New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

South Huntington 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 South Huntington UFSD 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	Western Suffolk 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**
6039	2131	330	777	787	2609

Racial/Ethnic Origin (Percent)					
American Indian or Alaskan Native	**Black or African American**	**Hispanic or Latino**	**Asian/Native Hawaiian/Other Pacific Islander**	**White**	**Multiracial**
0	10	31	6	51	2

Attendance/Suspension Rates	
Annual Attendance Rate	**Student Suspensions**
96%	4%

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**
458	0	0	35%	14%

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the South Huntington UFSD Central 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)	61	9	10	36
3(2012-13)	37	18	0	15
4(2011-12)	61	15	11	38
4(2012-13)	36	3	2	17
5(2011-12)	62	20	12	43
5(2012-13)	36	5	2	16
6(2011-12)	68	22	0	42
6(2012-13)	40	4	0	23
7(2011-12)	67	15	0	42
7(2012-13)	43	11	0	21
8(2011-12)	60	5	0	36
8(2012-13)	48	10	0	24
District Wide (2011-12)	**63**	**14**	**7**	**39**
District Wide (2012-13)	**40**	**8**	**1**	**19**

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	**% Proficient All**	**% Proficient SWD**	**% Proficient ELL**	**% Proficient ED**
3(2011-12)	65	16	18	42
3(2012-13)	35	20	0	15
4(2011-12)	71	26	29	51
4(2012-13)	43	5	5	23
5(2011-12)	69	27	20	48
5(2012-13)	30	8	0	14
6(2011-12)	77	36	36	58
6(2012-13)	41	14	11	21
7(2011-12)	79	35	17	63
7(2012-13)	27	12	0	8
8(2011-12)	73	13	16	57
8(2012-13)	25	6	0	10
District Wide (2011-12)	**72**	**25**	**23**	**54**

District Wide (2012-13)	33	10	2	15

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	93	70	71	85
4(2012-13)	94	68	77	91
8(2011-12)	73	36	30	60
8(2012-13)	78	56	36	70
District Wide (2011-12)	**85**	**52**	**55**	**73**
District Wide (2012-13)	**88**	**63**	**60**	**81**

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	89	43	69	11
Integrated Algebra	86	29	54	2
Geometry	71	18	44	3
Algebra 2/ Trigonometry	59	32	50	20
Global History and Geography	82	46	49	13
U.S. History and Government	92	58	73	21
Living Environment	86	42	49	8
Physical Setting/ Earth Science	78	38	53	10
Physical Setting/ Chemistry	78	20	40	0
Physical Setting/ Physics	86	31	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	93	56	91	63
SWD	64	14	60	16
ELL	68	8	46	0
ED	87	35	84	42

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	92	31	91	29
SWD	54	4	60	0
ELL	68	4	54	4
ED	87	15	82	9

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	5	0	0	0	5
	4	5	1	0	0	4
	5	3	-	-	-	-
	6	7	0	0	1	6
	7	13	0	0	2	11
	8	4	-	-	-	-
Mathematics	3	5	0	0	1	4
	4	5	0	0	2	3
	5	3	-	-	-	-
	6	7	0	0	2	5
	7	13	0	0	5	8
	8	4	-	-	-	-
Science	4	5	1	0	1	3
	8	4	-	-	-	-

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	6	0	0	1	5
Mathematics	6	0	0	0	6

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	114	4	41	49	5
General Education	99	3	39	52	6
SWD	15	13	53	33	0
First Grade					
All Students	127	9	39	28	24
General Education	11	5	41	30	25
SWD	16	38	31	13	19

Second Grade					
All Students	90	2	21	48	29
General Education	77	1	17	49	32
SWD	13	8	46	38	8
Third Grade					
All Students	66	8	41	36	15
General Education	55	4	36	42	18
SWD	11	27	64	9	0
Fourth Grade					
All Students	64	17	28	39	16
General Education	42	14	12	50	24
SWD	22	23	59	18	0
Fifth Grade					
All Students	61	8	16	52	23
General Education	43	9	7	53	30
SWD	18	6	39	50	6
Sixth Grade					
All Students	38	8	16	66	11
General Education	26	4	19	62	15
SWD	12	17	8	75	0
Seventh Grade					
All Students	34	18	15	62	6
General Education	22	23	14	55	9
SWD	12	8	17	75	0
Eighth Grade					
All Students	45	13	24	53	9
General Education	34	12	21	56	12
SWD	11	18	36	45	0
Ninth Grade					
All Students	70	21	26	34	19
General Education	51	27	29	27	16
SWD	19	5	16	53	26
Tenth Grade					
All Students	37	14	14	49	24
General Education	31	13	13	48	26
SWD	6	17	17	50	17
Eleventh Grade					

All Students	23	9	9	48	35
General Education	21	-	-	-	-
SWD	2	-	-	-	-

Twelfth Grade					
All Students	16	6	13	44	38
General Education	11	0	9	45	45
SWD	5	20	20	40	20

	2008 Cohort 4 Year		**2007 Cohort 5 Year**	
Group	**n**	**Graduation Rate (%)**	**n**	**Graduation Rate (%)**
All	443	93	464	95
Students With Disabilities	70	70	70	84
Limited English Proficient	25	n<30	22	n<30
Economically Disadvantaged	158	86	150	90

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2011-12
• Elementary/Middle-Level ELA – Students With Disabilities
• Elementary/Middle-Level ELA – Limited English Proficient
• Elementary/Middle-Level Math – Students With Disabilities
• Elementary/Middle-Level Math – Limited English Proficient
• Elementary/Middle-Level Science – Students With Disabilities
• Graduation Rate: 4-Year Graduation-Rate Total Cohort – Students with Disabilities

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
• Elementary/Middle-Level Math – Limited English Proficient
• Graduation Rate: 4-Year Graduation-Rate Total Cohort – Students with Disabilities

Section III – District Schools Profile

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

Most current information as of: July 3, 2014

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)
Oakwood PS	Eileen Kerrigan	2009-14	Con	K-2	721	702	1 P, 1 AP	1 P, 1 AP	58	59
Countrywood PS	Barbara Kenney	2012- 14	Con	K-2	725	718	1 P, 1 AP	1 P, 1 AP	52	53
Birchwood ES	Anthony Ciccarelli	2006-14	Con	3-5	679	675	1 P, 1 AP	1 P, 1 AP	55	58
Maplewood ES	Vito D'Elia	2006-14	Con	3-5	690	670	1 P, 1 AP	1 P, 1 AP	53	55
Silas Wood ES	Steve	2012-14	Con	6	447	464	1 P, 1	1P, 1	38	40

	Toto						Dean	Dean		
Stimson MS	Faye Robbins	2002-13	Original	7-8	979	-	1 P, 1 AP	1 P, 1 AP	75	-
	Edwin Smith	2013-14	Other New	-	-	922	-	-	-	75
Walt Whitman HS	Kathleen Acker	2010-14	Con	9-12	1,803	1,839	1 P, 3 AP	1 P, 3 APs	130	138

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/south-huntington-appr-plan.pdf
Most current version as of: November 15, 2012

Performance Evaluation Rubrics	
Teacher	**Principal**
Danielson's *Framework for Teaching* (2011 Revised Edition)	Multidimensional Principal Performance 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	284	231	276	172
Effective	147	196	157	229
Developing	5	7	4	35
Ineffective	1	3	0	1

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	Aviva Baff, Project Coordinator; April Marsh, Project Assistant	May 24, 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 11, 2013
2013-14	Site Visit	Carrie Smith, Project Coordinator	January 10, 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	Carrie Smith, Project Coordinator	May 1, 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 18, 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**
5545-13-0040	$746,954	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: *The district supported the training of selected teacher mentors to support district initiatives related to Response to Intervention (RtI) and data driven decision making to support assigned mentees and colleagues. The district also supported the creation of building level data teams to support analysis of instructional data to improve teaching practices, and support*

highly effective/effective teachers to participate in professional growth opportunities via National Board Certification and Principal's Academy, respectively.
2. **Recruitment and Placement** – Activities to attract educators to the district and the schools that need them: *The district recognized that the population of their students has changed over the years; diversity has increased, and the goal has been to have teachers that reflect more of that shift in demographics. The district advertised in major publications and attended diversity fairs in efforts to achieve their goals.*
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: *The relationship with Stony Brook University has allowed the district the ability to offer mentoring to its administrative team. In addition, teachers were trained as mentor teachers in an effort to provide mentoring to substitute teachers, new teachers, and in preparation for teachers evaluated as "Ineffective" or "Developing."*
4. **Evaluation** – The new Annual Professional Performance Review (APPR) system based on Education Law §3012-c.: *The district's Instructional Leaders and all teachers were provided professional development (PD) through OASYS (MyLearningPlan platform) for documentation and accumulation of data for alignment to instructional shifts needed within the district.*
5. **Professional Development/Growth-** Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: *The district provided support for multiple avenues of PD, including but not limited to, Mentoring for teachers and principals, Common Core ELA and Math, Response to Intervention, the use of Data Driven Instruction (DDI) in instructional planning and APPR through both turnkey training, Institutions of Higher Learning, and the purchase of technologically based resources.*
6. **Performance Management** – Use of evaluation data in development and employment decisions: *The implementation of the district's career ladder created the structure for the implementation of performance management, while the purchase of programs (MyLearningPlan, I Lit and OASYS) have provided the tools to both manage and track data as it relates to decisions made based on instructional strategies.*
7. **Career Ladder** – Opportunities for advancement for educators identified as highly effective or effective: *The district created a career ladder in a way that Coaches, Mentor Teachers, and Teacher/Principal Leader positions were designed to work in a concerted effort for all goals set forth in STLE 1. Combined efforts worked to support student achievement, develop a data system to measure effectiveness and to coordinate and implement Professional Learning Communities (PLCs) within the district.*

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from year 2 Final Report)
To support student achievement in K-12 through use of review and analysis of instructional data.	School building data teams will participate in at least 10 monthly data analysis/ coaching sessions by June 2014. Effectiveness of coaching will be determined based on review of collected	Data coach completed 5-6 one hour long sessions per building (December 2013 – June 2014) K-8 teachers received onsite technical support to not only

	data from various sources, i.e. student baseline and post assessment data, classroom observations, teacher/data coach session reflections.	access but analyze reports with data coach in small group or individual sessions (approximately 30 sessions completed)
	Response To Intervention (RtI) data coaching provided to school Instructional Support Teams to assist with determining student tier placement and progress monitoring using available data.	Drafted RtI manual was distributed to staff via Google Docs to initiate the process of making service recommendations for students.
	Math data coaching will expand to grades K-2 and 6, providing Common Core Learning Standards and data support for K-6, assisting teachers to better align formative assessments and alignment of curriculum with state modules.	
Develop and implement a comprehensive data system to evaluate and support both teachers and leaders.	Train school leaders to navigate OASYS to document evidence of teacher effectiveness within domains via walkthroughs, observations, growth measures, etc.	Teacher and administrators used OASYS to document observations, reflections and growth measures for APPR purposes.
	Teachers and administrators will use MyLearningPlan to document professional learning experiences within/outside school district and provide constructive feedback about its effectiveness.	30 administrators used a consistent format and process for completing teacher evaluations.
	Incorporate monthly usage of LinkIt! By teachers for content area assessments within each grade level, local assessments and some Student Learning	As of March 2013, LinkIt! has been fully implemented as part of the APPR process for local assessments and SLOs. The district incorporates monthly

	Objective (SLO) assessments as a part of the Annual Professional Performance Review process. Data coaches will support implementation and analysis at the building and classroom levels.	usage of LinkIt! by teachers for content area assessments within each grade level, local assessments and some SLO assessments as a part of the APPR process. Data Coaches supported the implementation and analysis at the building and classroom levels.
Coordinate opportunities to establish and cultivate PLCs at the building level.	Train selected teacher mentors to support district initiatives related to Response to Intervention (RtI) and data driven decision making to support assigned mentees and colleagues. Creation of building level data teams to support analysis of instructional data to improve teaching practices. Opportunity for highly effective/effective teachers to participate in professional growth opportunities via National Board Certification and Principal's Academy, respectively.	160 K-8 teachers received onsite technical support to not only access but analyze reports with a Data Coach in small group or individual sessions (approximately 30 sessions completed) Drafted RtI manual was distributed to staff via Google Docs to initiate the process of making service recommendations for students. K-8 buildings established a data team comprised of classroom teachers and building leadership. Graduate level courses for teachers have been offered in partnership with Stony Brook University, expansion of Teacher Center courses, piloted use of technological resources with intermediate grade level teachers, provided math data coaching to teachers in grades 3-5, English as a Second Language (ESL)/Dual Language collegial circle created to contribute to district RtI plan, RtI/curriculum based measurement (CBM) trainings offered to Academic Intervention Services (AIS) reading and math teachers.

		The district coordinated administrative workshops on various topics for building and district level administrators.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
$746,954	$233,629	$611,763

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 45	Partnership with SBU including graduate level courses and professional development (PD) for leaders, i.e. mentorship and workshops. And purchase of iPads from Apple, Inc.	27 Teachers 27 iPads	$27,703	$22,920 $9,160	$22,030 $955	$47,084 $6,990
40 15	Comprehensive review and modification of district's RtI plan.	-	$33,500	-	$32,950 $2,565	-
16	Part time clerk typist support	2	$14,202	$10,315	-	$25,529
40	Data coaching for common core math	1	$49,500	-	-	-
40	Bartholomew Associates, Inc. – Advertising	-	-	-	-	$9,044
49	Recruitment of teachers and leaders for district succession planning Western Suffolk and Nassau County BOCES.	N/A	$5,100	$5,100	-	-
15 40	Career Ladder - Building foundation to develop a culture of data use within buildings through coaching and PD.	-	-	-	$295,893 $26,400	$342,376
15 45	Collaboration with Teacher Center to offer PD activities to classroom and substitute teachers.	-	N/A $5,000	-	$24,000 $591	-
46	Support teacher and leadership PD through funding travel and conference expenses.	15 Teachers & Principals	-	-	-	$2,895
16 49	Implementation of data systems to support APPR process, i.e. OASYS/MLP	-	N/A $12,246	-	$9,865 $21,139	N/A $36,000
15	Substitute Teachers	24	-	$2,470	-	-
15	Elementary	8	-	$2,301	-	-
15	Secondary	4	-	$6,006	-	-

15	District Office	1	-	$75	-	-
40	LMW Educational Consultants	-	-	$27,500	-	$65,900
40	Tequipment Inc. - SmartBoards	12 - 14	-	$19,800	-	$49,500
40	MyLearningPlan Inc.	Yearly District subscription	-	$12,246	-	-
40	Expenditure Recode	-	-	$5,023	-	-
45	Barnes and Nobles	17 Teachers	-	$611	-	$1,349
45	Carryover	-	-	$145	-	-
45	Heinemann Publishing	1	-	-	-	$30
45	Linus Publications	-	-	-	-	$925
45	Guilford Publications, Inc.	-	-	-	-	$164
46	Linda Mood Bell	2	-	$1,069	-	-
49	Expenditure Recode	-	-	$10,540	-	-
80	Social Security Benefits	-	-	-	-	$23,977
	Total Actual Expenditures		**$147,251**	**$135,281**	**$436,389.83**	**$611,763**

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: The district has met this standard by supporting the training of selected Teacher Mentors to support district initiatives related to Response to Intervention (RtI) and data driven decision making to support assigned mentees and colleagues. The district also supported the creation of building level data teams to support analysis of instructional data to improve teaching practices, and support highly effective/effective teachers to participate in professional growth opportunities via National Board Certification and Principal's Academy, respectively.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
MyLearningPlan – Yearly Subscription	New	T - CL	APPR-	District	40	477	$12,246

	Role		obs, DDI			Teachers	
Partnership with Stony Brook University including graduate level courses and professional development (PD) for leaders, i.e. mentorship and workshops. And purchase of iPads from Apple, Inc.	New Role	T – CL, P – CL	D Strategy, Coach	District	40 45	10 Teachers	$44,950 $10,115

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:
- Graduate level courses for teachers were offered in partnership with Stony Brook University and the South Huntington Teacher Center, TeachScape - Danielson *Framework for Teaching* Training, Annual Professional Performance Review (APPR) training, and Implementation of MyLearningPlan and Observation and Appraisal Management System (OASYS) training were offered in the area of teacher and principal preparation.
- South Huntington indicated that it will support the training of selected teacher mentors to support district initiatives related to RtI and data driven instruction (DDI) to support assigned mentees and colleagues. The district will also support the creation of building level data teams to support analysis of instructional data to improve teaching practices, and support highly effective/effective teachers to participate in professional growth opportunities via National Board Certification and Principal's Academy, respectively.

Evidence from Year 2 Interim Report:
- The district partnered with the South Huntington Teacher Center to mentor new teachers to the district through the coordination of building mentors. Additionally, utilizing expertise of teaching staff to present to colleagues on topics related to Common Core Learning Standards (CCLS) implementation, DDI, instructional technology and classroom management. The district also partnered with Stony Brook University for continuation of leader mentorship.
- The district trained school leaders to navigate OASYS to document evidence of teacher effectiveness within rubric domains via walkthroughs, observations, growth measures, etc.
- The teachers and administrators used MyLearningPlan to document professional learning experiences within/outside the school district and provided constructive feedback about its effectiveness.

Evidence from Year 2 Final Report:
- The data coach completed 5-6 one hour long sessions per building (December 2013 – June 2014), that K-8 teachers received onsite technical support to not only access but analyze reports with a Data Coach in small group or individual sessions (approximately 30 sessions completed), and a drafted RtI manual was distributed to staff via Google Docs to initiate the process of making service recommendations for students.

- The K-8 buildings established a data team comprised of classroom teachers and building leadership.

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 has effective or highly effective educators.
Summary: The district recognized that the population of their students has changed over the years. Diversity has increased, and the goal has been to have teachers that reflect more of that shift in demographics. The district advertised in major publications and attended diversity fairs in efforts to achieve their goals.	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
Recruitment of teachers and leaders for district succession planning Western Suffolk and Nassau County BOCES.	Teacher	Recruit	SWD, ELL, Shortage	Salary	49	1	$10,200
Purchase of ad spaces in Newsday or NY Times to publicize long term substitute teaching positions and probationary positions in student services and English as a Second Language (ESL)/Dual Language (DL) departments.	Teacher	Recruit	SWD, ELL, Shortage	Salary	40	4	$9,044

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 participated in the BOCES Teacher Leader Diversity Fair, and the district will continue recruitment of personnel for teaching and administrative vacancies via local newspapers (June 2013).

Evidence from Year 2 Interim Report:
- The district indicated that they will participate once more in the BOCES Teacher Leader Diversity Fair (anticipated April 2014).

Evidence from Year 2 Final Report:
- The district will continue to participate with the Nassau BOCES teacher recruitment fair.
- The district purchased advertising space in Newsday /NY Times to publicize long term substitute teaching positions and probationary positions in student services and English as a Second Language (ESL)/Dual Language (DL) departments.

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 had mentoring. The relationship with Stony Brook University allowed South Huntington the ability to offer mentoring to its administrative team. In addition, teachers were trained as Mentor Teachers in an effort to provide mentoring to substitute teachers, new teachers, and in preparation for teachers evaluated as "Ineffective" or "Developing."

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Partnership with SBU including graduate level courses and professional development (PD) for leaders, i.e. mentorship and workshops.	T – Mentor, P – Mentor	Individual, Group, Formal	D Strategy, Coach, CC – Math, ELA	District	40	27	$44,950
Collaboration with Teacher Center to offer professional development activities to classroom and substitute teachers.	T – Mentor	Group, Formal	Coach, CC – ELA, Math	District	15 45	37	$24,000 $5,591

Supporting Evidence:
Please note that evidence is progressively collected throughout the Strengthening Teacher Leader Effectiveness (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:
- A building principal reported that Stony Brook University offered administrative sessions for support related to areas self-identified by the district as an area in need of mentoring. It was also reported that mentoring was available to Assistant Principals as well.

Evidence from Year 1 Final Report:
- The district will train selected teacher mentors to support district initiatives related to Response to Intervention (RtI) and data driven decision making to support assigned mentees and colleagues.
- The district offered substitute teacher trainings on the topics of instructional practices, technology and Common Core Learning Standards (CCLS), and the district supported the coordination of newly hired teacher training with the South Huntington Teacher Center.
- The district indicated that through the partnership with Stony Brook University, the mentoring relationships established with building and district level leaders continues to improve.

Evidence from Year 2 Interim Report:
- The district will support the expansion of the capacity of the district's Teacher Center by increasing the number of courses offered throughout the school year to support implementation of CCLS and instructional technology. This will increase the number of

Coaches/Mentors for teachers. The district will also support mentorship of substitute teachers and new teachers assigned to the district.
- The district indicated that mentor training will be offered through the Teacher Center; in anticipation for the assignment of (10) building Mentors/Special Teacher Coaching assignments for grades K-12.

<u>Evidence from Year 2 Final Report:</u>
- The district provided mentoring sessions to building and district level leadership through PD and/or graduate levels courses at Stony Brook University.
- The district trained selected Teacher Mentors to support district initiatives related to RtI and data driven decision making to support assigned mentees and colleague.
- The mentoring sessions were provided to building and district level leadership and a second language acquisition course offered in collaboration with Stony Brook University; 10 teachers enrolled and completed the course.

Evaluation

Evaluation	
Standard	The district is fully implementing an Annual Professional Performance Review (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 indicates that the district used grant funds to fully implement an APPR plan that complies with Education Law §3012-c and that the district met its Goal II: to develop and implement a comprehensive data system to evaluate and support both teachers and leaders.

The staff at South Huntington has embraced opening up their classrooms for observation and feedback, creating a common language of "best practices". The district's instructional leaders and all teachers were provided professional development (PD) through the Observation and Appraisal Management System (OASYS) for documentation and accumulation of data for alignment to instructional shifts needed within the district.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
Comprehensive review and modification of district's RtI plan.	T – Eval, P - Eval	PD	APPR – Obs., Coach	District	40 15	All		$66,450 $2,565
Implementation of data systems to support APPR process, i.e. OASYS/MyLearningPlan.	T – Eval, P - Eval	PD, Resource	APPR – Obs., Coach	District	16 49	All	1	$9,866 $33,385
Partnership with SBU including graduate level courses and PD for leaders, i.e. mentorship and workshops.	T – Eval, P - Eval	PD, Resource	APPR – Obs., Coach	IHE - Partner	40	All	27	$44,950

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:
- Two principals reported professional development for APPR support has been tremendous. The whole staff has been open to video critique; opening their classrooms for informal modeling and feedback. The struggle was the "unknown", with the unannounced observations creating the best way to have an open conversation about "best practices".

Evidence from Year 1 Final Report:
- The district has planned that school building data teams will participate in at least 10 monthly data analysis/coaching sessions by June 2014. The effectiveness of coaching will be determined based on review of collected data from various sources, i.e. student baseline and post assessment data, classroom observations, teacher/data coach session reflections.
- The district indicated that it continues to support Response to Intervention (RtI) data coaching provided to school ISTs to assist with determining student tier placement and progress monitoring using available data.
- The Math Data Coaching will expand as planned to grades K-2 and 6; providing Common Core/data support for K-6, assisting teachers to better align formative assessments and alignment of curriculum with state modules.
- The district indicated that it will train school leaders to navigate OASYS to document evidence of teacher effectiveness within domains via walkthroughs, observations, growth measures, etc.
- All teachers and administrators will use MyLearningPlan to document professional learning experiences within/outside school district and provide constructive feedback about its effectiveness.
- The district indicated that it will incorporate monthly usage of LinkIt! by teachers for content area assessments within each grade level, local assessments and some Student Learning Objectives (SLO) assessments as a part of the APPR process. Data Coaches will support implementation and analysis at the building and classroom levels.

Evidence from Year 2 Interim Report:
- The district indicated that full implementation of OASYS/MyLearningPlan for teachers to request and document PD activities were in place. Teachers and leaders began use of OASYS/MyLearningPlan in August 2013. Both teachers and leaders had access to collection of evidence that aligns with the domains within Danielson's framework (e.g., PD, classroom observations, etc.).
- The district indicated that utilization of OASYS/MyLearningPlan for administrators to document, pre/post observation reports and PD activities was useful.
- As of March 2013, LinkIt! has been fully implemented as part of the APPR process for local assessments and SLOs.

- All teachers and administrators used MyLearningPlan to document professional learning experiences within/outside school district and provide constructive feedback about its effectiveness.

Evidence from Year 2 Final Report:
- The district indicated that teacher and administrators used OASYS to document observations, reflections and growth measures for APPR purposes.
- The district indicated that all administrators used a consistent format and process for completing teacher evaluations.

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.
Summary: The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness. Teachers and principals have opportunities to engage in professional development. Evidence has suggested that the district has undertaken grant funded activities to meet Goal I: to support student achievement in K-12 through use of review and analysis of instructional data and Goal II: to develop and implement a comprehensive data system to evaluate and support both teachers and leaders. The district has provided support for multiple avenues of professional development, including but not limited to topics such as: mentoring for teachers and principals, Common Core Learning Standards (CCLS) in ELA and Math, Response to Intervention (RtI), the use of Data Driven Instruction (DDI) in instructional planning and Annual Professional Performance Review(APPR) through turnkey training, Institutions of Higher Learning, and the purchase of technologically based resources.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
ELA/Math/Data Coach	T – PD Internal	Group	Coach, DDI, CC – ELA, Math	District	15	All	Daily basis support in 4 buildings	$175,654
Teacher Stipends	T – PD External	Group	DDI, CC ELA, Math	District	15	20	Per Course	$30,000
LMW Educational Consultants	T – PD External	Group	CC – ELA, Math	FP - DS	40	-	-	$27,500
Implementation of data systems to support APPR process, i.e. OASYS/ MyLearningPlan	T – PD Internal, P – PD Internal	Group	DDI, APPR – Obs.	District	40	-	-	$33,385
MyLearningPlan Inc.	T – PD Internal, P – PD	Group	DDI, APPR – Obs.	District	40	507	-	$12,246

	Internal							
RtI PD Consultant	T – PD External	Group	DDI, CC – ELA, Coach	District	40	23	Monthly during 2013-2014	$65,900

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:
- The Superintendent and Assistant Superintendent reported that STLE has provided a cohesive nature to exist across the district. The focus is not just student centered, but also focused on instructional effectiveness. An impact that has been observed in South Huntington is that of value in the consistent PD offered by the Instructional Coaches.
- The ELA and Math Coaches reported that they have been able to help with the implementation of the modules through workshops in Math and ELA instructional strategies.
- The Data Coach reported that working with K-12 Data Teams, has helped to identify "bubble kids" and provide intervention at an earlier point in their school careers.
- Two building principals reported that the ELA and Math Coaches have been a "godsend" with the implementation of the CCLS and modules. The Data Coach has worked in similar ways; helping with the implementation of RtI and DDI.

Evidence from Year 1 Final Report:
- Expansion of Teacher Center courses has occurred; piloted use of technological resources with intermediate grade level teachers materialized; provided math data coaching to teachers in grades 3-5; English as a Second Language(ESL)/Dual Language collegial circle created to contribute to district RtI; RtI/Curriculum based measurement (CBM) trainings offered to Academic Intervention Services (AIS) reading and math teachers.
- The district indicated that 17 teachers completed Stony Brook University course as of May 2013. One additional workshop is scheduled for building and district level administration, and total of (4) workshops have been scheduled for the next school year.

Evidence from Year 2 Interim Report:
- The Data Coaches provided technical/administrative and adaptive support to classroom teachers in order for them access and analyze school, classroom and student level performance data. The Data Coaches provided instructional and curriculum support for grades K-5 to adapt engage NY modules for both ELA and math.
- The Stony Brook University partnership and workshop presentation about using data with teachers to enhance instruction has been provided.
-
- The Coaches facilitated building level data team meetings for teachers to develop capacity to review and analyze instructional data to improve student performance. In addition, there was support for ESL, AIS providers and building level administration with analyzing data to support district/school initiatives, i.e. RtI, and finally, PD and support with implementing K-5 CCLS and data analysis.

Evidence from Year 2 Final Report:
- The district indicated that payment of registration fees for teachers and administrators; (2) teachers and (1) administrator to attend the Network Team Institute (NTI) in Albany, (2) MyLearningPlan trainings for administrative assistants, (10) teachers and (1) administrator registration for Long Island Association for Supervision and Curriculum Development conference.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.

Summary: The district used grant funded activities to systemically use evaluation data in development and employment decisions.

Additionally, through these activities, the district has achieved components of all of its goals within Strengthening Teacher Leader Effectiveness since their goals are all linked to performance management through Data Driven Instruction (DDI) and Response to Intervention (RtI) as both relate to instructional strategies.

The implementation of the district's career ladder created the structure for the implementation of performance management, while the purchase of programs (MyLearningPlan (MLP), I Lit and OASYS) have provided the tools to both manage and track data as it relates to decisions made based on instructional strategies.

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Hired/ Developed	Total Amount
ELA/Math/Data Coach	T – PM	Develop	DDI, Coach, D Strategy	Stipend	15	3	$175,654
LMW Educational Consultants	T – PM	Develop	DDI, RtI, D Strategy	ISC	40	N/A	$27,500
Implementation of data systems to support APPR process, i.e. OASYS/MLP	T – PM, P – Pm	Develop	DDI, APPR – Obs., D Strategy	ISC	40	N/A	$33,385
MyLearningPlan Inc.	T – PM, P - PM	Develop	DDI, APPR – Obs., D Strategy	ISC	40	N/A	$12,246

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:
- Two principals reported that the Data Coach has contributed to improvements made in the district's RtI and DDI initiatives. One specific area noted was that the Data Coach provided a visual representation of performance trends which inspired an "a ha" moment.

- The Data Coach reported a very similar area with regards to "visual representations" and performance trends. Additionally, the Data Coach stated that the Regional Information Center has always had the data, but timing limited its use. STLE has allowed the district to use its data as it sees fit.

Evidence from Year 1 Final Report:
- The district indicated that TeachScape - Danielson *Framework for Teaching*Training, Annual Professional Performance Review (APPR) training and the introduction of MLP was components of the district's roll out of the use of data/performance management for its teachers and principals.
- The district indicated that it will train school leaders to navigate OASYS to document evidence of teacher effectiveness within domains via walkthroughs, observations, growth measures, etc.
- Teachers and administrators will use MLP to document professional learning experiences within/outside school district and provide constructive feedback about its effectiveness.

Evidence from Year 2 Interim Report:
- MyLearningPlan (MLP) has been used as tool to document pre/post observation activities and professional development (PD) requests. MLP was used as a tool to communicate with other administrators regarding the status of teacher observations and approvals of teacher professional development activities.
- The SBU Partnership and workshop presentation about using data with teachers to enhance instruction was offered.

Evidence from Year 2 Final Report:
- K-8 teachers received onsite technical support to not only access but analyze reports with Data Coach in small group or individual sessions (approximately 30 sessions completed).
- The teachers and administrators used OASYS to document observations, reflections and growth measures for APPR purposes, and all administrators used a consistent format and process for completing teacher evaluations.
- The K-8 buildings established a data team comprised of classroom teachers and building leadership.

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 had opportunities for advancement. Teachers and principals with additional roles and responsibilities had the training and preparation needed to fulfill the career ladder positions. Efforts toward meeting this standard supported the district in meeting its three goals in for the	

STLE grant. The role of Coaches, Mentor Teachers, and Teacher and Principal Leader all contribute to improving instruction in South Huntington.

Teachers and Principal Leaders were recruited and selected based upon data driven criteria connected to the teacher and principal evaluation system index of meeting or exceeding standards.

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Teacher Mentors	T – FT	STLE 1	Coach, D Strategy	15	Stipend	12	$24,000
Teacher Mentor for TIPS	T – FT	STLE 1	APPR - TIP	15	Stipend	1	$1,250
ELA/Math/Data Coach	T – RTR	STLE 1	Coach, DDI, CC – ELA, Math	15	Salary	3	$175,654
Teacher Leader	T – FT	STLE 1	Coach, D Strategy	15	Stipend	5	$15,000
Principal Leader	P - FT	STLE 1	Coach, D Strategy	15	Stipend	1	$3,000

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:
- The Superintendent and Assistant Superintendent reported an impact that has been observed in South Huntington is that of value in the consistent professional development offered by the Instructional Coaches.
- Two building principals reported that the ELA and Math Coaches have been a "godsend" with the implementation of the Common Core Learning Standards (CCLS) and modules. The Data Coach has worked in similar ways; helping with the implementation of Response to Intervention (RtI) and data driven instruction (DDI).

Evidence from Year 1 Final Report:
- The following has been offered to teachers: graduate level courses for teachers in partnership with Stony Brook University, (2) Expansion of Teacher Center courses, (3) Piloted use of technological resources with intermediate grade level teachers, (4) Provided math data coaching to teachers in grades 3-5, (5) English as a Second Language(ESL)/Dual Language collegial circle created to contribute to district RtI plan, (5) RtI/curriculum based measurement trainings offered to Academic Intervention Services (AIS) reading and math teachers, and coordinated administrative workshops on various topics for building and district level administrators.
- The ESL/Dual Language collegial circle/RtI sub-committee was developed to gather information about curriculum and assessment for English Language Learners (ELLs) to be included in the district's RtI plan. The district indicated that an additional stakeholder was invited to committee: the elementary school psychologist.

Evidence from Year 2 Interim Report:

- The Data Coaches provided technical/administrative and adaptive support to classroom teachers in order for them to access and analyze school, classroom and student level performance data. The Data Coach provided instructional and curriculum support for grades K-5 to adapt the EngageNY modules for both ELA and math.
- The Math Coach supported classroom teachers with math curriculum and instructional strategies.
- Through the Stony Brook University partnership, there was a workshop presentation for teachers about using data to enhance instruction.
- The RtI Coach provided ongoing support and met with teams, as well as provided professional development and support for both Data Coaches and the RtI committee.

Evidence from Year 2 Final Report:

- The Data Coach completed 5-6 one hour long sessions per building (December 2013 – June 2014)
- K-8 teachers received onsite technical support to not only access but analyze reports with a Data Coach in small group or individual sessions (approximately 30 sessions completed).
- The district indicated that it drafted an RtI manual which was distributed to staff via Google Docs to initiate the process of making service recommendations for students.
- The Coaches provided support and guidance to beginning service teachers and/or teachers new to the district, facilitated building level data team meeting for teachers to develop the capacity to review and analyze instructional data to improve student performance, consulted with building level administration regarding grade/class level data, and facilitated implementation of RtI guidelines.
- Teacher Leaders were utilized to provide lessons during the district's "Parent University" to engage families as partners in education.

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 Teacher Leader Effectiveness (TLE) components.
Summary: The district used grant funded positions as part of a larger district wide initiative in "Enhancing Community Engagement". Numerous opportunities and/or events were created by the district to "draw" the community into its school district. Many on the career ladder contributed to efforts designed to lessen misunderstanding of the Common Core Learning Standards (CCLS), to improve contact and connections with families of students who are English Language Learners (ELLs) and to work with students and families to offer post-secondary exploration and or planning.	

Short Description	Code	Purpose	Provider	Budget Code	Compensation	Total Amount
All Coaches, Teacher/Principal Leaders and Mentor Teachers	Other	Parent, Community	District	15	Stipend, Salary	$217,654

Evidence from South Huntington presentation at NYSED Summer Convening, 2014:
- Coach positions were developed as a part of the career ladder initiative in order to support their staff with the Common Core Learning Standards (CCLS) implementation and data driven instruction (DDI).
- Parent Outreach Coordinator position was developed to connect with community based organizations and families of students who are English Language learners (ELL).
- College and Career Readiness Coach worked with students and families to offer post-secondary career exploration through fairs, internship opportunities and evening events.

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 science, technology, engineering, and math (STEM), English Language Learners (ELLs), bilingual and/or special education or in schools identified as at-risk.
Summary: The district used Strengthening Teacher Leader Effectiveness (STLE) funded activities to support the equitable distribution of high quality educators. In particular, the district made equity a focus throughout the initiatives put forth within the STLE grant. Professional development, mentoring and the recruitment of teacher and principals centered on the changing and diverse student population within the South Huntington Union Free School District.	

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 indicated that 17 teachers completed the Stony Brook University course for supporting English as a Second Language (ESL) students in mainstream classes as of May 2013. One additional workshop scheduled for building and district level administration with a total of (4) workshops for the 2012-13 school year.
- The ESL/Dual Language collegial circle/Response to Intervention (RtI) sub-committee developed to gather information about curriculum and assessment for ELLs to be included in the district's RtI plan. The district indicated that an additional stakeholder invited to committee: the elementary school psychologist.
- The district indicated that it participated in the BOCES Teacher Leader Diversity Fair, and advertised administrative vacancies (e.g., middle school principal) via local print media (New York Times).

Evidence from Year 2 Interim Report:
- The district indicated that Data Coaches provided technical, administrative, and adaptive support to classroom teachers in order for them access and analyze school, classroom and student level performance data. The Data Coach provided instructional and curriculum support for grades K-5 to adapt EngageNY modules for both ELA and math.
- The Math Coach supported classroom teachers with math curriculum and instructional strategies.
- The Stony Brook University partnership supported a workshop presentation about using data with teachers to enhance instruction.
- The RtI Coach provided ongoing support, met with teams, provided PD and support for both Data Coaches and the RtI committee.
- The district indicated that stakeholders representing classroom teachers as well as district and building leaders worked with targeted populations within K-8 buildings.

Evidence from Year 2 Final Report:
- The Data Coach completed 5-6 one hour long sessions per building (December 2013 – June 2014).
- K-8 teachers received onsite technical support to not only access but analyze reports with Data Coach in small group or individual sessions (approximately 30 sessions completed).
- The district indicated that they drafted an RtI manual was distributed to staff via Google Docs to initiate the process of making service recommendations for students.
- The teachers and administrators used OASYS to document observations, reflections and growth measures for Annual Professional Performance Review (APPR) purposes. All administrators used a consistent format and process for completing teacher evaluations.

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 used grant funded activities to implement programs and practices that should have a long term impact on the district. The district has taken steps to reallocate existing	

funding to maintain personnel positions (e.g., Data/Instructional coaches) for the subsequent school year.

Short Description	Code	Type
The district has taken steps to reallocate existing funding to maintain personnel positions, i.e. data/instructional coaches, for the subsequent school year.	Personnel	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 indicated that, as noted in the grant proposal, the major funding items included in this grant (e.g., iPads for teacher evaluation, Data Coaches, support for teacher and leader coursework and professional development) were identified as one-time expenses. However, remaining expenses would be either phased out or absorbed into the school district budget once the grant has concluded.
- The partnerships that have been established and/or reinforced between Stony Brook University and the South Huntington Teacher Center will be of added value to sustain the district's efforts to improve teacher and leadership effectiveness.

Evidence from Year 2 Interim Report:
- The district indicated that in order to ensure programmatic sustainability, South Huntington has strategically planned fiscal and personnel resources to continue work during Year 1 and Year 2. The following specifies what work is being done towards sustainability: reallocating funds, conducting needs assessments, seek new funding sources, restructuring compensation models, determining cost projections, collaboration with internal and external stakeholders, and continuously monitoring for efficiency and effectiveness.

Evidence from Year 2 Final Report:
- The district indicated that they are constantly reviewing internal programs to measure effectiveness and determine whether funds can be shifted to support staff and/or other programs that will have a great impact on our schools. In addition, the district continues to look for additional funds (grants, matches, etc.) that will help to sustain the work that has been started. The district has taken steps to reallocate existing funding to maintain personnel positions (e.g., Data/Instructional coaches) for the subsequent school year.

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
- Supervisor of Assessment and Technology

Building Level
- Principal – Birchwood Intermediate and Admin Assoc. President
- Principal – Silas Wood Sixth Grade Center
- Admin Data Coach
- Teacher On Special Assignment(TOSA)/Data Coach
- TOSA/ Common Core Learning Standards Data Coach
- Secondary Teacher, Mentor
- Elementary Teacher, Mentor

Educational Partner
- Stony Brook University

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
- South Huntington Year 1 FS10-F
- South Huntington Site Visit Notes
- South Huntington Year 1 Final Report
- South Huntington Year 2 Interim Report
- South Huntington Year 2 Final Report
- South Huntington PowerPoint Presentation to NYSED Summer Convening, 2014