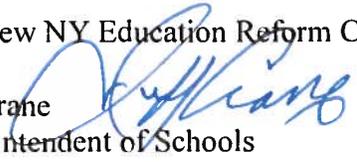




West Irondequoit Central School District

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ROCHESTER, NEW YORK 14617-3125
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www.westirondequoit.org

TO: The New NY Education Reform Commission

FROM: Jeff Crane 
Superintendent of Schools
West Irondequoit Central School District

RE: 75% / 25%

DATE: October 5, 2012 – Testimony Submitted for Consideration by the Commission for the Finger Lakes Region Public Hearing held on October 22, 2012

Attached please find 12 pages of updated, supportive materials to my suggested "...actionable solution to improve New York's public education system..." found on page 13. These supportive materials were distributed in June of 2012 to the United States Department of Education and to the offices of Senator Schumer, Senator Gillibrand, and Congresswoman Slaughter in my ongoing efforts to promote differentiated implementation of the mandated evaluation systems for the schools of New York.

These documents represent my belief that school districts already attaining high levels of student achievement because of their data-driven, feedback rich and rigorous supervision and evaluation systems be allowed flexibility in implementing the components of the APPR legislation. The 75% Supervisory Rubric / 25% State Testing concept honors the accountability mandate and ensures the further challenge of each student's potential as it will:

- Better inform instructional practice through regular, specific feedback
- Maximize instruction through reduction of total number/time of student assessments
- Reduce the cost (time and \$) of the APPR mandate
- Acknowledge exemplary NYS school systems
- Promote partnerships/collaboration between exemplars and others

Please know that we have worked diligently to maintain aspects of the West Irondequoit "Standards for Professional Practice in Teaching" (pages 11 and 12) in negotiating the new mandated systems as directed by our SED. We firmly believe that our current process positively impacts student performance, eliminates ineffective teachers, and supports all teachers in continuously improving their practice.

Thank you for considering our 75% Supervisory Rubric / 25% State Testing "actionable solution."

CURRENT SNAPSHOT
of
WEST IRONDEQUOIT SCHOOLS

The Center for American Progress released a study that "... measures the academic achievement a school district produces relative to its educational spending, while controlling for factors outside a district's control, such as cost of living and students in poverty."

West Irondequoit earned a top spot in Monroe County, April 2011.

West Irondequoit was the only district in Monroe County named a "Top Achiever" by the Manhattan Institute, October 2009.

Iroquois Middle School named a Blue Ribbon School - U.S. Dept. of Education

Rogers Middle School named a Rewards School - NYS Education Dept.

92% Four Year Graduation Rate (Total 2008 West Irondequoit Cohort/Class of 2012, June & Aug.)
96% Regents Diplomas Awarded (5 Regents Courses/Exams)
64% Advanced Regents Diplomas Awarded (9 Regents Courses/Exams)

Top 3% 2012 Washington Post and Newsweek's 27,000 American High Schools with:
22 Advanced Placement Courses offered 781 AP Tests Written 2012
71% Mastery 2012 (College Credit Earned)

Top 3 Dake Junior High Academic Rating
(of 92 area Middle/Junior High Schools – "Business First" Magazine)

Top 4 Monroe County Schools 2012 Mastery rate ELA Exam 3rd, 4th, 5th and 6th Grades

6 Neighborhood K-3 Buildings (average student enrollment of 162)

PTSA Supportive partnerships in all 10 school buildings.

5 "Languages Other Than English" offered... French, German, Italian, Latin, Spanish
Additionally, a World Language Elective, Arabic in 2012-13, is offered each year.

15 Art Courses Offered (Grades 9-12)

5 Project Lead The Way/Engineering Courses Offered (initiated 1997)

4 Major Dramatic Presentations per Year (Grades 7-12)

Recognized One of "Best Communities for Music Education in America" (11 of 13 Past Years)

10 Participants in International Model U.N. at The Hague (since 1990)

5 National Qualifiers for DECA Business Competitions

29 Teams in Odyssey of the Mind Competition

Majority of Junior High Students Participate in Community Service Curriculum

Fourth Consecutive Year - a W.I.S.E. BLUE-STAR High School for Student Financial Literacy

Numerous Scholar/Athlete, Sportsmanship and Sectional Recognitions

First District Based Nature Center in Monroe County (Helmer Nature Center)

All District Facilities Rebuilt or Renovated 1999-2009 (Fixed Rate Mortgage Thru 2018)

Lowest Nine Year Average Tax Levy Increase in Monroe County (1.89% 2004-05 to 2012-13)

We believe that each child ... belongs to all of us.

September, 2012

Dear New York State Leader:

-The West Irondequoit CSD has had the lowest average tax levy increase in Monroe County over **nine years at 1.89%**,

-The West Irondequoit CSD approved 2012-13 budget reflects a **0% increase in expenditures** from the 2011-12 budget,

-The West Irondequoit CSD has used **reserve funds as revenue** in 2010-11, 2011-12 and in 2012-13. We cannot deplete our accounts any further without jeopardizing the fiscal integrity of the district,

-The West Irondequoit CSD projects a deficit of 2.9 million dollars in 2013-14, **EXACTLY** the same dollar amount of the state imposed "Gap Elimination Adjustment."

Please restore our 2.9 million dollars of state aid as represented by the Gap Elimination Adjustment before the 2013-14 budget season.

Sincerely,

Contact Information for Advocacy Letter:

Joseph D. Morelle
Assembly District 132
morellej@assembly.state.ny.us
District Office
1945 East Ridge Road
Rochester, NY 14622

James S. Alesi
Senate District 55
alesi@senate.state.ny.us
District Office
220 Packetts Landing
Fairport, NY 14450

Governor Andrew Cuomo
<http://www.governor.ny.gov/contact/GovernorContactForm.php>
The Honorable Andrew Cuomo
Governor of New York State
NYS Capitol Building
Albany, NY 12224



West Irondequoit Central School District

IRONDEQUOIT HIGH SCHOOL

260 Cooper Road Rochester, NY 14617-3095 www.westirondequoit.org
 Principal - Mr. Patrick McCue Assistant Principals - Mr. Wade Bianco, Mr. Tim Shafer
 CEEB/ACT CODE NUMBER 334-810

Mission Statement: *The West Irondequoit Central School District accepts responsibility to ensure continuous intellectual, social and personal growth for all students so that each will become a life-long learner and productive world citizen.*

Environment for Excellence: *The West Irondequoit Central School District environment will be one that stimulates and supports continuous growth through caring interaction and collaboration among students, educators, parents, higher education, industry and other community groups.*

THE COMMUNITY

The West Irondequoit Central School District in suburban Rochester, New York, has a population of approximately 24,000. Residents, primarily middle to upper-middle class, are employed in the business and professional occupations. The community maintains a vital interest in supporting an instructional program of educational excellence.

The district serves approximately 3,600 students in six K-3 schools, two 4-6 schools, a junior high school, and a senior high school. Irondequoit High School serves about 1,300 students and is accredited by the New York State Department of Education.

In 2005, the District completed a capital project that renovated or rebuilt every school in West Irondequoit providing students and staff with the tools and facilities they need to achieve at the highest levels.

CURRICULUM

West Irondequoit offers a comprehensive program of studies for students at all levels. Curriculum is designed to reflect state, national and international standards of achievement. Instruction is focused on learning which reaches or exceeds those standards.

Most class periods are 42 minutes long and meet 5 times a week, 40 weeks per year. Students are strongly encouraged to select the most challenging program of studies in which they can succeed.

Courses of study are offered at the Regents and Advanced Placement level. These programs are available to all students. In 2011, 49% of Irondequoit High School seniors graduated with AP credit.

In addition to an academic program which emphasizes mastery of academic skills, critical thinking skills and the development of positive attitudes towards learning, students have myriad opportunities to learn and achieve in the areas of music, drama, business, fine arts, and athletics. Technology skills are integrated into all subject areas. High school students also have the opportunity to focus on career-related studies.

RELEASE OF INFORMATION

West Irondequoit does not, by policy and in accordance with FERPA, designate any portion of a student's disciplinary record as directory information nor allow such release as indicated in its annual notification without parental consent. West Irondequoit does, however, encourage students to self-report.

GRADUATION REQUIREMENTS

Subject	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4
Social Studies	4	4
Math	3**	3**
Science	3**	3**
LOTE	1*	3***
Art/Music	1	1
Health	.5	.5
Electives	3.25	1.25
Physical Education	2	2
TOTAL	22 Credits	22 Credits

Regents Diploma - must pass 5 Regents exams

Regents Diploma with Advanced Designation - must pass at least 9 Regents exams

* Students are required to earn one credit in LOTE by the end of their freshman year either by passing one proficiency exam and the course in Grade 8 or the course in Grade 9.

** An integrated course in Mathematics/Science/Technology may be used as the third required unit of credit in either Mathematics or Science when the course is taught by a certified MST teacher and it meets the commencement level of the NYS standards for Math, Science, and Technology.

*** Students may fulfill this requirement by earning 5 units of credit in Art, Music, Business, Technology or Career and Technical Education.

GRADING SYSTEM

Numerical grades are assigned as indicated below. The final grade in most courses is based 4/5 on class work and 1/5 on the final exam. Students may elect to take one credit of non-required courses per year on a Pass/Fail basis.

95-100 = A+	75-79 = C+
90- 94 = A	70-74 = C
85- 89 = B+	65-69 = D+
80- 84 = B	Below 65 = F

TRANSCRIPT NOTATIONS

AP	Advanced Placement
A	Advanced
R	Regents
WP	Withdrew Passing
WF	Withdrew Failing
WVD	Waived
TRF	Transferred course level
*	Course taken out of District
5	Summer School
RCT	Regents Competency Test
PL	Pass for Local Diploma
PR	Pass for Regents Diploma
PRA	Pass for Regents Diploma with Advanced Designation

CLASS RANKING/WEIGHTING

Final grades in all courses receiving a numerical grade are used in figuring class rank, including transfer grades. Rank is computed only at the end of the junior year. Two points are added to final grades in advanced courses. Four points are added to all final grades in AP courses.

ADVANCED PLACEMENT PROGRAM

PARTICIPATION 2010-2011

IHS is recognized for its extraordinary participation in the College Board Advanced Placement (AP) and is consistently ranked among the top 2% most challenging American high schools.

<u>Subject</u>	<u># Tested</u>	<u>% with 3 or better</u>
Biology	42	55
Chemistry	33	67
Computer Science A	7	57
Economics Macro	92	65
Economics Micro	93	74
English Lang & Comp	62	87
English Lit & Comp	66	74
European History	88	73
French Language	5	20
German Language	4	25
Math: Calculus AB	32	100
Math: Calculus BC	13	100
Music Theory	5	100
Physics B	49	82
Physics C: Mechanical	10	100
Physics C: Elec. & Mag.	10	70
Psychology	78	71
Spanish Language	4	50
Statistics	46	30
US History	64	77
TOTAL	805	72

SAT/ACT RESULTS

SAT:	<u>2011</u>
Reading Mean	520
Math Mean	530
Writing Mean	506
ACT:	
Average Composites	24.0

NATIONAL MERIT DATA

	<u>2011</u>
Commended Students	4

POST SECONDARY EDUCATION

	<u>2011</u>
Graduating Class Size	345
Regents Diplomas	97%
Advanced Regents Diplomas	70%
Higher Education	93%
Four-Year Colleges	61%
Two-Year Colleges	32%
Military	1%
Employment/Other	6%

Counseling Department

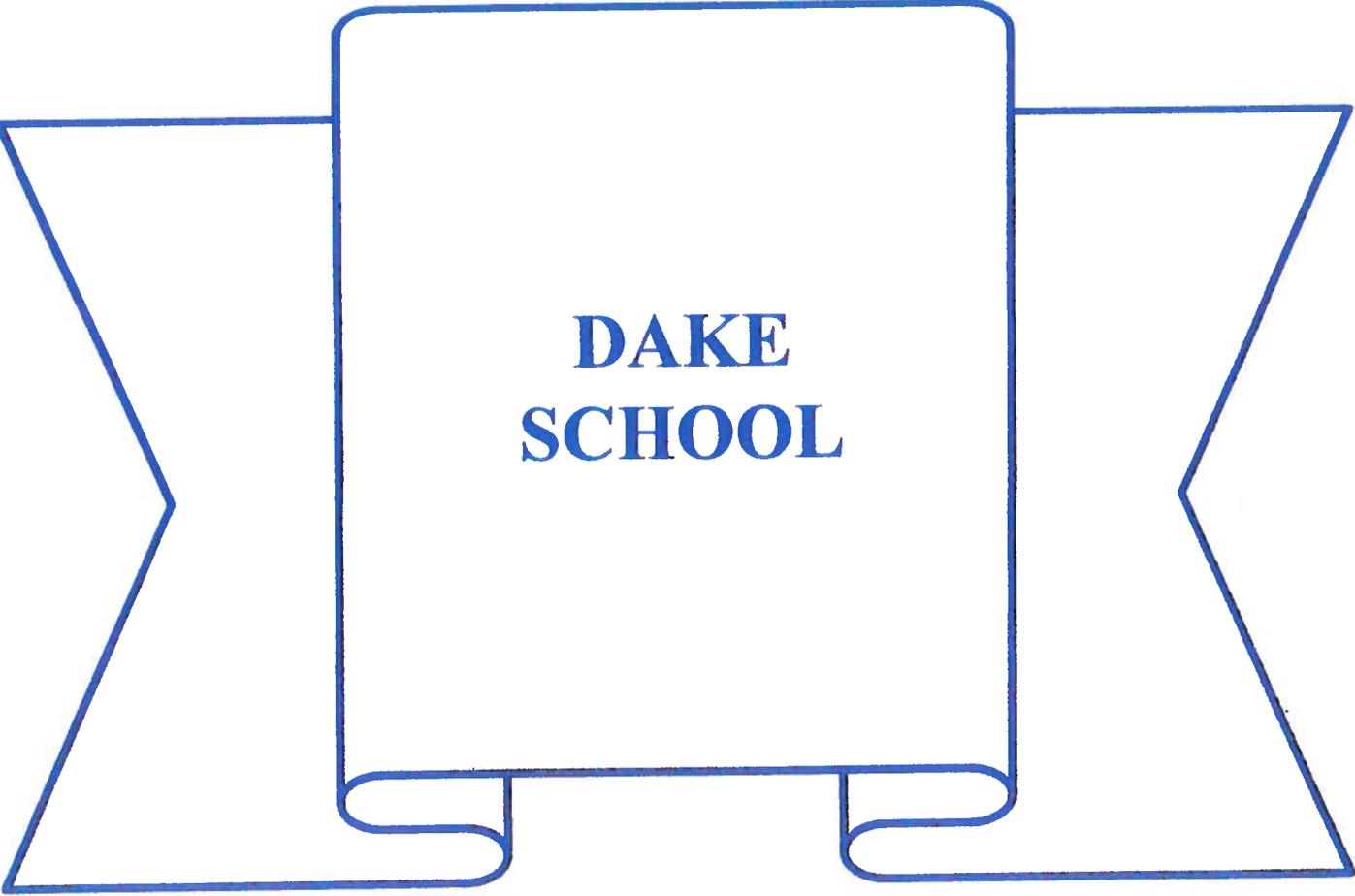
Telephone: 585-336-2921 Fax: 585-336-3121

Gretchen Bush, Counseling Coordinator
Dawn Howe, Counselor
Jenna Winicki, Counselor

Cheryl Call, Counselor
Kevin McDonald, Counselor
Donna Hefner, Registrar

Kenneth Eckman, Counselor
Debra Pecchia, Counselor

Nancy Pomeroy, College & Career Center - 585-336-2935



**DAKE
SCHOOL**

2011-12 KEY FOCUS AREAS

Learning and Achievement

The West Irondequoit Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

Culture and Climate

The West Irondequoit Central School District has a central role to play in preserving the ongoing vitality of our community. Within this context, our district will foster a concept of continuous improvement for our community of learners. Learning and achievement are supported and communicated through the following principles:

- mutual respect -- fundamental to a climate and culture which supports an effective and safe learning environment;
- collaborative culture -- our students will experience the greatest levels of success in a culture where all partners in the educational process work together;
- collective trust -- instrumental to a climate and culture of academic optimism which maximizes learning potential;
- equal access -- all children, notwithstanding their abilities, experiences, family or financial status, will have the necessary opportunities to achieve academic success;
- life-long learning activities -- including students, staff, parents/guardians, and community.

Transition

The West Irondequoit Central School District recognizes that an increasing number of transition areas must be proactively and simultaneously managed within an environment of uncertain governmental policies, court decisions, and finite resources. These areas include:

- changing standards for student achievement;
- leadership sustainability;
- unpredictable funding;
- the provision of professional growth opportunities;
- planning for facilities that support instructional goals;
- the preservation and maintenance of district facilities investment.

KEY MEASURES

All West Irondequoit students will make continuous progress toward the goal of achieving at a mastery level that exceeds NYS standards:

- the 2008 cohort 4 year graduation rate will increase from 91%;
- the percentage of students obtaining a Regents diploma will increase from 97% by the year 2012;
- the percentage of students obtaining an Advanced Regents diploma will increase from 70% by the year 2012;
- the percentage of students *achieving and moving towards* the mastery level on all assessments for learning will increase;
- the number of students challenging themselves and achieving mastery through upper level vocational and technical courses and advanced placement programs will increase;
- the drop out rate will decrease to 0%;
- the non-completer rate will decrease to 0%.

1) Foster pride in West Irondequoit's culture of achievement through:

- celebration of success for all students and staff;
- acknowledgment of exceptional efforts.

2) Continue to foster collaborative and proactive labor relations.

3) Improve community understanding of the school district:

- effectively engage the community in positive interactions;
- use a variety of resources, including technology, to enhance timely communications;
- provide information and support to students and parent/guardians during transitions from level to level and school to school, especially for parents/guardians new to our school system;
- communicate curricula, policies and procedures to proactively engage parents/guardians as partners in the educational process of their children.

4) Appropriately address student social and emotional needs that directly affect academic success.

1) Anticipate and advocate federal and state governments and the State Education Department for changes that benefit our school community.

2) Actively recruit, develop, and retain highly competent faculty, staff, and administrators.

3) Establish a stable, predictable level of taxation through controlled budgetary expenditures and conservative estimates of revenue.

4) Continue to build the information base to support research and development for long range planning and program effectiveness.

2010-2011 DAKE RESULTS

	2008		2009		2010		2011		
	Passing	Mastery	Passing	Mastery	Passing	Mastery	Passing	Mastery	
ELA 8 th Grade	76%	9%	85%	10%	75%	20%	76%	7%	
Adv Integrated Algebra Regents	100%	91%	100%	76%	100%	72%	100%	87%	
Math 8	89%	26%	94%	35%	77%	32%	83%	29%	
Social Studies 7 local	94%	69%	94%	68%	97%	62%	92%	57%	
Social Studies 8 local	90%	48%	94%	58%	91%	62%	96%	46%	
L.O.T.E. Proficiency	98%	70%	96%	70%	98%	75%	94%	64%	
Accelerated Earth Sci. Science 8	100%	81%	100%	93%	100%	79%	100%	77%	
Science 8	94%	61%	94%	61%	93%	57%	93%	52%	
Science 7 Local Final	93%	47%	88%	47%	92%	43%	94%	58%	
Terranova/ELA	50%	16%	NA	NA	NA	NA	NA	NA	
Terranova/Math	64%	26%	NA	NA	NA	NA	NA	NA	
			2008		2009		2010		2011
Students with Special Needs/ELA State 8 (Building):			47% Prof		29%		23%		19%
Students with Special Needs/Math State 8 (Building):			68% Prof		64%		41%		31%
Students with Special Needs/Science State 8 (Building):			82% Prof		68%		45%		54%
Students with Special Needs/S.S. State 8 (Building):			67% Prof		67%		48%		58%
Students with Special Needs/Math State 7 (District)			60% Prof		73%		41%		31%
Students with Special Needs/ELA State 7 (District)			24% Prof		46%		22%		31%

- Continued opportunities for parent participation through SBPT, Principal Coffees, PEACE Throughout the Year initiative, Dake Fun Nights, etc.
- Continued recognition of student achievements (plays, birthdays, musical events, sporting accomplishments on daily announcements, student of the month, honor roll breakfast).
- Continued to have newsletter articles focused on instructional initiatives centered on building goals and connections to home.
- Continued to establish and reinforce a positive climate and culture to foster a strong learning environment.
- Student discipline referrals continued to remain low for the 2011-2012 school year. Detention Study Hall monitor used in a variety of ways because of the low number of behavioral referrals. Reflection sheets used by students who are sent out of class to develop coping and reflection skills.
- Natural Helpers Program, Student Government, and Peer Mediation programs continue to strengthen student leadership in the building.
- Principal's Advisory Group continues to hear insights from students about culture and climate issues and how the environment promotes stronger student achievement.

- Initiatives such as the 42/65 minute schedule for ELA & Mathematics and the integration of aspects of the Family & Consumer Science (FACS) curriculum with Health & Counseling used with success this past school year. NY State granted approval for continued integration of aspects of FACS with Health & Counseling for 4 years.
- Continued work by Mr. DesRosiers with 8-9 transition team to facilitate the transition of students from eighth grade to ninth.
- Work with 4-6 Principals to initiate a stronger transition process, grades 4-8, that included work with aligning curriculum 5-8 and aligning intervention supports to enhance the transition of individual students from 6th to 7th grade.
- Budget process defined in an open and collegial atmosphere where department representatives work together to finalize the budget.
- Continued to focus on data analysis in order to inform instruction (State assessment analysis, unit assessment analysis, quarterly grade analysis; teacher post conferences centered around looking at student work to identify what is working and what needs revising.)
- Work with the contact teachers, 7-12 supervisors and Dake staff to help the students meet the highest standards set by the West Irondequoit Central School District.
- Master schedule crafted to have approximately the same number of students on each team as well as carefully balanced teams and classes in terms of social-emotional make-up, overall academic performance, and learning skill set.

2011-2012 DAKE SCHOOL-BASED TEAM MEASURES/OTHER INITIATIVES

- At least 81% of seventh graders will reach proficiency on the NYS ELA assessment while at least 26% will reach mastery.
- Eighth grade students will increase their proficiency level to 83% and mastery level to at least 26% on the NYS ELA assessment.
- Advanced Integrated Algebra students will maintain their proficiency level at 100% and increase their mastery level to 100% on the state Regents Assessment.
- Eighth grade students will increase their proficiency level to 85% and mastery level to 36% on the NYS math assessment.
- At least 85% of seventh graders will reach proficiency on the NYS math assessment while at least 50% will reach mastery.
- Grade 7 students will increase the proficiency level to 98% and mastery level to 74% on the Gr. 7 local social studies exam.
- Grade 8 students will increase the proficiency level to 96% and increase the mastery level to at least 64% on the NYS social studies exam.
- Grade 8 LOTE students will increase their proficiency level to 100% and mastery level to 78% on the Gr. 8 LOTE proficiency exam.
- At least 95% of eighth grade Earth Science students will achieve mastery level on the Regents exam.
- Increase the proficiency (97%) for the NYS science 8 exam as well as increase the mastery level (62%).
- Seventh grade students will increase their proficiency to 98% and increase their mastery level to 49% on the grade 7 science final exam.
- Increase or maintain the passing rate to 97% or more in all courses and 98% or more in core classes.
- Increase or maintain the mastery rate to 70% or more in all courses and 75% or more in core classes
- Apply the strategies outlined in our instructional focus in order to address common academic needs as well as to increase the overall student performance.
- Continue to increase the academic performance of students with special needs across all curricular areas.

- Continue to structure opportunities for parent participation and to increase those opportunities.
- Ongoing evaluation of the staff and student recognition programs for effectiveness.
- Maintain newsletter information on a monthly basis.
- Continue the use of a monthly "Principal's Podcast" to provide information to families in video form and online.
- Focus on the standards in monthly articles written by the various departments.
- Continue to establish and reinforce a positive climate and learning environment that will foster the social development, school pride, and sense of belonging for ALL member of the Dake community.
- Continue to explore ways to mesh curriculum outcomes with culture & climate goals. An example— Health & Counseling collaboration regarding teaching decision making skills and self-awareness in regard to students understanding themselves as learners.
- Continue to promote celebrations of student and staff success.
- Continue to frequently interact with students in order to build communication as well as connections.

- Keep abreast of professional literature, maintain awareness of, and discuss new information with all stakeholders regarding new information provided by the state.
- Focus on student needs to effectively assist them with their transitions into and out of Dake.
- Continue to work collaboratively with 4-6 Principals to refine transition process for individual students coming to 7th grade as well as continue to reflect upon curriculum alignment between 6th and 7th grade
- Continue to define budget process to articulate individual department needs as well as promote collegial problem solving between departments.
- Improve data collection, the centralization of data to increase its accessibility, and disaggregate analysis all in an effort to support student achievement
- Continue to have master schedule crafted in such a way as to allow for approximately the same number of students on each team and a balance of needs and strengths -- includes "team specific" advanced courses as well as "team specific" support services. It also offers opportunities for increased time for ELA and Math as well as integration of aspects of the FACS curriculum with Health and Counseling.

2011-2012 DAKE STRATEGIES

- Strong emphasis on promoting effective instructional practices that involve backward design lesson planning, implementation of the district Comprehension Outcomes, weaving critical thinking skills throughout all lessons, and an emphasis on writing.
- Continue to develop formative and summative assessments that are aligned with common core standards, state standards, and district outcomes.
- Continue to strengthen the alignment all learning arenas (faculty meetings, department meetings, PPS, team meetings, cabinet meetings, teacher goals and supervision) towards learning and achievement.
- Focus planning and instruction to have teachers connect the Comprehension Outcomes and Ad Hoc curriculum development to course outcomes in order to emphasize critical thinking in all lessons.
- Continue the development of essential questions that focus instruction and student learning experiences in student-centered activities that foster critical thinking and transfer opportunities.
- Continue the development of student writing skills with an emphasis on developing a controlling idea and supporting the controlling idea with evidence, explanation, elaboration, and interpretation.
- Continue to share, reflect, and analyze writing across content areas to determine commonalities regarding structure, content, and expectations.
- Assess students at regular intervals and use analysis of these assessments to monitor student achievement and to inform instruction.
- Provide opportunities for students to access information (reading, listening, observing) in an engaging way.
- Develop an atmosphere in class where students are engaged in discourse, actively communicating their understanding of the content and building on this knowledge to extend their understanding of this knowledge.
- Provide opportunities for students to communicate their understanding through writing.
- Support a rigorous monitoring of students not meeting academic standards. Put interventions and plans in place for these students focused on instructional strategies through the teacher and the team.
- Continue to apply the use of appropriate interventions for students within the categories of accessing information, extending understanding, communicating information, executive functioning, and social-emotional needs "intervention model."
- Continue to monitor the effectiveness of the above interventions through systematic processes that allow professionals to determine if they are working or they need adjustment, while finding ways to make our process more sophisticated.
- Continue to target learning as well as social/emotional weaknesses and strengths in our students with special needs. These in turn help to create instructional goals for the students that are rigorously monitored and adjusted throughout the school year.
- Through a heightened awareness of the essential to know content and skills, continue to differentiate instruction to target essential understandings for students with special needs, as well as finding opportunities to extend learning experiences for all students.
- Support services will continue to be clearly defined and monitored with an emphasis on threading instructional strategies back to the classroom and releasing the student from these supports at the appropriate time.
- Craft unit plans which provide students opportunities to engage with rigorous texts through the Dynamic Processes within the readers'/writers' workshop structure.
- Provide opportunities for students to immerse themselves in problem-based studies or investigations, which stress varied critical thinking skills (problem solving, predictions, evaluation, informed decision making, and comparison) and constructing meaning.
- Focus portions of team meeting time on the sharing of instructional strategies, best practices in the classroom and analyzing student work to better inform instruction, with an emphasis on transfer opportunities both within and beyond individual curricular areas.
- Continue cross-content dialogues to focus on common higher level thinking skills/concepts vital to student's success. Include the continued development of a learning community through teachers observing teachers to share best practices.
- Examine student work as a measure of their understanding in the content area and to strengthen their inquiry skills.
- Supervision of teachers focused in a positive and collegial way on effective instructional practices and improved student academic performance.
- Continue to monitor the effectiveness of the 42/65 minute model of instruction for Math and ELA to assess the perceived impact this model has on academic achievement as well as the comprehensive education that is a trademark of Dake.
- Continue to enhance the integration of aspects of the PACS curriculum with Counseling and Health to assess the impact of this model on learning experiences that require relevant, critical thinking opportunities for students (examples—decision making skills related to harassment, development of student self-awareness through the use of the Naviance program)

- Continue to develop the repertoire of skills in faculty and staff to support our neediest students, not only academically, but behaviorally and emotionally as well.
- Continue to implement ways to promote the concepts taught on PEACE Throughout the Year so these concepts are practiced throughout the year.
- Increase parent involvement with student learning by increasing the number of opportunities to facilitate parent communication as well as having parents a part of daily activities.
- Continue to implement a Service Learning Program that enhances the learning of the majority of students in terms of supporting community members who may be needier or less fortunate than them. Use the Service Learning Program on a more consistent basis to teach these critical skills, while also positively impacting the overall climate and culture of our building.
- Continue to focus the role of the Culture and Climate Sub-committee to not only work on cultural projects that assist others in the community, but to encourage faculty, staff, and students to provide the Climate & Culture Committee with ideas and concerns utilizing it more as a problem-solving body.
- Continue to implement the Natural Helpers program as a vehicle for developing student leaders within the school community.
- Continue the Peer Mediation program emphasizing positive ways to solve student-student conflict.
- Continue the use of the Class Acts program for students and in-service 7th graders as to the nature of the program and its purposes.
- Continue to implement the Principal's Advisory Committee, made up of students that collaborate with the Principal, in order to dialogue about positive aspects of Dake as well as areas in need of improvement.
- Celebrate successes of both student and staff through morning announcements, "Good News cards" and recognition at various meetings.
- Continue to ensure that the process around discipline of student is clearly understood by staff and students.

- Continue to articulate the role of SBPT towards improving student academic performance.
- Continue to align SBPT in relation to all other academic arenas.
- Continue to implement a variety of ways that departments can report to SBPT- including the team coming to classrooms and student products shared with the Planning Team.
- Recruit candidates of proven intellectual and academic ability. Look for opportunities to recruit experienced candidates where they have demonstrated proven success with student performance.
- In-depth discussions between primary and secondary supervisors regarding the performance and improvement of the teaching staff.
- Work with middle school principals and the IHS principal to coordinate the transition from early adolescence to adulthood.
- Continue to revise the parent handbook, with the objective of setting a positive tone for the school year while clearly communicating objectives and expectations at Dake.
- Assistant principal & school counselors will work with 8-9 transition committee to continue to improve the transition of DK students to IHS.
- Work proactively with faculty and staff to ensure new entrants to Dake our supported and making academic, social and emotional growth.

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Standards for Professional Practice in Teaching

West Irondequoit Central School District's *Standards for Professional Practice in Teaching* clearly define and communicate professional expectations for our faculty. They reflect our commitment toward Peak Performance for all students.

As professionals, West Irondequoit teachers are committed to students and their learning. They approach their work with creativity and imagination, striving constantly to improve. They acquire and employ a broad repertoire of instructional strategies matched to student needs, and remain critical and reflective about their practice, seeking all opportunities to expand that repertoire so that all students learn, understand, and achieve.

Teachers who meet these standards possess a current knowledge base in content and pedagogy and demonstrate the knowledge, skills, and attitudes necessary to design and implement standards based instruction for all students. They collaborate with colleagues, parents and community members and contribute to school and district activities. West Irondequoit teachers believe that all students can learn. Furthermore, they are passionate in acting on that belief. They model the highest ethical and professional standards.

These Standards represent components of professional practice in the following areas:

- **Integrating Content, Pedagogy and Research in Planning Instruction**
- **Planning, Implementing and Assessing Instruction**
- **Organizing a Productive and Positive Learning Environment**
- **Demonstrating Professional Responsibilities and Collaboration**

It is our belief that these Standards promote professional growth for teachers while supporting our commitment to Peak Performance.



The word *teacher* in this document refers to all professional staff members.

Integrates a Rich Understanding of Content, Pedagogy, and Research to Plan Instruction in a Standards-Based Environment

- Implements standards-based teaching and learning principles, and aligns instructional lessons/units based on standards and district outcomes.
- Exhibits an understanding and commitment that the standards and district outcomes describe essential knowledge and skills and a belief that all students can learn and achieve at high levels.
- Incorporates knowledge of prevailing theories of cognition and intelligence to plan and implement instruction.
- Explores the new research and best practices related to content-specific knowledge, as well as considers their applicability across disciplines.
- Combines a strong knowledge of both the content and the needs of the learners to continuously develop a strong instructional repertoire.
- Reflects upon student achievement data to improve instruction.

Organizes a Productive and Positive Standards-Based Learning Environment

- Develops positive and respectful relationships with students.
- Creates an environment that promotes positive communication between teacher and student as well as risk-taking and problem solving.
- Frames the learning and clearly communicates so that students know the standards, the rationale for the standards and learning experiences, the directions and procedures, as well as assessment criteria, at the beginning of the learning process.
- Implements a wide range of strategies to manage student behavior.
- Develops and implements an effective system of organizational procedures and routines to create a productive learning environment for all students.
- Checks student understanding broadly and frequently.
- Designs active learning experiences that promote retention and transfer.
- Provides clear models and exemplars, and involves students in using their work to set goals.
- Uses a variety of materials and resources which directly support lesson outcomes and provide multiple pathways for learning.
- Provides for the learning so that all materials are accessible and efficiently distributed to preclude distraction and ensure effective momentum.

Plans/Implements/Assesses Instruction in a Standards-Based Classroom

- Plans instruction by clearly defining what students need to know and be able to do based on district outcomes.
- Task-analyzes knowledge, concepts and skills and provides options for sources and presentation modes of new material
- Plans instruction considering interdisciplinary standards including appropriate multiple curricular outcomes to create common connections for students
- Engages learners through a repertoire of instructional strategies, including a purposeful use of available technologies and materials.
- Actively engages students in learning experiences which require varied and complex thinking skills, providing real-world connections.
- Makes instructional decisions to match the needs of learners.
- Differentiates instruction for a diverse spectrum of learners so that learning experiences are maximized for all students. Differentiation is defined by the purposeful variation of content sources, processes, and products with decisions based on learning profile, interest, and readiness.
- Uses a wide variety of classroom assessments, as well as district and New York State assessments, to evaluate learning and to adjust and enrich future instruction so as to optimize students' success.
- Provides students feedback regarding their progress toward meeting and exceeding standards.

Demonstrates Professional Responsibility and Collaboration

- Seeks and participates in professional growth opportunities related to professional goals.
- Supports and contributes to district mission and goals, focusing on learning and achievement at high levels.
- Collaborates with colleagues in planning lessons and designing assessments to inform standards-based instruction.
- Seeks opportunities to self-reflect, learn from colleagues, and continuously improve.
- Communicates with parents regularly to share student information regarding program and progress.
- Collaborates, as a partner in the education of children, with staff, parents, and the community, in a positive way to develop mutual respect.
- Collaborates with colleagues within and across grade levels and disciplines to use student work and various performance data to refine learning experiences and optimize success for students.
- Develops, maintains, and generates reports from a body of evidence regarding student performance including both accurate assessment records and samples of student work.

Proposal

The current framework of dividing the overall APPR process into three subcomponents of 60 points, 20 points, and 20 points has proven in theory and practice to be complicated to negotiate and implement, cost prohibitive, and results in a system that compromises needed instructional time for test preparation, development, and administration. Without undercutting the difficult work that has already been achieved, and while still adhering to the federal RTTT requirements, I am proposing a shift in the overall APPR framework for districts that demonstrate the history of a measurable and effective program of supervision and accountability resulting in corresponding levels of exemplary student performance. These qualifying districts would shift from a 60/20/20 system to a less complex more flexible two-component 75/25 system.

Under this proposed two-component framework, a maximum of 25 points would be based on state tests or other measures. The 25 points allocated would remain constant and would not be dependent upon the Board of Regents approving a value-added system over the growth model. These 25 points would not be subject to the collective bargaining process.

The other subcomponent would be based upon multiple measures of teacher effectiveness totaling 75 points. This subcomponent would be subject to the collective bargaining process and would continue to use a nationally recognized teacher and principal practice rubric.

Conclusion

Shifting from the current 60/20/20 APPR framework to a much less complex and straightforward 75/25 system is justified at many levels. In addition, the needed statutory changes could be achieved through relatively simple revisions to existing language without re-writing the entire APPR law. While providing simplicity, public understanding, transparency, and a greater alignment with state, district and student priorities, the proposal is also politically obtainable with various stakeholder groups including teacher and principal unions.

This proposal for a structural change in our APPR system will promote greater teacher and principal effectiveness, student achievement, and family and public engagement. At the same time, we must ensure that the new teacher evaluation system does not become a barrier to innovation and ongoing reform. A proven strategy to avoid that situation is to enable innovative providers to gain waivers and flexibility if they can demonstrate strong performance and well-designed alternative teacher evaluation and development mechanisms.¹

Thank you for your time and consideration. I am of course available to respond to any additional questions or to provide any further information to the New NY Education Reform Commission as it works towards meeting its charge of proposing recommendations to improve the current structure of the state's education system through the lens of what is in the best interest of students.

¹ Sara Mead, Andrew J. Rotherham, and Rachel Brown, American Enterprise Institute, *The Hangover: Thinking about the Unintended Consequences of the Nation's Teacher Evaluation Binge*, September 2012.