



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Island Park 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 Island Park Union Free School District 2012-13 New York State School Report Card except where otherwise noted.

Most current information as of: June 18, 2014

District Location	
Region	BOCES
Nassau Suffolk	Nassau BOCES

District Designations (i.e. DTSDE School, TIF Recipient, etc.)
Good Standing

Student Demographics					
Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient	Students with Disabilities	Economically Disadvantaged
729	193	57	40	72	309

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	Black or African American	Hispanic or Latino	Asian/Native Hawaiian/Other Pacific Islander	White	Multiracial
1	2	26	3	68	0

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
96%	3%

Teacher Qualifications				
# Teachers	Percent No Valid Teaching Certificate	Percent Teaching Out of Certification	Turnover Rate for Teachers under 5 Years' Experience	Turnover Rate all Teachers
75	0	1	50	7

Need Status
Average Need District

Section II – Academic Performance

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

Most current information as of: March 20, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	73	22	None tested	63
3(2012-13)	54	0	n<5	38
4(2011-12)	84	45	n<5	76
4(2012-13)	43	10	n<5	31
5(2011-12)	58	13	n<5	48
5(2012-13)	35	0	n<5	25
6(2011-12)	76	30	n<5	60
6(2012-13)	32	0	n<5	31
7(2011-12)	71	40	n<5	62
7(2012-13)	34	0	n<5	27
8(2011-12)	62	45	n<5	38
8(2012-13)	40	0	n<5	25
District Wide (2011-12)	71	33	Cannot be calculated*	58
District Wide (2012-13)	35	1	Cannot be calculated*	29

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	84	56	None tested	74
3(2012-13)	64	20	n<5	64
4(2011-12)	88	55	n<5	82
4(2012-13)	46	22	n<5	36
5(2011-12)	77	25	n<5	76
5(2012-13)	37	0	n<5	28
6(2011-12)	69	30	n<5	55
6(2012-13)	22	0	n<5	23
7(2011-12)	87	60	n<5	83
7(2012-13)	23	0	n<5	20

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8(2011-12)	63	18	n<5	46
8(2012-13)	24	0	n<5	13
District Wide (2011-12)	78	39	Cannot be calculated*	70
District Wide (2012-13)	39	7	Cannot be calculated*	29

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	98	82	n<5	97
4(2012-13)	97	90	n<5	92
8(2011-12)	82	82	n<5	65
8(2012-13)	87	80	n<5	90
District Wide (2011-12)	92	82	Cannot be calculated*	85
District Wide (2012-13)	92	87	Cannot be calculated*	91

*(2011-12)Although there are more than five students who are part of this tested subgroup and took the exam district wide, no one grade tested more than 4 students; therefore, a district-wide proficiency rate cannot be calculated.

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	0	0	0	0
Integrated Algebra	100	68	0	0
Geometry	0	0	0	0
Algebra 2/ Trigonometry	0	0	0	0
Global History and Geography	0	0	0	0
U.S. History and Government	0	0	0	0
Living Environment	100	75	0	0
Physical Setting/ Earth Science	0	0	0	0
Physical Setting/ Chemistry	0	0	0	0
Physical Setting/ Physics	0	0	0	0

*Island Park UFSD is K-8th grades only.

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A
ELL	N/A	N/A	N/A	N/A
ED	N/A	N/A	N/A	N/A

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	N/A	N/A	N/A	N/A
SWD	N/A	N/A	N/A	N/A
ELL	N/A	N/A	N/A	N/A
ED	N/A	N/A	N/A	N/A

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	4	1	-	-	-	-
	5	1	-	-	-	-
Mathematics	4	1	-	-	-	-
	5	1	-	-	-	-
Science	4	1	-	-	-	-

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	0	-	-	-	-
Mathematics	0	-	-	-	-

2012-13 New York State English as a Second Language Achievement Test (NYSESLAT)					
	n Tested	Percent of students scoring in each performance level:			
		Beg.	Int.	Ad.	Prof.
Kindergarten					
All Students	5	0	0	60	40
General Education	4	-	-	-	-
SWD	1	-	-	-	-
First Grade					
All Students	12	17	8	42	33
General Education	9	-	-	-	-
SWD	3	-	-	-	-
Second Grade					
All Students	4	-	-	-	-

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General Education	4	-	-	-	-
SWD	0				
Third Grade					
All Students	2	-	-	-	-
General Education	1	-	-	-	-
SWD	1	-	-	-	-
Fourth Grade					
All Students	1	-	-	-	-
General Education	1	-	-	-	-
SWD	0	-	-	-	-
Fifth Grade					
All Students	3	-	-	-	-
General Education	1	-	-	-	-
SWD	2	-	-	-	-
Sixth Grade					
All Students	4	-	-	-	-
General Education	4	-	-	-	-
SWD	0	-	-	-	-
Seventh Grade					
All Students	4	-	-	-	-
General Education	3	-	-	-	-
SWD	1	-	-	-	-
Eighth Grade					
All Students	2	-	-	-	-
General Education	2	-	-	-	-
SWD	0	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	N/A	N/A	N/A	N/A
Students With Disabilities	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

List Any Measures Where the District Did Not Meet AYP in 2011-12

- None

List Any Measures Where the District Did Not Meet AYP in 2012-13

- None

Section III – District Schools Profile

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

Most current information as of: April 4, 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)
Island Park UFSD	Rosmarie T. Bovino, EdD	2013-14	Original	650	700	2 P, 1 Dir. of PPS	2 P, 1 Dir. of PPS	75	75

School Name	School Principal	Time of Service	Status	Grades Served	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers* (2012-13)	# of Teachers* (2013-14)
Island Park Lincoln Orens Middle School	John Barnes	2011-13	Original	5-8	300	-	1 P	1P	40	40
	Vincent Randazo	2013-14	STLE New		-	325			40	40
Francis X Hegarty Elementary School	Jacob Russum	2009-14	Original	K-4	350	375	1P	1P	35	35

Section IV – Annual Professional Performance Review (APPR) Profile

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/island-park-appr-plan.pdf
Most current version as of: February 25, 2014

Performance Evaluation Rubrics	
Teacher	Principal
Marzano's Causal Teacher Evaluation Model	Marshall's Principal Evaluation Rubric

Teacher Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of teaching effectiveness
Highly-Effective	55	38	68	8
Effective	45	47	30	92
Developing	0	7	1	0
Ineffective	0	8	0	0

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

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

Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Carrie Smith, Project Coordinator	May 28, 2013
2013-14	Year 1 Final Report Submitted by District	N/A	Submitted by July 15, 2013
2013-14	Year 1 Final Report Status Update Call	Carrie Smith, Project Coordinator; April Marsh, Project Assistant	September 12, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	January 8, 2014
2013-14	Year 2 Interim Report Submitted by District	N/A	Submitted by February 7, 2014
2013-14	Year 2 Interim Report Status Update Call	April Marsh, Project Assistant	April 24, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Project Assistant	August 6, 2014

Section VI - STLE Grant Profile

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

General Grant Information			
STLE #	Funding Amount	Implementation Dates	Individual or Consortium
5545-13-0020	\$86,375	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements

1. Preparation – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles: <i>This component was not addressed by the STLE grant funded activities.</i>
2. Recruitment and Placement – 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. Induction and Mentoring – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>The district selected professional teachers and paired them with 11 mentees based on a correlation of strengths/weaknesses and proximity of grade level/subject.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>Teacher Leaders serve as teacher coaches in the Annual Professional Performance Review (APPR) process.</i>
5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Teacher Leaders and consultants acted as instructional coaches to teachers to support improvement of instructional and professional practice.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>This component was not addressed by the STLE grant funded activities.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>The District established the positions of teacher leaders, who received stipends for these additional responsibilities.</i>

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I: To increase teachers' understanding of Common Core Learning Standards (CCLS) and best practice.	Compile data from inventory of Knowledge Confidence Survey – Common Core Curriculum Learning Standards. Use data to plan CCLS professional development activities.	Data from survey includes knowledge confidence concerning CCLS and new English Language Arts (ELA) Assessment. Results indicate that a focus is needed in text based arguments, text length for sustained reading, test design, and impact of emotionally

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		charged text.
Goal II: To meet the State's standard of successful Student Learning Objectives based on acceptance of the District's Revised Annual Professional Performance.	Revise all Student Learning Objectives (SLOs) based on comments and suggestions made by the NYSED Review Room Representative working with the District's Data Consultant.	Data from survey includes knowledge confidence concerning Annual Professional Performance Review (APPR) and SLO's. Results indicate that a need exists to focus future growth on defining student population, defining learning content, and defining Interval of Instruction Time.
Goal III: To develop a career ladder which financially rewards effective and highly effective teachers, principals, and Director of Pupil Personnel Services by utilizing their expertise to support other teachers with ineffective or developing ratings to improve student outcomes.	Develop and administer Self-Evaluations, to be completed at by June 26, 2014, and measure teachers' growth as a result of Career Ladder projects.	District used surveys for Pre- and Post-Career Ladder activities; data indicates teachers did not apply to the Career Ladder for financial compensation, nor did they do so for recognition, and they still had a concern about providing turnkey professional development.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$86,375	\$42,250	\$44,125

Budget Code	Description of Funded Activities/Strategies/Initiatives (This information is available from STLE interim and final reports)	# In Position/ # Served/ # Purchased	Year 1 Interim Report – School Reported (10/31/12 – 3/1/13)	Year 1 Final – Actual Exp. Per FS-10 F (10/31/12 – 6/30/13)	Year 2 Interim Report – School Reported (7/1/13 – 12/31/13)	Year 2 Final – Actual Exp. Per FS-10 F (7/1/13 – 6/30/14)
40	CCLS Training workshops for Principals and Teachers (Kdgn - Gr 8).	75 Teachers, 2 Principals	\$7,200	\$7,200	-	-
40	SLO Development training of Principals and Teachers of students in Kdgn - Gr 8.	75 Teachers, 2 Principals	\$35,050	\$35,050	-	-
49	Teacher Academy Day (4 days) for Ineffective and Developing Teachers	10	-	-	\$6,500	\$13,425
49	Summer Academy (4 days) for Ineffective and Developing Teachers	10	-	-	\$4,400	-
40	Informed Decision Services	-	-	-	\$4,374	\$10,000

15	Teacher Mentors Stipend	10	-	-	\$12,000	\$20,700
15	Teacher Mentees Stipend	10	-	-	\$5,400	-
15	Teacher Mentees Stipend (BOCES)	10	-	-	\$10,800	-
90	Indirect Cost	-	-	-	\$651	-
	Total Actual Expenditures		\$42,250	\$42,250	\$44,125	\$44,125

Section VII – STLE Grant Analysis

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

Guiding questions to direct the review:

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

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

Preparation

Preparation	
Standard	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
Summary: This component was not addressed by the STLE grant funded activities.	

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

Recruitment and Placement

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

Short Description	Code	Type	Purpose	Comp-ensation	Budget Code	# Recruit/ Transfer	Total Amount
N/A							

Induction and Mentoring

Induction and Mentoring	
Standard	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
Summary: The district used grant funds to ensure that new and early career educators will have mentoring to advance their professional practice and improve their ability to produce positive student outcomes.	
Evidence suggests that the district held grant funded activities to meet its Goal III : by June 30, 2015 Improve career ladder opportunities for teachers by implementing a Mentor/Mentee program. Mentors will be teachers whose APPR Highly Effective, Effective, Developing and Ineffective (HEDI) ratings are Effective and Highly Effective. Mentees will be teachers whose APPR HEDI ratings are Developing and Ineffective.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Formal Mentorship, pairing teachers rated Developing and Ineffective with teachers rated Highly effective or effective	T-Mentor	Formal	CCLS	District	15	22	\$5,700
Formal Mentorship, principal mentoring new elementary principal and Director of Pupil Personnel Services with no CCLS	P – Mentor	Formal	CCLS	District	15	3	\$15,000

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 BOCES math consultant reported that he is working with the Superintendent to analyze data to find a focus for teacher development; constructed response was the area in most of need. The plan is first working by grade level then work with individual teachers to determine strengths and weaknesses, and then allowing for teachers to look at each other’s data and have meaningful conversations about where support is needed.

Evidence from Year 1 Final Report:

- The district indicated that meetings will be held between mentors (veteran, effective and highly effective teachers) and mentees (new teachers and teachers new to district) to share information and offer suggestions/advice regarding instructional practices and procedural guidelines. Principal Leaders will help coordination of the mentor/mentee program including both formal and informal meeting dates and provision of on-going support in a risk-free environment.
- The district indicated that mentors schedule mutually convenient meetings before and after school with mentees (teachers with composite APPR scores identified as ineffective, developing, or borderline effective). They will focus on the implementation of skills and teaching strategies utilized by mentors (highly qualified, highly effective) and those modeled and suggested by Registered Consultant Program (RCP) consultant during the 2012-2013

school year. If financially possible, RCP Consultant will return for follow-up sessions with mentors and mentees.

Evidence from Year 2 Interim Report:

- Principals and teachers feel overwhelmed by district building issues from Sandy, APPR requirements (including new tests, test question types, and SLOs), and implementation of CCLS. Thus, they began implementing career ladder activities in the late fall of 2013. The curriculum projects involving mentors; teachers with highly effective and effective NYS ELA and Math scores are now mentoring those with ineffective and developing NYS ELA and math scores, these activities are now on track to be completed on time. Similarly, the middle school principal is mentoring the elementary school principal (who oversees the implementation of career ladder activities with elementary school teachers) and the Director of Pupil Personnel Services (PPS) (who oversees implementation of career ladder activities among our special education teachers).

Evidence from Year 2 Final Report:

- Mentors' and mentees' self-evaluations were completed at the end of 2012-2013 for baseline data. Mentors' and mentees' self-evaluations completed at the end of 2013-2014 was to be used to measure the growth of mentors and mentees.
- 11 professional teachers from grades 4-8 were selected through a screening process conducted by the principals. These professional teachers were matched up with 11 mentees based on a correlation of strengths/weaknesses and proximity of grade level/subject.
- Professional teachers and mentees met approximately 10 times regarding their career ladder projects.
- Five formal mentoring/training meetings took place on the following dates: 9/25, 10/30, 12/4, 3/16, 5/14.
- Mentoring and training by an experienced middle school principal with curriculum auditing and curriculum development expertise had to take place with lead teachers in the middle school before they could initiate career ladder activities with colleagues in their building.
- The district indicated that during the same period, the experienced middle school principal also mentored and trained a less experienced elementary school principal and the Director of Pupil Personnel Services in curriculum auditing and curriculum development procedures.
- The district indicated that data from surveys included knowledge confidence concerning APPR and SLO's. Results indicated that a need exists to focus future growth on defining student population, defining learning content, and defining Interval of Instruction Time.

Evaluation

Evaluation	
Standard	The district is fully implementing an APPR plan that complies with Education Law §3012-c and is approved by the commissioner. Through the evaluation system the district has a common language to discuss effective teaching and leadership practices
Summary: Evidence suggested that the district is using the grant funds to fully implement an APPR plan that complies with Education Law §3012-c and is approved by the Commissioner.	
Additionally, the district met its Goal II: the development of student learning objectives that are	

consistent in format, structure, and scale with the CCLS and aligned to the District's Annual Professional Performance Review Plan, and Goal III: by June 30, 2014 improve career ladder opportunities for teachers by implementing a mentor/mentee program. Mentors will be teachers whose APPR HEDI ratings are effective and highly effective. Mentees will be teachers whose APPR HEDI ratings are developing and ineffective.

There are 11 mentors and 11 mentees and 1 principal mentor and 2 leader mentees 1 being the Director of Pupil Personnel Services.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
APPR Mentor/ Mentee position supports district educators in implementing APPR	T Eval	Pos-All	APPR – SLO	District	15	10	10	\$21,765

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 Interview:

- The superintendent reported that work was being done with some teachers to understand the low performance ratings assigned and to engage in data analysis to understand the implications for instruction. Plans include how to group students, materials needed, resources needed and EngageNY information. This has helped with teachers’ lack of confidence and/or comfort.
- Additionally, the superintendent reported that the programs’ impact will allow teachers to look at modules differently, and gain an understanding of what is the outcome of the module and what instruction is needed to accomplish the outcome. Goals include improving scores by improving teacher effectiveness; asking teachers how they would teach modules, what could be changed to improve instruction, and what did you see with the student level of understanding. Teachers are gaining a different, more positive perception of CCLS given the work with the consultant.

Evidence from the Year 1 Final Report:

- The district indicated that formal and walk-through observations have been conducted to evaluate teacher effectiveness. To date, 44 out of 79 teachers have been observed using the Marzano iObsevation Model for Teacher Effectiveness. Additional observations are scheduled.
- The district indicated that the Nassau BOCES consultant provided direction for the alignment between SLOs and district APPR Plan. (Previously, teachers developed SLOs using the EngageNY template alone.) The alignment of SLOs to the APPR Plan has been realized.

Evidence from the Year 2 Interim Report:

- The district indicates that Principals and teachers feel overwhelmed by district building issues from Sandy, APPR requirements (including new tests, test question types, and SLOs), and implementation of CCLS.

Evidence from the Year 2 Final Report:

- Data from surveys included knowledge confidence concerning APPR and SLO’s. Results indicated that a need exists to focus future growth on defining student population, defining learning content, and defining Interval of Instruction Time.

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth							
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.						
<p>Summary: The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness and teachers and principals had an opportunity to engage in professional development. Student performance data is only available through the 2011-12 school year therefore, there is not yet conclusive evidence that these efforts have led to increases in student learning.</p> <p>Evidence suggests that the district used grant funded activities to meet its Goal I: to increase teachers’ understanding of Common Core Learning Standards and best practice, and Goal II: the development of Student Learning Objectives that are consistent in format, structure, and scale with the CCLS and aligned to the District's Annual Professional Performance Review Plan.</p>							
Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
APPR, SLOs Training	T – PD, P – PD External	Group	APPR – Obs., APPR – SLO	District	40	78	\$10,000
DDI, CCLS	T – PD, P – PD External	Group	DDI, CC – ELA & Math	District	49	31	\$13,425

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 Island Park Site Visit Interviews:

- The Data Consultant, reported that teachers were better able to “hit the ground running” this September (2013) with greatly improved SLO’s; creating a uniform form for all teachers to use within district. Teachers were looking at ways to improve and continually grow; it has given deeper meaning to their APPR rating. Teachers are seeing a shift in the value of APPR; seeing less of a “gotcha”. Teachers are using “iObservation” as a learning tool for the Marzano rubric. They have been able to break the rubric down into smaller pieces on a monthly basis- this has helped to bring deeper knowledge to the rubric. iObservation provided video tutorials to gain a better understanding of the rubric.
- Two principals reported that not all teachers were supportive of goal setting at the outset, but enthusiasm has improved because they are seeing the benefits of raising their state scores.

Weekly and monthly faculty meetings, debriefings with the Data Consultant, observations, and general conversations with teachers have all helped. Additionally, creating the school curriculum project has helped to reduce the tension, plan better for students with disabilities (SWD), English language learners (ELL) and students of poverty. Teachers are working to shift ownership of learning to the students. Northwest Evaluation Association (NWEA) has helped for teachers to plan better, communicate with teachers, group students based on ability and also to further build capacity for teachers to build their own program.

Evidence from the Year 1 Final Report:

- The district indicated that professional development opportunities provided through faculty meetings, team/grade level meetings and the distribution of professional materials focused on the common core learning standards. Consultants have provided workshops focused on the common core learning standards enabling the modification of existing materials to be more reflective of the expectations defined by CCLS. Lessons reflecting the Standards have been implemented in classrooms by teachers. Student engagement and willingness to probe more deeply in text understandings was observed by teachers and school leaders.
- The district indicated that the Nassau BOCES consultant provided direction for the alignment between SLOs and district APPR Plan. (Previously, teachers developed SLOs using the EngageNY template alone.) The alignment of SLOs to the APPR Plan has been realized.

Evidence from the Year 2 Interim Report:

- A compilation of data from teachers'/principals' Pre- and Post-Inventories regarding inventory of Knowledge Confidence Survey – Common Core Curriculum Learning Standards and the New NYS ELA Test will be administered. Resulting data will be recorded and analyzed and used to plan CCLS professional development activities.
- The district created professional development opportunities for principals and teachers through team/grade level meetings with teachers and principals on new NYSED requirements for Student Learning Objectives to improve achievement.
- The district indicated that it has submitted and also has received approval by NYSED Review Room of the new SLOs.

Evidence from the Year 2 Final Report:

- The district held 30 formal meetings for training in the writing of SLOs consistent with the CCLS and district's APPR plan to improve achievement.
- Professional development on career ladder activities were provided at faculty meetings, team/grade level meetings and professional materials focused on CCLS were distributed on the following dates: 1/21, 2/25, 3/18, 4/22 and 5/27.
- The teachers participated in training in the Thinking Maps Writing Program with a focus on implementation as it relates to CCLS and effective instruction on the following dates: 10/10, 10/17, 10/24, 11/6, 11/20, 11/25, 12/2 and 12/9.
- 8 formal meetings took place on January 9, 15, 21, 22, 28, 29, 30, and 31 for all teachers in grade 3 – 8; training was offered in CCLS and the mining and use of data to inform instruction (DDI), using student information management system, PowerSchool, and the Nassau BOCES data warehouse.
- Professional development was provided to mentors/mentees in formal and informal meetings as well as through readings and 10 career ladder curriculum projects were completed. In all,

there were 128 hours of career ladder activities and 12 hours of formal mentoring/training meetings occurring approximately 18 times.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
Summary: 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	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
Summary: The district effectively used grant funds to ensure that effective and highly effective teachers and principals have opportunities for advancement.	
<p>Efforts toward meeting this standard supported the district in meeting its Goal III : by June 30, 2015 - Improve career ladder opportunities for teachers by implementing a mentor/mentee program. Mentors will be teachers whose APPR HEDI ratings are effective and highly effective. Mentees will be teachers whose APPR HEDI ratings are developing and ineffective.</p> <p>The district has a well-developed career ladder that gives teachers and administrators opportunities for advancement with additional roles and responsibilities, and has provided teachers and principals training and preparation needed to fulfil the career ladders positions.</p> <p>Teacher leaders were recruited and selected through a screening process conducted by the principals. The professional teachers were matched up with 11 mentees based on a correlation of strengths/weaknesses and proximity of grade level/subject.</p> <p>With the help of principals and the Director of Pupil Personnel Services, teachers with varying composite APPR teacher evaluation scores and diverse curriculum development experience worked together through a variety of career ladder activities for the improved achievement of all students by implementing the common core and using data driven instruction.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Lead teachers will support other teacher to increase effectiveness	CL-T	STLE 1	APPR - SLO	15	Stipend	26	\$11,765

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Lead principal will support other principal to increase effectiveness	CL-P	STLE 1	APPR - SLO	15	Stipend	2	\$7,500
Director of PPS will support principals and teachers to monitor progress on CCLS Curriculum Projects	CL-	STLE 1	Mentor	15	Stipend	1	\$2,500

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:

- A teacher leader is hoping to be a more effective teacher, leading to better student achievement. She wants to help keep kids calm with new modules. Math will be looked at this year as time permits.
- Yet another teacher leader is excited to have this gap analysis in order to better align with CCLS. The analysis will help to bring teachers together in order for all to feel more comfortable with implementing CCLS; they are not comfortable at this point. “My hope is I will be able to provide student and opportunities to grow and delve into learning through projects and hands on learning.” She went on to note that coach training has helped to show how she can improve as an educator.

Evidence from the Year 1 Final Report:

- Lessons reflecting the standards have been implemented in classrooms by teachers. Student engagement and willingness to probe more deeply in text understandings have been observed by teachers and school leaders.
- The district indicated that professional development provided by consultants and Nassau BOCES to train teachers and school leaders focused on SLOs and their relationship to the district's APPR Plan.

Evidence from the Year 2 Interim Report:

- The district indicated that Principals and teachers feel overwhelmed by district building issues from Sandy, APPR requirements (including new tests, test question types, and SLOs), and implementation of CCLS. Thus, they began implementing career ladder activities in the late fall of 2013.

Evidence from the Year 2 Final Report:

- The district issued 22 stipends for professional teachers to mentor new colleagues and/or colleagues with state evaluation scores of ineffective or developing through career ladder activities.
- 11 professional teachers in grades 4-8 were selected through a screening process conducted by the principals and they were matched up with 11 mentees based on a correlation of strengths/weaknesses and proximity of grade level/subject.
- The district indicated that surveys for pre- and post-career ladder activities were submitted; data indicates teachers did not apply to the career ladder for financial compensation, nor did they do so for recognition, and they still had a concern about providing turnkey professional development.

Other

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

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

Issues of Equity

Issues of Equity	
Standard	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
Summary: This component was not addressed by the STLE grant funded activities.	

Sustainability

Sustainability	
Standard	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
Summary: The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district has indicated that it will explore sustainability option through the budget process.	

Short Description	Code	Type
The district intends to use the budgeting process to sustain programmatic elements of the STLE grant (i.e. types of PD)	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 the Year 1 Final Report:

- The district indicated that it is their intent to build local capacity to continue the achievement of the goals of this grant. They have registered teachers in Marzano’s online training to provide professional development in the development of expertise in Marzano’s Casual Effectiveness Rubric, including the four domains and 60 elements for assessing instruction and teacher effectiveness before, during, and after core ELA and math lessons. This will translate into the means to maximize the effectiveness of their instruction.
- The district indicated that teachers will demonstrate what has been learned through the development of common core learning standards lessons and assessment tools to be utilized

in their classrooms. Instruction aligned to the common core learning standards will ensure the sustainability.

- The district indicated that the modification of classroom instructional resources will ensure sustainability of the implementation of common core learning standards based lessons and activities. The Lexile level of reading materials and accompanying learning activities will be modified as necessary to fulfill the expectations of rigor reflected in the expectations of CCLS.

Evidence from the Year 2 Interim Report:

- The district indicated that it has not had the time or staff to make plans that would ensure programmatic sustainability. The superintendent, however, is looking for other federal or state grants that could help the district attain sustainability.

Evidence from the Year 2 Final Report:

- The district indicated that some career ladder activities will continue through the re-allocation of existing funding from local taxpayer monies in the general fund that is usually spent on off-site professional development. Instead, approximately \$10,000 of it will support some ongoing career ladder activities to ensure STLE programmatic sustainability, post June 30, 2014. The Superintendent will continue to seek other grants that will also enable further continuance of STLE activities.

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

EdD, Superintendent

Building Level

Middle and High School Principals

Francis X Hegarty Elementary School

Education Partner

BOCES CCLS Math Consultant

BOCES ELA Consultant

Data Consultant

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

Island Park Site Interview Notes

Island Park Year 1 Final Report

Island Park Year 2 Interim Report Island Park Year 2 Final Report
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