheri Stuart, ELA Teacher on Special Assignment
Cheektowaga-Maryvale Union Free School District**

One Day in the Life: by the minute

- 7:20 AM Meet with grade level teachers for data or curriculum planning.
- 7:50 AM Greet students in hallways as they arrive.
- 8:00 AM Model whole or small group management in grade 3 English Language Arts (ELA).
- 9:00 AM Review progress monitoring results for grades 3-5 ELA students.
- 10:00 AM Meet with Reading Specialist to review intervention grouping changes.
- 11:00 AM Lunch with teacher leaders to discuss professional development.
- 11:30 AM Model writing workshop in grade 1.
- 12:30 PM Review materials and presentation for faculty meeting with principal.
- 1:30 AM Assist with small group writing in grade 5.
- 2:15 PM Communicate with co-presenters for upcoming professional development.
- 2:50 PM Faculty meeting presentation with principal on Common Core Learning Standards (CCLS) topic – 2 Point Rubric.
- 3:50 PM Depart
- 8:00 PM Prepare materials for upcoming meetings, modeling or professional development.



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 Sheri Stuart is developing her teaching and leadership skills:

Implementation Planning



Career ladder pathways teacher leaders and coaches participate in administrative and teacher leader training in the summer and during the school year to develop, grow and implement the key goals outlined in the district's Strategic Plan. Frameworks of the plan include the growth mindset and Professional Learning Community (PLC) structures and practices.

One-on-One Support



Throughout their careers, all teachers are expected to develop personal development plans and participate in workshops, conferences, or formal coursework to meet those goals. Sheri receives support from central office administration and her principal one-on-one or in small groups formally and informally. She is invested in her learning, sharing, and continuous improvement in her profession.

Communities



Sheri has been a part of a dynamic curriculum leadership team of Teachers on Special Assignment (TOSAs) and curriculum leaders. This PLC has become a driving force in the implementation of the district's strategic plan and the synergy between those serving in career ladder pathway positions which have fostered greater collaboration and dissemination of best practices.

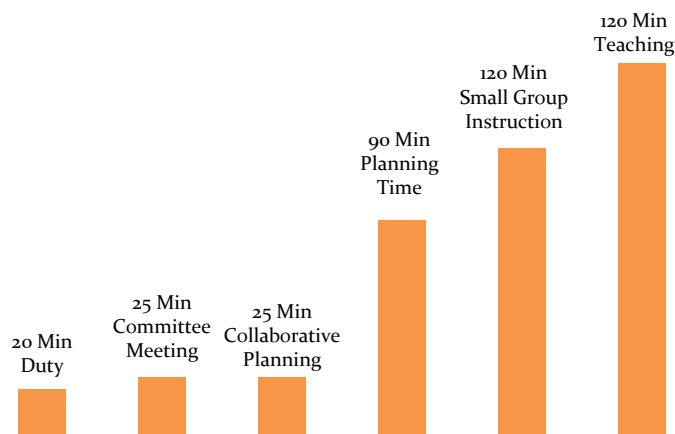
One Day in the Life of Denise Nietopski: Cheektowaga-Maryvale Teacher and Design Team Member



Denise Nietopski,
1st Grade Teacher and Design Team Member
Maryvale Primary School
Cheektowaga-Maryvale Union Free School District

One Day in the Life: by the minute

- 6:30 AM Arrive before students and collaborate with colleagues.
- 6:55 AM Chair School Improvement Team meeting or attend another meeting.
- 7:20 AM Greet students as they arrive.
- 7:40 AM Complete daily attendance procedures and conduct opening meeting.
- 8:00 AM Lead class in Writer's Workshop, meet with individual students or in small groups to differentiate instruction.
- 8:30 AM Shared reading lesson.
- 8:45 AM Reading Intervention/Small Group Reading.
- 9:15 AM Morning movement and snack.
- 9:20 AM Word study lessons.
- 9:30 AM Reading Workshop with individual student on conferring.
- 10:15 AM Math Instruction (Whole group Instruction and individualized instruction).
- 11:15 AM Lunch, make phone calls, contact office staff.
- 11:45 AM Read with the class for enjoyment (Choice Read/Read Aloud).
- 11:55 AM Grammar review.
- 12:10 PM Rocket Math.
- 12:20 PM Small Group Math Intervention/Math Stations.
- 12:50 PM Afternoon planning.
- 1:50 PM Dismiss students and organize classroom.
- 2:15 PM Participate in after school meetings, collaborate with teams, reflect on the day, plan for upcoming lessons, and analyze notes and running records.



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Opportunities for professional growth

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

Implementation Planning



As a teacher leader, Denise has served on the Design Team, the umbrella Maryvale Professional Learning Community (PLC), helping shape district staff development around growth mindset and culture, PLCs and evidence-based inquiry and instruction. Initial training sessions offered helped Denise prepare for her role. These sessions and workshops will continue throughout the school year.

One-on-One Support



Denise meets one-on-one or in small groups with Teachers on Special Assignment (TOSAs) and principals regularly throughout the year for guidance and support. All teachers develop personal development plans and participate in workshops, conferences or formal coursework to meet those goals. Denise is a stand-out learner, always striving to build her knowledge and expertise as an instructional leader.

Communities



In addition to meeting regularly with TOSAs, Denise is a member of the 1st grade PLC that meets weekly to review data and share best practices. Denise is also partnering with her principal to lead efforts to redesign the roles and responsibilities of School Improvement Teams to meet the goals outlined in the strategic plan focused on preparing students for the opportunities and challenges of college, careers, and citizenship.

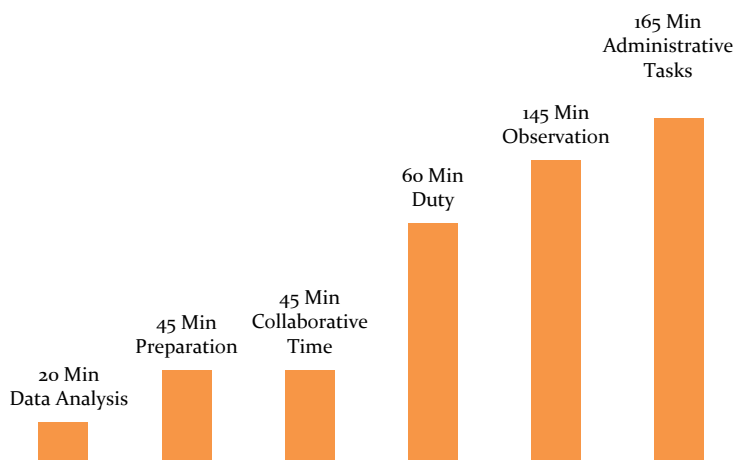
One Day in the Life of Peter Frank: Cheektowaga-Maryvale Assistant Principal



**Peter Frank, Assistant Principal
Maryvale High School
Cheektowaga-Maryvale Union Free School District**

One Day in the Life: by the minute

- 7:15 AM Organize referrals and check email.
- 7:30 AM School Improvement Team Meeting.
- 8:15 AM Greet students as they enter the building.
- 8:30 AM Process behavioral referrals.
- 9:16 AM Supervise passing time.
- 9:20 AM Pre-observation conference with a tenured teacher.
- 10:03 AM Supervise passing time.
- 10:07 AM Parent conference.
- 10:30 AM Analyze Positive Behavioral Intervention Support (PBIS) team data.
- 10:50 AM Supervise passing time.
- 10:54 AM Observation of a non-tenured teacher.
- 11:37 AM Supervise passing time.
- 11:41 AM Call parents regarding the referrals processed earlier.
- 12:24 PM Supervise passing time.
- 12:28 PM Supervise cafeteria.
- 1:11 PM Supervise passing time.
- 1:16 PM Look at opportunities to highlight positive behaviors.
- 1:30 PM Call parents regarding referrals and frequent absences.
- 1:58 PM Supervise passing time.
- 2:12 PM Check emails.
- 2:30 PM Work on the January exam schedule.
- 2:45 PM Supervise passing time.
- 2:49 PM Meet with school counselor about a student concern.
- 3:00 PM Write up an observation of a tenured teacher.
- 3:32 PM Supervise the hall as students exit the building.
- 3:37 PM Enter referrals for students that came to school late.
- 3:50 PM Write up an observation of a tenured teacher.



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Opportunities for professional growth

Here are a few of the ways that Peter Frank is developing his principal and leadership skills:

Implementation Planning



Peter is participating in an Educational Leadership Graduate Course developed in partnership with Niagara University (NU) to develop transformational leaders with a lens on poverty. The district also held training in the beginning of the year on topics such as instructional coaching and school leadership.

One-on-One Support



Peter developed a personal professional development plan and participates in workshops, conferences and formal coursework to achieve his goals. He receives regular support and mentoring from a Principal Leader.

Communities



In addition to meeting with his peers across the region through his course work at NU, Peter participates and networks through professional development opportunities throughout the year. He has traveled to Network Team Institutes to interact and share best practices with other district and school leaders in the region and across the state.