



**New York State Education Department**

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

**Hicksville Union Free School District**

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**District Contact Information**

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**Section I – District Description**

**Source:** All district description data comes from the Hicksville Union Free School District 2012-13 New York State School Report Card except where otherwise noted.

**Most current information as of:** June 18, 2014

<b>District Location</b>	
<b>Region</b>	<b>BOCES</b>
Nassau Suffolk	Nassau BOCES

<b>District Designations (i.e. DTSDE School, TIF Recipient, etc.)</b>
Good Standing

<b>Student Demographics</b>					
<b>Number of Students</b>	<b>Eligible for Free Lunch</b>	<b>Eligible for Reduced Lunch</b>	<b>Limited English Proficient</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
5231	917	358	427	572	1658

<b>Racial/Ethnic Origin (Percent)</b>					
<b>American Indian or Alaskan Native</b>	<b>Black or African American</b>	<b>Hispanic or Latino</b>	<b>Asian/Native Hawaiian/Other Pacific Islander</b>	<b>White</b>	<b>Multiracial</b>
0	3	25	28	42	1

<b>Attendance/Suspension Rates</b>	
<b>Annual Attendance Rate</b>	<b>Student Suspensions</b>
95%	2%

<b>Teacher Qualifications</b>				
<b># Teachers</b>	<b>Percent No Valid Teaching Certificate</b>	<b>Percent Teaching Out of Certification</b>	<b>Turnover Rate for Teachers under 5 Years' Experience</b>	<b>Turnover Rate all Teachers</b>
408	0	0	39	11

<b>Need Status</b>
Average Need District

## Section II – Academic Performance

**Source:** All academic performance data comes from the Hicksville Union Free School District 2012-13 New York State School Report Card except where otherwise noted.

**Most current information as of:** March 20, 2014

<b>Student Performance: 2011-12 &amp; 2012-13 New York State ELA Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3(2011-12)	61	21	13	45
3(2012-13)	44	6	6	34
4(2011-12)	75	25	25	65
4(2012-13)	37	8	0	20
5(2011-12)	76	25	18	63
5(2012-13)	45	8	0	40
6(2011-12)	64	15	0	53
6(2012-13)	40	6	9	27
7(2011-12)	66	10	60	52
7(2012-13)	42	5	0	29
8(2011-12)	66	16	6	57
8(2012-13)	53	2	0	35
<b>District Wide (2011-12)</b>	<b>68</b>	<b>18</b>	<b>19</b>	<b>56</b>
<b>District Wide (2012-13)</b>	<b>43</b>	<b>6</b>	<b>3</b>	<b>31</b>

<b>Student Performance: 2011-12 &amp; 2012-13 New York State Mathematics Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3(2011-12)	73	29	32	57
3(2012-13)	43	3	6	33
4(2011-12)	82	42	39	76
4(2012-13)	48	16	0	32
5(2011-12)	82	47	39	75
5(2012-13)	49	6	8	45
6(2011-12)	75	34	29	71
6(2012-13)	40	6	6	25
7(2011-12)	78	25	24	71
7(2012-13)	35	3	11	24
8(2011-12)	60	21	20	49
8(2012-13)	34	2	0	19
<b>District Wide (2011-12)</b>	<b>75</b>	<b>32</b>	<b>32</b>	<b>66</b>
<b>District Wide (2012-13)</b>	<b>41</b>	<b>6</b>	<b>5</b>	<b>30</b>

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<b>Student Performance: 2011-12 &amp; 2012-13 Science Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
4(2011-12)	96	75	82	95
4(2012-13)	96	75	76	91
8(2011-12)	86	63	29	77
8(2012-13)	88	55	31	80
<b>District Wide (2011-12)</b>	<b>91</b>	<b>68</b>	<b>61</b>	<b>86</b>
<b>District Wide (2012-13)</b>	<b>92</b>	<b>63</b>	<b>62</b>	<b>86</b>

<b>Student Performance: 2012-13 New York State Regents Exams</b>				
<b>Exam</b>	<b>All Students</b>		<b>Students With Disabilities</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
Comprehensive English	86	40	56	2
Integrated Algebra	72	14	37	1
Geometry	74	14	62	9
Algebra 2/Trigonometry	54	25	n<5	n<5
Global History and Geography	83	41	47	9
U.S. History and Government	87	54	63	18
Living Environment	87	49	58	9
Physical Setting/Physical Earth	86	45	40	12
Physical Setting/Chemistry	73	13	n<5	n<5
Physical Setting/Physics	80	34	0	0

<b>Cohort Results In Secondary-Level ELA After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	93	57	87	50
<b>SWD</b>	67	27	50	8
<b>ELL</b>	42	0	24	0
<b>ED</b>	93	41	86	44

<b>Cohort Results In Secondary-Level Math After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	91	22	88	27
<b>SWD</b>	50	0	43	2
<b>ELL</b>	53	5	47	6
<b>ED</b>	85	9	87	30

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2012-13 New York State Alternative Assessment (NYSAA) Grades 3-8						
	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	3	8	1	1	1	5
	4	4	-	-	-	-
	5	3	-	-	-	-
	6	1	-	-	-	-
	7	6	0	1	2	3
	8	14	0	1	5	8
Mathematics	3	8	0	2	2	4
	4	4	-	-	-	-
	5	3	-	-	-	-
	6	1	-	-	-	-
	7	6	1	1	3	1
	8	14	1	3	3	7
Science	4	4	-	-	-	-
	8	14	1	2	1	10

2012-13 New York State Alternative Assessment (NYSAA) Secondary Level					
	n Tested	Number of students scoring at:			
		Level 1	Level 2	Level 3	Level 4
English Language Arts	3	-	-	-	-
Mathematics	3	-	-	-	-

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)					
	n Tested	Percent of students scoring in each performance level:			
		Beg.	Int.	Ad.	Prof.
<b>Kindergarten</b>					
All Students	69	3	30	57	10
General Education	64	3	31	55	11
SWD	5	0	20	80	0
<b>First Grade</b>					
All Students	86	1	29	57	13
General Education	77	0	26	60	14
SWD	9	11	56	33	0

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<b>Second Grade</b>					
All Students	65	2	28	46	25
General Education	47	2	17	47	34
SWD	18	0	56	44	0
<b>Third Grade</b>					
All Students	52	6	29	50	15
General Education	41	5	22	59	15
SWD	11	9	55	18	18
<b>Fourth Grade</b>					
All Students	38	8	18	55	18
General Education	23	4	9	61	26
SWD	15	13	33	47	7
<b>Fifth Grade</b>					
All Students	29	10	17	52	21
General Education	18	6	17	61	17
SWD	11	18	18	36	27
<b>Sixth Grade</b>					
All Students	16	19	19	56	6
General Education	14	-	-	-	-
SWD	2	-	-	-	-
<b>Seventh Grade</b>					
All Students	9	11	33	33	22
General Education	5	-	-	-	-
SWD	4	-	-	-	-
<b>Eighth Grade</b>					
All Students	18	28	17	33	22
General Education	8	38	13	25	25
SWD	10	20	20	40	20
<b>Ninth Grade</b>					
All Students	17	6	29	47	18
General Education	12	8	33	42	17
SWD	5	0	20	60	20
<b>Tenth Grade</b>					
All Students	15	13	47	27	13
General Education	12	-	-	-	-
SWD	3	-	-	-	-

Eleventh Grade					
All Students	12	25	8	33	33
General Education	10	-	-	-	-
SWD	2	-	-	-	-
Twelfth Grade					
All Students	16	6	25	50	19
General Education	14	-	-	-	-
SWD	2	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	455	89	459	93
Students With Disabilities	50	64	69	77
Limited English Proficient	19	n<30	21	n<30
Economically Disadvantaged	95	84	81	93

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

List Any Measures Where the District <u>Did Not Meet AYP</u> in 2012-13
<ul style="list-style-type: none"> <li>• Secondary-Level ELA – White</li> <li>• Secondary-Level Math – All Students</li> <li>• Secondary-Level Math – White</li> <li>• Secondary-Level Math – Students with Disabilities</li> <li>• Graduation Rate: 4-Year Graduation-Rate Total Cohort – Hispanic or Latino</li> <li>• Graduation Rate: 4-Year Graduation-Rate Total Cohort – Students with Disabilities</li> </ul>

### Section III – District Schools Profile

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

**Most current information as of:** July 2, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Hicksville Public Schools	Maureen Bright	2002-14	Con	5231	5183	9P, 6AP	9P, 6AP	351	355

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School Name	School Principal	Time of Service	Status	Grades Served	# of Stud (2012-13)	# of Stud (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teach (2012-13)	# of Teach (2013-14)
Hicksville HS	Brij Singh	2001-13	Original	9-12	1,732	1,690	1P, 4AP	1P, 4AP	116	115
	Ray Williams	2013-14	New							
Hicksville MS	Mara Jorisch	2009-14	Con	6-8	1,204	1,218	1P, 2AP	1P, 2AP	78	80
Burns Ave ES	Michael Dunn	1991-14	Con	K-5	270	264	1P	1P	19	19
Dutch Lane ES	Susan Strauss	2004-14	Con	K-5	241	258	1P	1P	18	20
East Street ES	Jean Marie Serra	1998-14	Con	K-5	382	393	1P	1P	27	27
Fork Lane ES	Christopher Scardino	2004-14	Con	K-5	266	243	1P	1P	16	17
Lee Avenue ES	Stephanie Stam	2009-14	Con	K-5	483	484	1P	1P	33	31
Old Country Road ES	Anthony Lubrano	2006-14	Con	K-5	317	310	1P	1P	23	23
Woodland ES	Mary Hance	2006-14	Con	K-5	336	323	1P	1P	21	23

**Section IV – Annual Professional Performance Review (APPR) Profile**

**Source:** New York State Education Department Analysis

<b>APPR Plan</b>
<b>Current APPR Plan:</b> <a href="http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/hicksville-appr-plan.pdf">http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/hicksville-appr-plan.pdf</a>
<b>Most current version as of:</b> October 22, 2012

<b>Performance Evaluation Rubrics</b>	
<b>Teacher</b>	<b>Principal</b>
Danielson's <i>Framework for Teaching</i>	Marshall's Principal Evaluation Rubric

<b>Teacher Evaluation (2012-13)</b>				
Presented as % by rating category	<b>Composite Rating</b>	<b>State-provided growth or other comparable measures</b>	<b>Locally-selected measures of student achievement or growth</b>	<b>Other measures of teaching effectiveness</b>
<b>Highly-Effective</b>	50	62	58	76
<b>Effective</b>	48	35	41	24
<b>Developing</b>	2	2	1	0
<b>Ineffective</b>	0	0	0	0

<b>Principal Evaluation (2012-13)</b>				
<b>Presented as % by rating category</b>	<b>Composite Rating</b>	<b>State-provided growth or other comparable measures</b>	<b>Locally-selected measures of student achievement or growth</b>	<b>Other measures of principal effectiveness</b>
<b>Highly-Effective</b>	-	-	-	-
<b>Effective</b>	-	-	-	-
<b>Developing</b>	-	-	-	-
<b>Ineffective</b>	-	-	-	-

\*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

## Section V – Monitoring History

Source: New York State Education Department Files

<b>School Year</b>	<b>Type of Monitoring</b>	<b>NYSED Staff</b>	<b>Date</b>
<b>2012-13</b>	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
<b>2012-13</b>	Year 1 Interim Report Status Update Call	Aviva Baff, Project Coordinator; April Marsh, Project Assistant	April 30, 2013
<b>2013-14</b>	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
<b>2013-14</b>	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	August 19, 2013
<b>2013-14</b>	Site Visit	Courtney Jablonski, Program Coordinator	January 8, 2014
<b>2013-14</b>	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
<b>2013-14</b>	Year 2 Interim Report Status Update Call	Carrie Smith, Project Coordinator	May 23, 2014
<b>2013-14</b>	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
<b>2013-14</b>	Year 2 Final Report Status Update Call	Courtney Max, Project Coordinator	August 6, 2014

**Section VI - STLE Grant Profile**

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

<b>General Grant Information</b>			
<b>STLE #</b>	<b>Funding Amount</b>	<b>Implementation Dates</b>	<b>Individual or Consortium</b>
5545-13-0017	\$665,625	10/31/2012 – 6/30/2014	Individual

<b>Key Program Design Elements</b>
1. <b>Preparation</b> – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>The district has developed a partnership with Nassau BOCES in providing training on integrating technology into the curriculum. Purchase of Common Core aligned program for elementary students aligned to the rigor of the Common core and corresponding technology.</i>
2. <b>Recruitment and Placement</b> – Activities to attract educators to the district and the schools that need them: <i>This component was not addressed by the STLE grant funded activities.</i>
3. <b>Induction and Mentoring</b> – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>This component was not addressed by the STLE grant funded activities.</i>
4. <b>Evaluation</b> – The new APPR system based on Education Law §3012-c.: <i>This component was not addressed by the STLE grant funded activities.</i>
5. <b>Professional Development/Growth-</b> Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Professional development provided for through Teachers College Writing Project, the use of iPads within the core curriculum, and coaching for meeting with success in targeted areas in need of strengthening as determined within teacher response/evaluations.</i>
6. <b>Performance Management</b> – Use of evaluation data in development and employment decisions: <i>This component was not addressed by the STLE grant funded activities.</i>
7. <b>Career Ladder</b> – Opportunities for advancement for educators identified as highly effective or effective: <i>Teacher coaches were assigned to collaborate with staff in targeted areas in need of strengthening. Individual coaching for collaborative planning and strengthening of targeted areas in need of strengthening will result in 10% increase in student performance.</i>

<b>Program Goals (Taken from Year 1 Final Report)</b>	<b>Targets (Taken from Year 1 Final Report)</b>	<b>Outcomes (Taken from Year 2 Final Report)</b>
Goal I: To partner with Teachers College in order to implement writing program to strengthen student performance in ELA.	Teachers in grades 3-5 identified for training; scheduled for training, during Year 2 K-2 and 6-8 teachers to be trained. Elementary principals trained with	The district fully implemented the Writing Project in collaboration with Teachers College and is awaiting evidence of student improvement on State

	<p>teachers and during Year 2 ELA curriculum supervisor trained with building administrators at the middle school and elementary principals trained with K-2 teachers.</p> <p>Teachers in grades 3-5 attend workshops, put into practice strategies learned in professional development. Teachers in grades K-2 and 6-8 attend workshops during year 2 and will put into practice strategies learned.</p> <p>Individual coaching for collaborative planning and strengthening of targeted areas in need of strengthening results in 10% increase in student performance.</p>	<p>assessments.</p> <p>8 professional development sessions took place for all grade 3-5 teachers and elementary principals. Collaborative planning groups discussed lesson plans and materials, and that the 8 teacher coaches met monthly. Evidence of writing strategies in lesson plans and instruction were submitted.</p> <p>Analyses of scores have been provided as an Appendix at the end of the report.</p>
<p>Goal II: To purchase iPads for 6th grade students and core content teachers for use in classroom instruction</p>	<p>To purchase iPads for 6th grade students and core content teachers for use in classroom instruction.</p> <p>Core content teachers will participate in professional development to learn how to incorporate the iPad into core curriculum and use eSPARK to track student progress and lesson observations will document regular usage of technology in instruction.</p>	<p>The district has met this measure with 100% success rate, iPads were purchased.</p> <p>iPads are fully integrated into the ELA, math, science and social studies curriculum at the middle school in grades 6 and 7</p>
<p>Goal III: To purchase a Common Core aligned elementary mathematics program ensuring instruction is aligned to the rigor of the Common Core.</p>	<p>A district committee will review three math programs and through consensus recommend the program aligned to the rigor of the Common Core.</p>	<p>The goal was to implement a new mathematics program increasing student scores on State math assessments. With the implementation for Year 2 of the grant evidence of</p>

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	<p>All teachers will implement the Common Core aligned program and teach to the rigor of the Common Core as evidenced by attendance at professional development workshops and classroom observations.</p> <p>Teacher coaches working with colleagues to strengthen instruction and student performance.</p>	<p>student performance shows an increase in student scores for all three grades. Submitted table of evidence is available as an Appendix at the end of the report.</p> <p>All elementary teachers have fully implemented the Go math Common Core aligned mathematics program as was evident through lesson plans and classroom observations.</p>
<p>Goal IV: To provide opportunities for teacher collaboration and planning with colleagues in need of targeted professional support.</p>	<p>Selection of coaches matched with colleagues in need of targeted professional support.</p> <p>Teacher coaches will provide regularly scheduled opportunities to collaborate with colleagues for identified areas in need of professional support.</p>	<p>The district was able to provide editing software and professional microphones for teachers to use in creating professional videos for students to access at home deepening their understanding of rigorous concepts aligned to the Common Core State Standards</p> <p>42 teachers, each creating 10 videos, were able to complete a total of 420 videos by June 30th</p>

<b>Total Grant Award</b>	<b>Year 1 Allocation</b>	<b>Year 2 Allocation</b>
\$665,625	\$339,557	\$326,155

<b>Budget Code</b>	<b>Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)</b>	<b># In Position/ # Served/ # Purchased</b>	<b>Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)</b>	<b>Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)</b>	<b>Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)</b>	<b>Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14)</b>
15	Teacher Coaches	55	-	\$11,200	-	\$24,500
40	PD through The Reading and Writing Project, LLC.	14	-	\$36,816	-	\$96,340
45	Apple - Purchase of iPad	6 <sup>th</sup> grade students and core teachers	\$246,603	\$217,035	-	-
45	Heinemann – A Curricular Plan for Reading Workshop, A series	3 <sup>rd</sup> – 5 <sup>th</sup> grade Teachers	-	\$36,452	-	\$3,979

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45	Stop Security Tracking Off Property	N/A	-	\$4,480	-	-
45	PCMG, Inc.	N/A	-	\$15,289	-	-
45	CDWG, Inc.	N/A	-	\$9,799	-	-
49	Professional development for integration of iPad into the core curriculum through Nassau BOCES	6 <sup>th</sup> grade core teachers	-	-	-	\$16,883
45	Common Core Aligned Math program purchased with 3 days of professional development for teachers in K - 5	K-5 Teachers	-	-	\$133,575	-
45	B&H Photo	-	-	-	-	\$8401
45	Comet Supply Inc.	-	-	-	-	\$423
45	Houghton Mifflin	-	-	-	-	\$152,157
45	JourneyEd.com	-	-	-	-	\$10,445
45	NWEA	-	-	-	-	\$11,062
45	Staples Business Adv.	-	-	-	-	\$162
	<b>Total Actual Expenditures</b>		<b>\$246,603</b>	<b>\$339,471</b>	<b>\$133,575</b>	<b>\$324,352</b>

**Section VII – STLE Grant Analysis**

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

*Guiding questions to direct the review:*

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

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

**Preparation**

<b>Preparation</b>	
<b>Standard</b>	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
<p><b>Summary:</b> The district has met this standard by developing a partnership with Nassau BOCES in providing training on integrating technology into the curriculum. This partnership supported the district in attaining its Goal I: to partner with Teachers College in order to implement a writing program to strengthen student performance in English Language Arts (ELA).</p> <p>STLE funds were used by the district to offer opportunities to their Teacher Coaches for the Reading and Writing Project and also to all 6<sup>th</sup> grade teachers (iPads) and all grades 3 – 5 teachers in reading.</p>	

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Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
PD through The Reading and Writing Project, LLC.	New Role	T – CL	CC - ELA	FP - DS	40	14	\$36,816
Professional development for integration of iPads into the core curriculum through Nassau BOCES	New Role	T – CL	STEM, CC – ELA, CC - Math	BOCES - DS	49	All 6 <sup>th</sup> grade core teachers	\$8,400
Heinemann – A Curricular Plan for Reading Workshop, A series	New Role	T - CL	CC - ELA	FP - DS	40	Grades 3 – 5 Teacher	\$36,452

**Supporting Evidence:**

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

Evidence from Year 1 Final Report:

- Teachers of ELA, math, science, and social studies participated in professional development to learn how to incorporate the iPad into core curriculum and use eSPARK to track student progress and lesson observations will document regular usage of technology in instruction.

Evidence from Year 2 Interim Report:

- The district supported a partnership with Nassau Boards of Cooperative Educational Services (BOCES) in providing training on integrating technology into the curriculum. All 6<sup>th</sup> and 7<sup>th</sup> grade teachers participated in workshops using iPads integrating technology into the core content areas. Nine professional development workshops were completed.
- In order to meet the rigor of the Common Core a more rigorous math program was purchased for students and teachers in grades K-5 with components for instructional strategies in meeting the needs of all kinds of learners including special education and English language learners. Re-teaching components provided teachers with materials for small group instruction. “Think Central” is a technology component which provides home school connections in providing explanations for completing homework and this was established for families.

Evidence from Year 2 Final Reports:

- The iPads are fully integrated into the ELA, math, science and social studies curriculum at the middle school in grades 6 and 7.
- The district fully implemented the Writing Project in collaboration with Teachers College and is awaiting evidence of student improvement on State assessments. Evidence of writing strategies in lesson plans and instruction was submitted as evidence to work completed.

***Recruitment and Placement***

<b>Recruitment and Placement</b>	
<b>Standard</b>	The district engages in activities to attract educators to the district. The district engages in targeted placement and recruitment to ensure high needs students and schools has effective or highly effective educators.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/Transfer	Total Amount
N/A							

***Induction and Mentoring***

<b>Induction and Mentoring</b>	
<b>Standard</b>	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
N/A							

***Evaluation***

<b>Evaluation</b>	
<b>Standard</b>	The district is fully implementing an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss effective teaching and leadership practices
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
N/A								

***Ongoing Professional Development/Professional Growth***

<b>Ongoing Professional Development/Professional Growth</b>	
<b>Standard</b>	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
<b>Summary:</b> The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness: Professional development provided for by Teachers College Writing Project, use of iPads within the core curriculum, and coaching for meeting with success in targeted areas in need of strengthening was initiated. The activities associated with	

this component assisted the district in meeting its Goal I: to partner with Teachers College in order to implement writing program to strengthen student performance in ELA and Goal II- To purchase iPads for 6<sup>th</sup> grade students and core content teachers for use in classroom instruction. The district was also able to achieve Goal III: to purchase a Common Core aligned elementary mathematics program ensuring instruction is aligned to the rigor of the Common Core and Goal IV: to provide opportunities for teacher collaboration and planning with colleagues in need of targeted professional support.

iPads were purchased for all 6<sup>th</sup> grade students with the understanding that they would also be purchased for 7<sup>th</sup> grade students. Professional development was designed for all 6<sup>th</sup> and 7<sup>th</sup> grade teachers to get trained in the use of iPads and how to best integrate them into the teaching of the Common Core Learning Standards.

The district partnered with the Teachers College Reading Writing Project to design and implement a writing program to strengthen student performance in ELA. The emphasis of which was geared towards all teachers in grades 3 – 5.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Purchase of rigorous Common Core aligned mathematics program K-5	Material	Books	CC - Math	District	45	161	180 School Days	\$152,867
Professional development for teachers in grades 3-5 for NWEA Keeping Learning on Track protocols	T – PD External	Group	DDI, CC – ELA & Math	FP - DS	40	14	8 Days	\$12,000
Collaboration with Nassau BOCES in providing professional development for integrating iPads into the curriculum	T – PD External	Group	STEM, CC – ELA & Math	NP - DS	49	157	16 Days	\$16,883

**Supporting Evidence:**

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

Evidence from Site Visit Interviews:

- The Superintendent reported that Teacher Coaches were assigned to collaborate with staff in targeted areas in need of strengthening teacher effectiveness.
- The Teacher Coaches reported that students in math classrooms were using the calendar and “iAnnotate” features to take individualized notes on the pre-populated lesson outline. Students were able to quickly use their fingers to draw a bar model as they worked collaboratively to solve word problems. Collaborative planning groups discussed lesson plans and materials, and that the 8 teacher coaches met monthly.
- Principals shared their enthusiasm for the work done through the iPad initiative as well as the partnership with the Teachers College Writing Project, reporting that teachers were successfully implementing the instructional strategies associated with each project.

- The Superintendent shared that iPads were distributed to all 6th and 7th graders with a full implementation plan. Schools have improvement plans and 6th grade was selected to use “eSPARK Learning” to individualize the approach for each student in prep for next round of testing. Individualized apps were installed on each iPad aligned to the student’s performance on MAP test. Nassau BOCES provided 16 days of training workshops on integrating iPad technology in the core curriculum. Model school Days were purchased for \$8,400. BOCES pushed into the classroom and attended a prep lesson as well as a lesson later to assist and support; 40 teachers participated (19 - 6th grade, 20 - 7th grade, 1 ESL).
- The Grant Coordinator reported that 8 professional development sessions took place for all grade 3-5 teachers and elementary principals. 7 professional development sessions have taken place for 6th grade teachers and 1 ESL teacher on iPad apps and integrating the iPad into instructional practice.

Evidence from Year 1 Final Report:

- In the timeline of events, the district offered professional development for Teachers College Writing Project and Common Core aligned math program, meetings with teacher coaches and the Assistant Superintendent for Personnel regarding the implementation of the coaching model and designated topics, and professional development for middle school teachers for the integration of iPads into the core curriculum. Most of these opportunities occurred throughout the 2012 – 2013 school year.
- The core content teachers are planned for participation in professional development to learn how to incorporate the iPad into core curriculum and use eSPARK to track student progress and lesson observations to document regular usage of technology in instruction.

Evidence from Year 2 Interim Report:

- The district indicates as evidence, a rundown of professional development opportunities offered to date that have been funded by the STLE Grant.
  - Three planning meetings with Teacher College Consultants for the Teacher College Writing Project:
    - 73 K-2 teachers attending workshops
    - 74 3-5 teachers attending workshops
    - 22 6-8 teachers attending workshops
    - 10 administrators attending workshops
- Purchased Go Math program which the district will ready for implementation and and/or instruction for September 1. Go Math will be providing 3 professional development workshops for K-5 teachers

Evidence from Year 2 Final Report:

- The district offered professional development for teachers in leading professional learning community discussions on formative assessments and increasing student engagement. 14 teachers attended and completed training in the Northwest Evaluation Association (NWEA) Keeping Learning on Track Protocols.
- The district offered 16 professional development days to provide teachers in grades 6 & 7 assistance integrating the iPad into instruction. A total of 157 teachers have attended this professional development.

- A total of 161 teachers have been provided professional development and implemented the rigorous Go Math Common Core aligned mathematics program in grades K-5 this year.

**Performance Management**

Performance Management	
<b>Standard</b>	The district is systemically using evaluation data in development and employment decisions.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

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

**Career Ladder for Teachers and Principals**

Career Ladder for Teachers and Principals	
<b>Standard</b>	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<p><b>Summary:</b> The district effectively used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. Teachers and principals with additional roles and responsibilities, both during and after the school day, had the training and preparation needed to fulfill the career ladder positions.</p> <p>Efforts toward meeting this standard supported the district in meeting its Goal IV: to create teacher leader opportunities with the creation of the home School Connection Teacher Academy for the creation of instructional videos for students and parents to access at home to increase understanding of the Common Core.</p> <p>Teacher leaders were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district created a total of 42 teacher leader positions designed to improve the relationship and or engagement between the school and families, ensure alignment to the Common Core in core subject areas, and provide support to teachers with the APPR process.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Assignment of Teacher Coaches	T – FT	STLE 1	Coach	15	Stipend	9	\$11,200
Home School Connection Teacher Academy	T - FT	STLE 1	Coach	15	Stipend	33	\$21,000

**Supporting Evidence:**

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

Evidence from Site Visit Interviews:

- The district assigned 42 teacher coaches to participate on the career ladder: 2 to support K-5, 2 to support the sciences, 2 to support ELA, 1 to support Math, and 1 to support Social Studies. The district also budgeted for 33 coaches in various subjects to support Developing/Ineffective teachers.
- The superintendent reported that Teacher Coaches were assigned to collaborate with staff in targeted areas in need of strengthening teacher effectiveness.
- The Teacher Leaders reported that Collaborative planning groups discussed lesson plans and materials, and that the 8 Teacher Coaches met monthly.

Evidence from Year 1 Final Report:

- The Teacher coaches have been assigned to collaborate with staff in targeted areas in need of strengthening; specifically Math and ELA within the Common Core with the goal of seeing a 10% in scores.
- The district is considering additional coaches for 2013-14 to be determined based upon APPR rating.

Evidence from Year 2 Interim Report:

- The Teacher Coaches provided regularly scheduled opportunities to collaborate with colleagues for identified areas in need of professional support.
- In January of 2014, a status check was done during a mid-year progress meeting with principals regarding professional development for Teachers College Writing Project and work completed by teacher coaches.
- In April 2014, one workshop for teacher coaches/mentors and identified teachers was overseen by the Assistant Superintendent for Personnel. Additionally, professional development opportunities for teachers to strengthen instruction with new Common Core aligned mathematics program were offered an after school workshop.

Evidence from Year 2 Final Report:

- The district was able to provide editing software and professional microphones for teachers to use in creating professional videos for students to access at home deepening their understanding of rigorous concepts aligned to the Common Core State Standards. 42 teachers, each creating 10 videos, were able to complete a total of 420 videos by June 30<sup>th</sup>.

***Other***

<b>Other</b>	
<b>Standard</b>	[Note: There is no standard for “Other”.] The district uses grant funds for activities and/or positions that do not directly align with the seven TLE components.
<b>Summary:</b> This component was not addressed by the STLE grant funded activities.	

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

**Issues of Equity**

<b>Issues of Equity</b>	
<b>Standard</b>	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
<p><b>Summary:</b> The district used STLE funded activities to support the equitable distribution of high quality educators: The district used funds to ensure equity among its 6<sup>th</sup> and 7<sup>th</sup> grade students by providing each student with an iPad, and at the same time, training teachers to be proficient integrating these iPads within the Common Core.</p> <p>The district also used funds to improve access to families through the Home School Connections Teacher Academy.</p>	

**Supporting Evidence:**

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

Evidence from Site Visit Interviews:

- It was reported by the Superintendent that Nassau BOCES provided 16 days of training workshops on integrating iPad technology in the core curriculum. Model school days were purchased for \$8,400. BOCES pushed into the classroom and attended a prep lesson as well as a lesson later to assist and support in which 40 teachers participated (19 - 6th grade, 20 - 7th grade, 1 ESL).
- A Principal shared their enthusiasm for the work done through the iPad initiative as well as the partnership with the Teachers College Writing Project, reporting that teachers were successfully implementing the instructional strategies associated with each project.
- A Principal also reported that iPads were distributed to all 6th and 7th graders with a full implementation plan. The district holds an improvement plan and the 6th grade was selected to use eSPARK Learning to individualize the approach for each student in prep for next round of testing.

Evidence from Year 1 Final Report:

- Professional development has been provided for Teachers College Writing Project, including the use of iPads within the core curriculum, and coaching for meeting with success in targeted areas of need; including, but not limited to subgroups of students based on ELL, SWD and Poverty.

Evidence from Year 2 Interim Report:

- In order for the district to meet the rigor of the Common Core a more rigorous math program was purchased for students and teachers in grades K-5 with components for instructional strategies in meeting the needs of all kinds of learners including special education and English language learners.

- Grant funds were used to fund professional consultants from Columbia Teachers College Writing Project. Elementary teachers in grades K-2 participated for the first time this reporting period, teachers in grades 3-5 deepened their work from last reporting period and ELA teachers in grades 6-8 participated for the first time this reporting period. Writing strategies were particularly important for middle school students at risk including ELL students who were not successful in reaching proficiency on the last administration of the State assessment.

Evidence from Year 2 Final Report:

- The iPads are fully integrated into the ELA, math, science and social studies curriculum at the middle school in grades 6 and 7.
- The district supported the creation of the Home School Connections Teacher Academy where 42 teachers completed 10 instructional videos each to strengthen the Home School Connection, increase parent engagement and provide support for parents and students at home in meeting the rigor of the Common Core.

***Sustainability***

<b>Sustainability</b>	
<b>Standard</b>	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
<b>Summary:</b> The district used grant funded activities to implement programs and practices that should have a long term impact on the district. The district has indicated it is exploring sustainability options through the budget process. It has been reported that the district will fund the purchase of iPads and professional development opportunities through the 2014-15 school year that have previously been funded through STLE.	

<b>Short Description</b>	<b>Code</b>	<b>Type</b>
District will support purchase of iPads and PD with the College Writing Project through 2014-15	Program	Shift

**Supporting Evidence:**

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

Evidence from Year 1 Final Report:

- The district has long-term plans to continue this position/stipend after the grant period, but it does indicate how or anything else regarding sustainability.

Evidence from Year 2 Final Report:

- Presently, the continued purchase of iPads for students and teachers is included in the 2014-15 budget proposals within the technology budget.
- The partnership with BOCES will continue in offering professional development for integrating technology and the use of the iPad into the curriculum by budgeting for the use of Model School Days through the Letter of Intent between the district and Nassau BOCES.

- Professional development will continue with Teachers College Writing Project with a blending of the Reading Project through the use of general fund dollars and is part of the 2012-15 budget proposals for professional staff development.
- Teacher coaches/mentors will continue to be designated to support teachers in areas of need of strengthening with a stipend provided for coaches/mentors through the district general fund.

## **Section VIII – Methodology**

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

### Individuals interviewed

#### *District Level*

- Superintendent
- Assistant Superintendent for Curriculum and Instruction
- Director of Curriculum

#### *Building Level*

- Middle School Principal
- 2 elementary principals
- Supervisor of Math
- 6<sup>th</sup> grade teacher

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

- N/A

### Documents and materials reviewed to complete this report

- Hicksville UFSD Year 1 Final STLE Report
- Hicksville UFSD Year 2 Interim STLE Report
- Hicksville UFSD Year 2 Final STLE Report
- Hicksville UFSD Site Visit Notes

## Appendix A: 2014 ELA and 2013 ELA GAP Reports

The table below illustrates an analysis of the 2014 ELA and 2013 ELA GAP Reports for Constructed Response items only showed an increase in student performance of fourth, fifth, and sixth grade students, and a decrease for the student performance of third, seventh and eighth grade students. However, the district student performance of constructed response items outperformed the region in grades 3-6 and grade 8.

ELA Constructed Response Gap Report

	2014			2013		
	District %	Region %	GAP	District %	Region %	GAP
3	56.7	55.3	+1.3	62.2	58.7	+3.5
4	63.5	59.0	+4.5	56.7	59.9	-3.2
5	70.3	61.9	+8.4	65.7	62.6	+3.1
6	73.8	66.0	+7.8	72.1	68.2	+3.8
7	65.7	66.1	-0.4	73.5	69.6	+3.9
8	81.2	74.1	+7.1	82.1	75.8	+6.3

In grade 3, student performance on constructed response items decreased by 5.5 percentage points. However, with this decrease, Hicksville students outperformed the region in 2014 by +1.3 percentage points.

In grade 4, student performance on constructed response items increased by 6.8 percentage points. In addition, 2013 showed Hicksville performing below the region with a gap of -3.2. In 2014, this negative gap was closed to show Hicksville performing above the region by 4.3 percentage points.

In grade 5, student performance on constructed response items increased by 4.6 percentage points. The gap between district and region increased from 3.1 percentage points above the region to 8.4 percentage points above the region.

In grade 6, student performance on constructed response items increased by 1.7 percentage points. The gap between district and region increased in 2014 with district results performing 3.8 percentage points above the region in 2013 and 7.8 percentage points above the region in 2014.

In grade 7, student performance on constructed response items decreased by 7.8 percentage points with the district outperforming the region in 2013 by 3.9 percentage points, but scoring below the region in 2014 by -0.4 percentage points.

In grade 8, student performance on constructed response items decreased by -0.9. However, when compared to the region, the gap widened in a positive direction with district performing 7.1 percentage points above the region as compared to 6.3 percentage points above the region in 2013.

## Appendix B: Math results

The table below shows a comparison between math results for the 2014 and 2013 school years. Overall comparison of 2014 to 2013 district results in Math showed an increase in all grades. Grade 3 increased by 17 percentage points, grade 4 increased by 8 percentage points, and grade 5 increased by 6 percentage points.

Overall Math Performance

	2014	2013
3	60%	43%
4	56%	48%
5	55%	49%