



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

William Floyd 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 William Floyd 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	Eastern 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
8,976	3,001	578	288	1,099	4,733

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	14	22	3	58	2

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
93%	9%

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
595	0%	0%	11%	9%

Need Status
Average Need District

Section II – Academic Performance

Source: All academic performance data comes from the William Floyd UFSD Central School District 2012-2013 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)	58	23	20	48
3(2012-13)	29	7	5	22
4(2011-12)	71	19	6	64
4(2012-13)	30	6	0	22
5(2011-12)	59	5	11	53
5(2012-13)	26	0	0	22
6(2011-12)	52	1	0	41
6(2012-13)	19	0	0	13
7(2011-12)	48	11	8	42
7(2012-13)	28	3	5	20
8(2011-12)	45	3	0	35
8(2012-13)	26	4	0	22
District Wide (2011-12)	55	10	9	47
District Wide (2012-13)	26	3	3	20

Student Performance: 2011-12 & 2012-13 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	64	38	34	53
3(2012-13)	27	7	10	22
4(2011-12)	79	61	63	73
4(2012-13)	36	13	0	28
5(2011-12)	69	30	11	62
5(2012-13)	30	5	0	25
6(2011-12)	60	22	25	53
6(2012-13)	19	1	13	13
7(2011-12)	61	26	21	56
7(2012-13)	22	3	4	15
8(2011-12)	50	9	25	41

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8(2012-13)	15	2	0	9
District Wide (2011-12)	64	29	32	57
District Wide (2012-13)	25	5	5	19

Student Performance: 2011-12 & 2012-13 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	98	96	81	98
4(2012-13)	96	91	67	95
8(2011-12)	74	32	13	66
8(2012-13)	38	26	0	34
District Wide (2011-12)	87	59	58	83
District Wide (2012-13)	86	63	38	84

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	80	31	34	3
Integrated Algebra	64	9	30	0
Geometry	57	5	53	0
Algebra 2/ Trigonometry	69	22	n<5	n<5
Global History and Geography	68	24	32	5
U.S. History and Government	86	53	51	15
Living Environment	72	18	33	3
Physical Setting/ Earth Science	66	22	36	3
Physical Setting/ Chemistry	82	15	n<5	n<5
Physical Setting/ Physics	93	46	n<5	n<5

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	82	37	86	48
SWD	33	4	31	3
ELL	11	0	46	0
ED	77	27	86	40

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	81	16	85	13
SWD	23	0	23	0
ELL	33	0	77	0
ED	72	12	84	6

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2012-13 New York State Alternative Assessment (NYSAA)						
Grades 3-8						
	Grade	n Tested	Number of students scoring at:			
			Level 1	Level 2	Level 3	Level 4
English Language Arts	3	15	3	0	1	11
	4	12	0	0	2	10
	5	16	0	0	0	16
	6	12	0	1	0	11
	7	14	0	3	0	11
	8	27	0	3	3	21
Mathematics	3	15	0	0	1	14
	4	12	0	0	4	8
	5	16	0	1	1	14
	6	12	0	0	1	11
	7	14	5	0	0	9
	8	27	1	0	3	23
Science	4	12	0	0	0	12
	8	27	0	2	1	24

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	10	1	1	2	6
Mathematics	10	0	1	0	9

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	48	8	23	54	15
General Education	45	-	-	-	-
SWD	3	-	-	-	-
First Grade					
All Students	49	4	29	53	14
General Education	47	-	-	-	-
SWD	2	-	-	-	-
Second Grade					
All Students	39	3	15	54	28
General Education	37	-	-	-	-

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SWD	2	-	-	-	-
Third Grade					
All Students	39	10	26	54	10
General Education	30	0	23	63	13
SWD	9	44	33	22	0
Fourth Grade					
All Students	12	0	67	33	0
General Education	10	-	-	-	-
SWD	2	-	-	-	-
Fifth Grade					
All Students	13	23	8	54	15
General Education	7	43	0	29	29
SWD	6	0	17	83	0
Sixth Grade					
All Students	9	44	33	11	11
General Education	6	-	-	-	-
SWD	3	-	-	-	-
Seventh Grade					
All Students	25	24	24	28	24
General Education	21	-	-	-	-
SWD	4	-	-	-	-
Eighth Grade					
All Students	16	25	6	38	31
General Education	13	-	-	-	-
SWD	3	-	-	-	-
Ninth Grade					
All Students	16	38	31	19	13
General Education	15	-	-	-	-
SWD	1	-	-	-	-
Tenth Grade					
All Students	18	11	44	39	6
General Education	16	-	-	-	-
SWD	2	-	-	-	-
Eleventh Grade					
All Students	9	11	44	44	0
General Education	9	11	44	44	0
Twelfth Grade					
All Students	13	8	31	38	23
General Education	10	-	-	-	-
SWD	3	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	759	76	765	81
Students With Disabilities	104	50	100	50
Limited English Proficient	9	n<30	8	n<30
Economically Disadvantaged	306	67	231	75

List Any Measures Where the District Did Not Meet AYP in 2011-12
<ul style="list-style-type: none"> • Elementary/Middle-Level ELA – White • Elementary/Middle-Level ELA – Students With Disabilities • Elementary/Middle-Level Math – All Students • Elementary/Middle-Level Math – Black or African American • Elementary/Middle-Level Math – White • Elementary/Middle-Level Math – Students With Disabilities • Secondary-Level ELA – All Students • Secondary-Level ELA – Black or African American • Secondary-Level ELA – White • Secondary-Level ELA – Students With Disabilities • Secondary-Level Math – All Students • Secondary-Level Math – Black or African American • Secondary-Level Math – White • Secondary-Level Math – Students With Disabilities • Secondary-Level Math – Economically Disadvantaged • 4-Year Graduation -Rate – Hispanic or Latino • 4-Year Graduation -Rate – Students With Disabilities • 4-Year Graduation -Rate – Economically Disadvantaged • 5-Year Graduation -Rate – Black or African American • 5-Year Graduation -Rate – Students With Disabilities

List Any Measures Where the District Did Not Meet AYP in 2012-13
<ul style="list-style-type: none"> • Elementary/Middle-Level ELA – Multiracial • Secondary-Level ELA – Students With Disabilities • Secondary-Level Math – All Students • Secondary-Level Math – Hispanic or Latino • Secondary-Level Math – White • Secondary-Level Math – Students With Disabilities • Secondary-Level Math – Economically Disadvantaged • Graduation Rate (4 or 5-Year Graduation Rate) – Hispanic or Latino • Graduation Rate (4 or 5-Year Graduation Rate) – Economically Disadvantaged • 4-Year Graduation -Rate – All Students • 4-Year Graduation -Rate – Black or African American

- 4-Year Graduation -Rate – Hispanic or Latino
- 4-Year Graduation -Rate – Economically Disadvantaged
- 5-Year Graduation -Rate – Hispanic or Latino
- 5-Year Graduation -Rate – Students With Disabilities
- 5-Year Graduation -Rate – Economically Disadvantaged

Section III – District Schools Profile

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

Most current information as of: April 4, 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)
William Floyd HS	Barbara Butler	2011-14	Con	9-12	2,806	2,759	1 P, 6 AP	1 P, 6 AP	187	187
William Paca MS	Ed Plaia	2011-14	Con	6-8	1,136	1,065	1 P, 2 AP	1 P, 2 AP	78	83
William Floyd MS	Carolyn Schick	2003-14	Con	6-8	992	954	1 P, 2 AP	1P, 2 AP	68	70
William Floyd ES	Keith Fasciana	2007-14	Con	K-5	738	763	1 P, 0 AP	1 P, 1 AP	52	53
John S. Hobart ES	James Westcott	2007-14	Con	K-5	847	818	1 P, 0 AP	1 P, 1 AP	59	59
Moriches ES	Eileen Filippone	2007-14	Con	K-5	939	913	1 P, 0 AP	1 P, 1 AP	52	53
Tangier Smith ES	Toni Komorowski	2010-14	Con	K-5	796	777	1 P, 0 AP	1 P, 1 AP	50	49
Nathaniel Woodhull ES	Monica Corona	2003-14	Con	K-5	722	745	1 P, 0 AP	1 P, 1 AP	47	48

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/william-floyd-appr-plan.pdf
Most current version as of: March 10, 2014

Performance Evaluation Rubrics	
Teacher	Principal
NYSUT Teacher Practice Rubric	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	6	101	17	-
Effective	458	327	447	-
Developing	93	71	70	-
Ineffective	0	58	23	-

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

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; Amy Cox, Project Assistant; April Marsh, Project Assistant	May 10, 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 Assistance, Megan Lee Collins, Project Assistant	August 14, 2013

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	March 4, 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	April Marsh, Project Assistant	July 23, 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
5545-13-0047	\$1,144,500	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 STLE grant funded activities.</i>
2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>The district used grant funds to place effective and highly effective teachers in schools having high student needs. Also, a Director of Career and Technical Education (CTE) and Secondary Education was recruited and appointed.</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>This component was not addressed by STLE grant funded activities.</i>
4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>The district created leadership teams, comprised of administrators and teachers, for each of its schools, and provided professional development related to the rubric.</i>
5. Professional Development/Growth - Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The William Floyd School District collaborated with the William Floyd Teacher Center to develop a professional development plan, focusing on Common Core literacy and mathematics.</i>
6. Performance Management – Use of evaluation data in development and employment decisions: <i>The district worked to set up a comprehensive performance management system and has restructured its Data Team in order to communicate across schools best practices for data driven instruction.</i>
7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>Ambassador Teacher positions have been created. The ambassador teachers collaborated and planned professional development sessions and facilitated professional development sessions for other teachers.</i>

Program Goals (Taken from Year 1 Final Report)	Targets (Taken from Year 2 Interim Report)	Outcomes (Taken from Year 2 Final Report)
<p>Goal I- Recruit and place diverse Highly Effective/Effective teachers and leaders in placements needed in order to meet the needs of student subgroups and prepare students for college and career readiness.</p>	<p>Effective/highly effective teachers will be recruited and placed in Career and Technical education (CTE) teaching positions. An effective/highly effective Director of CTE and Secondary Education will be recruited and assist in the supervision, curriculum and instruction, assessment and college entrance, and will target students interested in participating in CTE Academy programs.</p> <p>Opportunities for students will increase including subgroups to participate in CTE Academy courses that are rigorous, aligned to common core standards, and prepare students for college and career readiness.</p> <p>Increase the District Cohort Graduation Rate.</p>	<p>The district filled the position of Director of CTE.</p> <p>143 Students participated in CTE courses.</p> <p>Student participation increased in all student subgroups by 50%. Black by 65%, Asian 66%, White 52%, Hispanic 72%, Indian 100%, Multi-Racial 300% and Low SES 60%.</p> <p>The district, the graduation rate for 2014 is 78.5%.</p>
<p>Goal II - Implement an evaluation plan which follows NYS education Law §3012-C for Teacher and Leader Evaluation. This will result in utilization of NYS approved Teacher and Leader Evaluation Rubrics; development of individual growth plans for Teachers and Leaders.</p>	<p>Teachers and leaders requiring improvement plans will engage in professional development designed to improve instructional and leader practices.</p> <p>Effective/Highly Effective leaders will lead all schools.</p> <p>All students including subgroups will engage in learning with Effective/Highly Effective teachers.</p>	<p>During the 2013-2014 school year, 93 teachers and 3 leaders identified as Developing engaged in professional development.</p> <p>Based on the NYSED Staff Evaluation Rating Verification Report, 93 teachers and 3 leaders were identified as Developing. 0 Teachers and leaders were identified as Ineffective.</p> <p>An effective/highly effective</p>

		<p>Director of CTE and Secondary Education position was recruited for to assist in the supervision, curriculum and instruction, assessment and college entrance, and targeting students interested in participating in CTE Academy programs. All students including subgroups engaged in learning with Effective/Highly Effective teachers.</p>
<p>Goal III - Provide a comprehensive model of professional development for all teachers and leaders.</p>	<p>The William Floyd Teacher Center will work collaboratively with the WFSD to develop and implement a professional development plan resulting in developing Effective/Highly Effective Teachers and Leaders. 16 Effective/Highly Effective teachers will be selected to serve as Ambassador Teachers and to attend Network Institute Training and/or ESBOCES training on Common Core Literacy and Math Modules. They will plan for and provide professional development to teachers.</p> <p>Teachers and leaders will be provided with multiple opportunities to engage in High Quality Professional Development. Professional development will be provided by Ambassador Teachers, AUSSIE, and Northwest Evaluation Association (NWEA)-Educational Assessments. NOTE: AUSSIE is now Generation Ready.</p>	<p>16 Ambassador Teachers were selected (8 ELA and 8 Math; 2 ambassadors for each school).</p> <p>537 K-12 teachers participated in Common Core training in ELA and Math; 100% of 6-12 teachers ELA and Math teachers participated in Common Core Module Training in ELA and Math; 233 Content area teachers participated in Common Core Standards professional development.</p> <p>William Floyd High School, William Paca Middle School, and William Floyd Middle School continue partnerships with ULLC: 168 teachers of Grades 9-12 and 91 teachers of Grades 6-8 teachers who participated in Urban Learning and Leadership Center (ULLC) sessions.</p>

	Increase partnership with ULLC to develop school wide change and culture and development of students' social, moral and academic achievement to increase all students' academic performance including student subgroups.	
Goal IV - Set up a comprehensive performance Management system.	<p>Restructure and utilize Data Team in order to assist schools, leaders, teachers, and school inquiry teams to analyze and improve instructional practices. Administrators will be provided professional development using Driven by Data and will turn key PD to their School Inquiry Teams (SIT).</p> <p>Analyses of student data will result in improved instructional practices and improved student performance in all student subgroup. Students will be administered NWEA MAP assessments in the Fall and Spring in ELA and Math. Two Teaching Assistants will be hired to assist in proctoring NWEA assessments and assist Grades 6-8 Academic Intervention Services (AIS) ELA teachers.</p>	<p>Administrators and School Inquiry Teams were provided with the book Driven by Data. 10 administrators and 24 SIT teachers attended SIT training at Easter Suffolk (ES) BOCES. SIT members who attend ESBOCES provided turn-key training to SIT teams.</p> <p>Spring NWEA MAP data compared to last year's K-8 baseline data reflects growth in ELA in grades 6-8 grade 6 2% increase, grade 7 3.3% increase and grade 8 11.8% increase; for Math, Grades 6-8 showed growth, grade 6 11% increase, grade 7 10.9% increase and grade 8 6.6% increase.</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$1,144,500	\$141,826	\$1,008,659

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Budget Code	Description of Funded Activities/Strategies/Initiatives (<i>This information is available from STLE interim and final reports</i>)	# 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	Columbia Teacher College PD	-	\$1,800	\$1,800	-	-
40	AUSSIE PD	-	\$1,450	-	-	-
15	Subs for Teacher College PD 12/4/12, Subs for Generation Ready (AUSSIE) Professional Development, Subs for ULLC Professional Development, Subs for NWEA Professional Development	-	\$3,200	-	-	\$14,885
15	Benes for Subs 12/4/12 and 1/22/13	-	\$6,237	-	-	-
	WFSD APPR TED Forms and Rubric Printing	-	\$850	-	-	-
15	Part Time Professional Development Facilitators	2	-	-	\$5,260.0	\$40,052.79
15	Common Core Ambassador Teachers	17	-	-	\$4,500	\$25,720.50
15	Teacher Assistants to proctor NWEA	2	-	-	\$16,088	\$42,565.70
15	CTE Director - .30FTE	.3 FTE	-	-	\$7,790	\$25,282
15	Superintendent Scholarship	-	-	-	-	\$20,100
40	Insight Consulting Services	-	-	\$400	-	-
40	Generation Ready (AUSSIE) Professional Development	-	-	\$11,500	\$3,800	\$10,400
40	Network Institute Training – Facilitators	-	-	-	-	-
40	Network Institute Training – Ambassadors	-	-	-	-	-
40	ULLC Professional Development	-	-	\$30,707	\$21,103	\$36,000
40	NWEA Professional Development	-	-	\$29,600	-	\$11,840
40	Common Core Inc.	-	-	-	-	\$2,070
40	Peter Lombardo	-	-	-	-	\$39,800
45	Book Revue	-	-	\$1,850	-	\$7,876
45	NYSUT- ELT	-	-	\$4,052	-	-
45	Association Supervision and Curriculum Development	-	-	\$1,029	-	-
45	Barnes and Nobles	-	-	\$38,693	-	\$70,818
45	WB Mason	-	-	\$108	-	-
45	Computer labs - Electrical	-	-	-	\$4,500	\$4,001
45	Computer labs - Computers	-	-	-	\$16,088	\$36,288
45	Three computer labs – Furniture	-	-	-	\$7,790	\$35,090
45	Math Sprints	-	-	-	\$5,933	-
45	Common Core Modules -texts	-	-	-	\$3,303	-
45	Texts to support Future Admin Academy	-	-	-	-	-
45	Texts to support Future Teacher Academy	-	-	-	\$1,128	-
45	CDW Government	-	-	-	-	\$125,559
45	Singapore Math	-	-	-	-	\$11,224
45	Food (King Kullen, Mama Lisa, Culinary Dept.)	-	-	-	-	\$326
45	American Reading Company	-	-	-	-	\$4,857
45	Mackin Educational Resources	-	-	-	-	\$1,384
45	Awards and Gifts Inc.	-	-	-	-	\$2,168
45	Didax Educational Resource	-	-	-	-	\$592
45	E-Instruction	-	-	-	-	\$44,025

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45	Sargent Welch	-	-	-	-	\$24,014
45	Lakeshore Learning	-	-	-	-	\$8,086
45	NASCO	-	-	-	-	\$8,528
45	Educators Outlet	-	-	-	-	\$11,427
45	NWEA	-	-	-	-	\$39,645
46	Columbia Teacher Workshop	-	-	\$1,200	-	\$1,000
46	Part Time Professional Development Facilitators (2) for NYSED Albany NTI PD	4	-	-	-	\$943
46	Network Institute Training -fees/travel (16)	1	-	\$569	\$3,800	-
46	Visits to Colleges and universities for recruitment	-	-	-	-	-
80	Benefits	-	-	\$2,338	-	\$87,560
49	Eastern Suffolk BOCES	-	-	-	-	\$194,986
20	CDW Government	-	-	-	-	\$12,180
	Total Actual Expenditures		\$13,537	\$135,841	\$68,905	\$1,005,552

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 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.
<p>Summary: The activities incurred by the district have addressed their STLE Goal I - recruit and place diverse Highly Effective/Effective teachers and leaders in placements needed in order to meet the needs of student subgroups and prepare students for college and career readiness.</p> <p>The district used grant funds to place effective and highly effective teachers in schools having high student needs. Effective/highly effective (E/HE) teachers were recruited and placed in Career and Technical Education (CTE) Academy teaching positions. The district continued to utilize a recruitment design in order to hire and recruit diverse E/HE teachers and leaders for positions that have been created or need to be filled. Also, an effective/highly effective Director of CTE and Secondary Education was recruited.</p>	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	Total Amount
The Director of CTE and Secondary Education was hired.	Principal	Recruit	Grant	.3 FTE	15	1	\$25,281

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:

- Effective/highly effective teachers were recruited and placed in CTE teaching positions. An effective/highly effective Director of CTE and Secondary Education will be recruited.
- The district recruited effective/highly effective teachers and leaders in areas of need.
- Effective/Highly Effective leaders led all schools.

Evidence from the Year 2 Interim Report and Status Call:

- An effective/highly effective Director of CTE and Secondary Education was hired and started on 9/26/13. The Director of CTE and Secondary Education assisted in the supervision, curriculum and instruction, assessment and college entrance, and targeted students interested in participating in CTE Academy programs.
- All students including subgroups engaged in learning with Effective/Highly Effective teachers.
- 16 Effective/Highly Effective teachers were selected to serve as Ambassador Teachers and to attend Network Institute Training and/or Eastern Suffolk (ES) BOCES training on Common Core Literacy and Math Modules. They planned for and provided professional development to teachers.

Evidence from the Year 2 Final Report:

- The Director of CTE position was filled.
- Stipends were paid to 16 teacher ambassadors, 8 ELA and 8 Math (2 per school).

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: This component was not addressed by STLE grant funded activities.	

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

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: There is evidence that the district addressed STLE Goal II: implement an evaluation plan which follows NYS Education Law §3012-C for Teacher and Leader evaluation.

The district addressed this standard proactively. Use of the New York State United Teachers (NYSUT) Rubric was utilized for teacher observation and evaluation. The district created leadership teams, comprised of administrators and teachers, for each of its eight schools, 4 teams for the high school, and 1 team for each of the other buildings, which engaged in professional development related to the rubric. Use of the Multidimensional Rubric was utilized for leader observation and evaluation. The district provided professional development for all administrators on the 2011 NYSUT Rubric.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
The district created an APPR booklet	T-Eval P-Eval	Resource	APPR - Obs SLO Other	District	45	All		\$4,053

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 indicated that the district process of coordination of professional development in formative assessments is based on identified areas of weaknesses.
- The Superintendent indicated that the district looked at a variety of assessments.

Evidence from the Year 1 Final Report:

- Use of the NYSUT Rubric was utilized for teacher observation and evaluation for the 2012-13 school year. It is stated that “We have also created leadership teams (comprised of administrators and teachers) for each of our 8 schools (1 team each building and 4 teams for the high school) and engaged in professional development on 6/3-6/4 with NYSUT on the 2012 NYSUT Rubric, artifacts and evidence, review of student work and post observation conference, Constructivist Learning, Cognitive Engagement, and 21st Century Skills, and Goal Setting and Professional Learning plan.”
- Leadership teams are facilitated, with the assistance of NYSUT, by turnkey professional development.
- Use of the Multidimensional Rubric is being utilized for leader observation and evaluation for the 2012-13 school year.
- There has been review of all Annual Professional Performance Reviews (APPR) forms (including revisions) with various stakeholder representatives and a mock evaluation entered into OASYS for review.
- Summer professional development was provided to administrators and there was full implement use of OASYS Fall 2013.

Evidence from the Year 2 Interim Report:

- There is continued use of the NYSUT 2012 Rubric for Teacher Evaluation.
- NYSUT provided professional development to all administrators on use of the rubric.

Evidence from the Year 2 Final Report:

- During the 2013-2014 school year 93 teachers and 3 leaders were put on improvement plans.

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, in addressing their Goal III: provide a comprehensive model of professional development for all teachers and leaders.	
The William Floyd School District collaborated with the William Floyd Teacher Center and developed a professional development plan. Professional development has focused on teachers (3) and administrators (2) attending the NYSED Network Team Institute (NTI) Ambassador	

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Training on Common Core (CC) Literacy and Mathematics. Professional Development on CC Literacy Domains was provided to all Grade K-2 teachers and support staff. CC Literacy Modules professional development was provided to all Grade 3-5 teachers and support staff. Northwest Evaluation Association (NWEA) MAP assessment professional development was provided to all teachers Grades K-8 on the administration of the assessment and student data reports. Columbia Teacher College provided two sessions on Writing to teachers in Grades K-2. The William Floyd Teacher Center provided transportation for teachers to visit and participate in various workshops held within Columbia Teacher College. The Urban Learning & Leadership Center (ULLC) provided professional development sessions for administrators and teacher leaders in William Paca Middle School, William Floyd High School and William Floyd Middle School on various topics.

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Creation of professional development survey and purchase of CC curriculum map books, Understanding by Design CD's, UBD books, Driven by Data books	Material	Books, Create	D Strategy	District, TC - Partner	45	All		\$46,444
Travel for Ambassador training – NYSED NTI	T – PD Internal	Group	CC-Math, CC-ELA	District	46	5	1	\$570
Travel for professional development – Columbia Teacher College	T – PD Internal	Group	CC - ELA	TC - Partner	46	15	1	\$1,200
Columbia Teacher College professional development	T – PD External	Group	CC-Other	IHE - DS	40	15	2	\$1,800
AUSSIE professional development	T – PD External P - PD External	Group	CC – ELA, CC – Other	FP- DS	40	Admin. and grades 6-8 teachers		\$11,600
ULLC professional development	T – PD External P-PD External	Group	CC-ELA, CC-Math, CC-Other	FP- DS	40	279	32	\$30,700
NWEA MAP Assessment PD	T – PD External	Group	CC – ELA, CC - Math	FP - DS	40	All K – 5 teachers and grades 6 – 8 ELA and Math teachers		\$29,600
Payment for teacher attendance at professional development outside contractual hours	T – PD Internal	Group	CC-ELA, CC-Math, CC-Other	District	15			\$12,800

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Benefit costs related to payment above	T – PD Internal	Group	CC- ELA, CC- Math, CC- Other	District	80			\$3,059
Part Time Professional Development Facilitators	T – PD Internal	Group	CC- Math, CC- ELA	District	15	2		\$40,000
Teacher Assistants to assist in proctoring NWEA MAP Assessments	T – PD Internal	Group	CC- other	District	15	2		\$43,767
Subs for ULLC Professional Development	T – PD Internal	Group	CC- Other	District	15	20		\$1,890
Subs for CCLS Training	T – PD Internal	Group	CC- Other	District	15	21		\$1,795
Subs for Generation Ready (AUSSIE) Professional Development	T – PD Internal	Group	CC- Other	District	15	114		\$11,250
ULLC Professional Development	T – PD External P- PD External	Group	CC- Other	FP-DS	40	279	32 sessions	\$36,000
Generation Ready Professional Development	T – PD Internal P-PD Internal	Group	CC- ELA, CC- Math, CC- Other	FP-DS	40	241	5 sessions	\$13,300
NWEA Professional Development	T – PD External P-PD External	Group	CC- Math, CC- ELA, CC- Other	FP-DS	40	254	1 session/ per building	\$11,840
Teach Eureka Common Core.org Math Webinars	T – PD Internal	Group	CC- Math	FP-DS	40	9 (Ambassadors) and 51 (teachers)	10	\$2,070
Math Sprints	T – PD Internal	Group	CC- Math	FP-DS	45	238		\$5,933
Materials to support facilitation of William Floyd Future Administrator Academy	Material	Books, Create	Grant	FP-DS	45	35	7	\$718
Materials to support facilitation of William Floyd Future Teacher Academy	Material	Books, Create	Grant	FP-DS	45	72	11	\$3,258
Costs for bus trip to Columbia Teacher College	T – PD Internal	Group	Grant	IHE-DS	46	15	One trip	\$1,000
Travel costs for	T – PD	Group	DDI	NT-DS	46	4	6 sessions	\$946

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NYSED Albany NTI professional development	Internal							
Materials to support Common Core ELA and Math Module implementation Grades K-5	Material	Books, Create	CC-ELA, CC-Math	FP-DS	49	238 teachers		\$192,831
Computer Labs - Electrical	T – PD Internal	Group		FP-DS	45	2 labs		\$39,800
Computer Labs - Computers	T – PD Internal	Group		FP-DS	45	60 computers		\$58,441
Computer Labs - Furniture	T – PD Internal	Group		FP-DS	45	3 labs		\$39,091
Common Core texts and materials, Career ladder texts, Formative assessment texts	T – PD Internal	Group	CC-ELA, CC-Math, DDI, Assess	FP-DS	45	302 teachers		\$324,244
Supt. Scholarships for select applicants who participate in WF Future Administrator Academy and apply for admin. program with an accredited college	T - PD Internal	Group	Extend	District	15	4		\$20,000

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 Superintendent indicated that they used a professional development (PD) facilitator for foundations as an intervention. They worked with the Teacher Center and it is a very useful resource for teachers. The teachers are surveyed to help better plan for future PD. District administrators sit on the Teacher Center board-this helped to monitor success of PD and identify what other areas are needed.
- A principal indicated that they have made profound changes to culture and have been able to dive more onto instructional challenges. In a year’s time they have been able to create forms and structures to better implement initiatives. STLE has helped to better develop the school improvement plan. The district worked on engaging students more effectively and provided individualized support for teachers.

Evidence from the Year 1 Final Report:

- The William Floyd School District, worked in collaboration with the William Floyd Teacher Center, and has developed a professional development plan using survey results provided to teachers.

- Professional development has focused on teachers (3) and administrators (2) attending the NYSED Network Team Institute (NTI) Ambassador Training on Common Core (CC) Literacy and Mathematics.
- Professional Development on CC Literacy Domains has been provided to all Grade K-2 teachers and support staff; CC Literacy Modules to all Grade 3-5 teachers and support staff. Northwest Evaluation Association (NWEA) MAP assessment PD has been provided to all teachers Grades K-8 on the administration of the assessment and student data reports.
- Columbia Teacher College provided two PD sessions on Writing to teachers in Grades K-2.
- William Floyd Teacher Center provided transportation for teachers to visit and participate in various workshops held within Columbia Teacher College.
- Urban Learning and Leadership Center (ULLC) work continued at William Paca Middle School. ULLC provided professional development sessions for administrators and teacher leaders in William Paca Middle School, William Floyd High School and William Floyd Middle School.
- Professional development focused on administrators (2) attending the NYSED NTI Ambassador Training on Common Core (CC) Literacy and Mathematics.
- NWEA MAP assessment PD was provided to administrators on testing administration and student data reports.

Evidence from the Year 2 Interim Report and Status Update Call:

- Professional development sessions provided teachers with guidance on the implementation of Common Core Modules in Literacy and Math.
- NWEA Professional Development sessions provided information on the various student reports assisting teachers in identifying student strengths and weaknesses and assisting in planning for differentiation.
- The William Floyd Teacher Center provided information on webinar opportunities via CommonCore.org and indicated that they have learned that the webinars provided the ability for Ambassador Teachers to unpack the Common Core Mathematics Modules, understand the research behind the development of the modules and view instructional videos of classroom practice.
- The district formed productive partnerships with both the Teacher Center and ULLC as they worked to provide professional development to district educators. Ambassador Teachers also provided a comprehensive professional development to their district that helped to bring about greater understating of the Common Core Learning Standards (CCLS).

Evidence from the Year 2 Final Report:

- All grades K-8 teachers participated in NWEA professional development.
- All grades 6-8 teachers of Social Studies, Science, Language other than English (LOTE), Technology, Health and Speech participated in Understanding by Design professional development.
- All K-12 teachers participated in Common Core ELA and Math professional development.

- 90% of grades 9-12 teachers and 60% of grades 6-8 teachers participated in Urban Learning and Leadership Center (ULLC) professional development.

Performance Management

Performance Management	
Standard	The district is systemically using evaluation data in development and employment decisions.
<p>Summary: The district utilized STLE grant funds to systemically use evaluation data in development and employment decisions, these activities supported Goal IV - set up a comprehensive performance management system.</p> <p>The William Floyd School District restructured its Data Team in order to communicate across schools best practices for data driven instruction. Evidence is demonstrated of their efforts to develop ownership within departments or schools of data elements and to facilitate ongoing improvement in data processing. Teams discussed use of Driven by Data to support interpretation of data in order to drive instruction. Administrative meetings were held to assist all schools with their School Inquiry Teams, use of data to drive instruction, and planning for Intervention Specialists to assist in intervention strategies.</p>	

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

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 indicated that PD in formative assessments is based on identified areas of weaknesses.
- The district is looking at a variety of assessments.

Evidence from the Year 1 Final Report:

- All elementary and middle schools have implemented Northwest Educational Association (NWEA) MAP assessments in Literacy and Mathematics.
- Plans to upgrade Dashboards included developing a menu of options to include school strengths and needs based on grade level and subject area.
- Planning to assist each buildings' School Inquiry Teams included use of Driven by Data to support interpretation of data in order to drive instruction.
- Administrative meetings were held to assist all schools with their School Inquiry Teams, use of data to drive instruction, and planning for Intervention Specialists to assist in intervention strategies.

Evidence from the Year 2 Interim Report:

- The William Floyd School District utilized NWEA as part of teacher evaluation and reflects 20% of each teacher's composite score.

Evidence from the Year 2 Final Report:

- 40% of administrators and 30% of teachers on School Improvement Teams (SIT) received BOCES SIT training and turnkey trained other SIT members.

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 is demonstrating that grant funds are being used to ensure that effective and highly effective teachers and principals have opportunities for advancement. Ambassador Teacher positions were created. The ambassador teachers attended Common Core Professional Development on Common Core Modules. They collaborated and planned professional development sessions and facilitated professional development sessions for other teachers.	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Common Core Ambassadors	T -FT	STLE 1	Coach, CC-Other	15	\$2,200	16	\$22,003
Part Time Professional Development Facilitators	T-PT	STLE 1	Coach	15	\$20,000	2	\$40,000

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:

- Principals were very helpful with communicating teacher leader roles.
- According to committee members, their work with creating a career ladder model, in addition to developing criteria for career ladder positions greatly impacted the district’s ability to sustain career ladder programs and initiatives created through the Strengthening Teacher and Leader Effectiveness grant.

Evidence from the Year 1 Final Report:

- Postings for 2 PD facilitators and 16 Ambassador Teachers to assist in facilitating PD to all schools Grades K-12 were approved by the BOE.
- 16 ambassador teachers were selected and attended Network Team Institute (NTI) training and/or BOCES for professional development on Common Core Literacy and Math Modules.
- Ambassador Teachers collaborated, planned and implemented professional development within each school.

Evidence from the Year 2 Interim Report and Status Update Call:

- 10 Ambassador Teachers ELA and Math Grades K-5 were chosen.
- 6 Ambassador Teachers ELA and Math Grades 6-12 were chosen.
- Teacher Ambassadors attended Common Core Professional Development on Common Core Modules and collaborated and planned professional development sessions.
- Teacher Ambassadors facilitated professional development sessions.
- The district planned for using district funds to pay for several STLE initiatives post June 2014, including PD through the Teacher Center, Director of Career and Technical Education (CTE), Future Administrators Academy, Data Teams and Ambassador Teachers.
- The William Floyd Teacher Center worked collaboratively with the WFSD to develop and implement a professional development plan resulting in developing Effective/Highly Effective Teachers and Leaders. 16 Effective/Highly Effective teachers were selected to serve as Ambassador Teachers.

Evidence from the Year 2 Final Report2:

- Stipends of \$2,200 were paid to career ladder Ambassador Teachers.

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 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: The district focused some of its STLE activities on Science, Technology, Engineering, Mathematics (STEM). This is supportive of Goal I - recruit and place diverse Highly Effective/Effective teachers and leaders in placements needed in order to meet the needs of student subgroups and prepare students for college and career readiness.	
One initiative that was achieved was adding a Career and Technical Education (CTE) Academy Programs in Automotive Technology and Medical Assisting. Additionally, the district hired a Director of CTE and Secondary Education to support strengthening of the program at the high school level.	

The district also identified as a goal of the STLE program that English Language Learners (ELL) students will grow in their academic performance on both New York State English as a Second Language Achievement Test (NYSESLAT) and NYS ELA and Mathematics assessments, and the ELL subgroup will increase the number of students with a performance level of proficiency on the NYSESLAT in all areas which included Listening, Speaking, Reading and Writing, moving from Beginner to Proficiency within 3 years (Taken from Site Visit Protocol Document, however there is currently no evidence to support progress toward meeting this goal).

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 Site Visit:

- The district has created an impressive Career Technical Education (CTE) program for high school students. The CTE director noted that the program will positively impact career opportunities for students now, and well beyond high school. Touring the CTE facilities allowed the STLE team to witness high levels of student engagement and educator excitement.

Evidence from the Year 1 Final Report:

- An effective/highly effective Director of CTE and Secondary Education position was recruited for to assist in the supervision, curriculum and instruction, assessment and college entrance, and targeting students interested in participating in CTE Academy programs.

Evidence from the Year 2 Interim Report and Status Update Call:

- An effective/highly effective Director of CTE and Secondary Education was hired and started on 9/26/13. The Director of CTE and Secondary Education assisted in the supervision, curriculum and instruction, assessment and college entrance, and targeted students interested in participating in CTE Academy programs.
- The Director of CTE worked with an associate of The Career and Technical Assistance Center of NY (CTETAC) which is part of the Successful Practices Network (SPN).
- There were two new CTE course offerings: Automotive Technology and Medical Assisting.
- The CTE Program has seen impressive enrollment increases.

Evidence from the Year 2 Final Report:

- The CTE Director position was filled.
- 143 students enrolled in CTE courses, compare to 72 students from the previous year.
- District provided the goal that ELL students will grow in their academic performance on both NYSESLAT and NYS ELA and Mathematics assessments and the ELL subgroup will increase the number of students with a performance level of proficiency moving from Beginner to Proficiency within 3 years. Table provided by district:

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2014 ELL Assessment results compared to 2013 Assessment	2013 % Advanced/Proficient	2014 % Advanced/Proficient	% Growth Advanced/Proficient
NYSESLAT - Kindergarten	67.35%	65.95%	-1.4%
NYSESLAT – Gr. 1-2	73.86%	74.47%	+0.61%
NYSESLAT – Gr. 3-4	56.86%	63.38%	+6.52%
NYSESLAT – Gr. 5-6	50.00%	63.34%	+13.34%
NYSESLAT – Gr. 7-8	57.14%	34.48%	-22.66%
NYSESLAT – Gr. 9-12	43.86%	54.28%	+10.42
NYSESLAT – Overall	60.52%	62.46%	+1.94
NYS English Regents January	0%	19.05%	+19.05%
June	0%	11.76%	+11.76%
NYS Math Regents January	0%	17.24%	+17.24%
June	0%	32.43%	+32.43%

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 professional development that took place in the district, and the hiring of a CTE Director, led to instructional improvement that should have a lasting effect. The district expressed intentions to continue with STLE activities and Career Ladder positions beyond the funding period.	

Short Description	Code	Type
The district expresses intentions to continue with STLE activities and Career Ladder positions beyond the funding period.	Program, Personnel	SF

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 2 Interim Report and Status Update Call:

- The district responded “Yes” to the question “Does your district have long-term plans to continue this position/ stipend after the grant period?”, however further evidence would be necessary to indicate that a plan is in place for sustainability.
- The district has plans on using district funds to pay for several STLE initiatives post June 2014; PD through the Teacher Center, Director of CTE, Future Administrators Academy, Data Teams, Ambassador Teachers, etc.

Evidence from the Site Visit:

- According to committee members, their work with creating a career ladder model, in addition to developing criteria for career ladder positions has greatly impacted the

district's ability to sustain career ladder programs and initiatives created through the Strengthening Teacher and Leader Effectiveness grant.

Evidence from the Year 2 Final Report:

- The district responded “Yes” to the question “Does your district have long-term plans to continue this position/ stipend after the grant period?” and indicated that it will do so by shifting funds.

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
- Grants Coordinator
- Assistant Superintendent

School Improvement Team Representatives

- School Improvement Team Member
- School Improvement Team Member
- School Improvement Team Member

Building Principals

- Elementary Principal
- Secondary Principal
- Elementary Principal

Ambassador Teachers

- Elementary Math
- Elementary Math
- Elementary ELA
- Secondary ELA
- Secondary Math

Teachers Association

- WFUT President
- WFUT Teacher Representative and WF Teacher Center

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

- William Floyd Year 1 Interim STLE Report
- William Floyd Year 1 Final STLE Report
- William Floyd Year 2 Interim STLE Report
- William Floyd Year 2 Final STLE Report
- William Floyd Site Visit Notes