



New York State Education Department

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

Wyandanch 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 Wyandanch 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	Suffolk 2 BOCES

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

Student Demographics					
Number of Students	Eligible for Free Lunch	Eligible for Reduced Lunch	Limited English Proficient	Students with Disabilities	Economically Disadvantaged
2,028	1,551	88	317	456	1,901

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	61	37	0	1	0

Attendance/Suspension Rates	
Annual Attendance Rate	Student Suspensions
92%	14%

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
158	0%	0%	0%	10%

Need Status
High Need/Resource Urban-Suburban Districts

Section II – Academic Performance

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

Most current information as of: March 20, 2014

Student Performance: 2011-12 & 2012-13 New York State ELA Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	20	3	4	Data suppressed
3(2012-13)	7	0	0	6
4(2011-12)	26	3	4	23
4(2012-13)	2	0	0	-
5(2011-12)	34	10	15	34
5(2012-13)	9	0	0	7
6(2011-12)	22	8	5	21
6(2012-13)	4	0	0	5
7(2011-12)	15	3	0	15
7(2012-13)	7	2	0	7
8(2011-12)	19	3	0	18
8(2012-13)	7	0	5	6
District Wide (2011-12)	23	5	5	23
District Wide (2012-13)	6	0	1	Cannot be calculated

Student Performance: 2011-12 New York State Mathematics Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
3(2011-12)	25	3	7	Data suppressed
3(2012-13)	7	5	12	7
4(2011-12)	36	19	11	35
4(2012-13)	8	0	4	8
5(2011-12)	51	29	46	52
5(2012-13)	6	5	4	6
6(2011-12)	13	0	4	12
6(2012-13)	4	0	0	2
7(2011-12)	31	10	22	31
7(2012-13)	5	0	0	5
8(2011-12)	24	3	7	19
8(2012-13)	4	0	5	4
District Wide (2011-12)	30	11	17	31
District Wide (2012-13)	5	2	5	5

Student Performance: 2011-12 Science Examination				
Grade	% Proficient All	% Proficient SWD	% Proficient ELL	% Proficient ED
4(2011-12)	78	71	52	78
4(2012-13)	81	87	62	-
8(2011-12)	31	23	7	26
8(2012-13)	40	31	33	38
District Wide (2011-12)	55	49	36	53
District Wide (2012-13)	61	55	50	Cannot be calculated

Student Performance: 2012-13 New York State Regents Exams				
Exam	All Students		Students With Disabilities	
	% Proficient	% Mastery	% Proficient	% Mastery
Comprehensive English	66	3	39	0
Integrated Algebra	69	1	46	0
Geometry	28	2	n<5	n<5
Algebra 2/ Trigonometry	11	0	n<5	n<5
Global History and Geography	52	2	47	3
U.S. History and Government	81	14	59	6
Living Environment	68	8	55	7
Physical Setting/ Earth Science	28	1	11	0
Physical Setting/ Chemistry	26	0	n<5	n<5
Physical Setting/ Physics	71	0	None tested	None tested

Cohort Results In Secondary-Level ELA After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	72	10	68	8
SWD	53	0	26	0
ELL	57	0	46	8
ED	71	8	67	6

Cohort Results In Secondary-Level Math After Four Years of Instruction				
	2008 Cohort		2009 Cohort	
	% Proficient	% Mastery	% Proficient	% Mastery
All	60	2	65	1
SWD	45	0	31	3
ELL	52	0	46	0
ED	61	2	64	1

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

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	43	5	21	72	2
General Education	37	0	16	81	3
SWD	6	33	50	17	0
First Grade					
All Students	50	0	66	26	8
General Education	48	-	-	-	-
SWD	2	-	-	-	-
Second Grade					
All Students	40	3	23	50	25
General Education	37	-	-	-	-

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SWD	3	-	-	-	-
Third Grade					
All Students	27	11	30	44	15
General Education	19	11	26	42	21
SWD	8	13	38	50	0
Fourth Grade					
All Students	26	27	15	42	15
General Education	19	32	11	42	16
SWD	7	14	29	43	14
Fifth Grade					
All Students	24	17	17	54	13
General Education	18	22	22	39	17
SWD	6	0	0	100	0
Sixth Grade					
All Students	17	24	12	59	6
General Education	7	43	14	29	14
SWD	10	10	10	80	0
Seventh Grade					
All Students	23	26	22	39	13
General Education	15	40	20	27	13
SWD	8	0	25	63	13
Eighth Grade					
All Students	19	0	32	63	5
General Education	14	0	36	57	7
SWD	5	0	20	80	0
Ninth Grade					
All Students	19	37	26	32	5
General Education	17	-	-	-	-
SWD	2	-	-	-	-
Tenth Grade					
All Students	22	23	36	23	18
General Education	20	-	-	-	-
SWD	2	-	-	-	-
Eleventh Grade					
All Students	13	8	23	38	31
General Education	10	-	-	-	-
SWD	3	-	-	-	-
Twelfth Grade					
All Students	8	0	25	50	25
General Education	7	-	-	-	-
SWD	1	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	146	64	149	71
Students With Disabilities	47	64	35	54
Limited English Proficient	21	n<30	22	n<30
Economically Disadvantaged	19	66	124	71

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

List Any Measures Where the District Did Not Meet AYP in 2012-13
<ul style="list-style-type: none"> • Elementary/Middle-Level ELA – All Students

- Elementary/Middle-Level ELA – Black or African American
- Elementary/Middle-Level ELA – Hispanic or Latino
- Elementary/Middle-Level ELA – Economically Disadvantaged
- Elementary/Middle-Level Math – All Students
- Elementary/Middle-Level Math – Black or African American
- Elementary/Middle-Level Math – Economically Disadvantaged
- Secondary-Level ELA – All Students
- Secondary-Level ELA – Black or African American
- Secondary-Level ELA – Economically Disadvantaged
- Secondary-Level Math – All Students
- Secondary-Level Math – Black or African American
- Secondary-Level Math – Economically Disadvantaged
- 5-Year Graduation- Rate – All Students
- 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)
LaFrancis Hardiman Elementary School	Mrs. Jenkins	25 years	Orig	K - 2	706	769	1-P, 1-AP	1P , 1 AP	41	41
MLK Elementary School	Dr. White	18 years	Orig	3-5	458	503	1 P ,1 -AP	1P ,1AP	37	37
MLO Middle School	Mr. Hodge	11 years	Orig	6-8	451	456	1P, 1 AP	1P, 1AP	41	41
Wyandanch Memorial High School	Mr. Sibblies	9 years	Orig	9 - 12	456	498	1P ,2 AP	1P ,2AP	42	42

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/districts/wyandanch-union-free-school-district.html
Most current version as of: March 21, 2013

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

Teacher Evaluation (2012-13)				
Presented as % by rating category	Composite Rating	State-provided growth or other comparable measures	Locally-selected measures of student achievement or growth	Other measures of teaching effectiveness
Highly-Effective	88	101	72	11
Effective	55	32	63	125
Developing	2	5	8	11
Ineffective	2	9	4	0

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

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

Section V – Monitoring History

Source: New York State Education Department Files

School Year	Type of Monitoring	NYSED Staff	Date
2012-13	Year 1 Interim Report Submitted by District	N/A	Submitted by April 1, 2013
2012-13	Year 1 Interim Report Status Update Call	Carrie Smith, Project Coordinator	June 5, 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	August 20, 2013
2013-14	Site Visit	Courtney Jablonski, Project Coordinator	January 7, 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	April 10, 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 30, 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
5545-13-0049	\$249,750	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
<p>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>The district developed a partnership with Brooklyn College for teachers to receive dual certification in Special Education (Sped). Also, a partnership with Adelphi University to recruit student teachers and provide Science, Technology, Engineering, and Mathematics (STEM) Professional Development to district teachers was designed.</i></p>
<p>2. Recruitment and Placement – Activities to attract educators to the district and the schools that need them: <i>Wyandanch teachers were offered an incentive to seek dual certification in special education.</i></p>
<p>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></p>
<p>4. Evaluation – The new APPR system based on Education Law §3012-c.: <i>This component was not addressed by STLE grant funded activities.</i></p>
<p>5. Professional Development/Growth- Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>The district implemented differentiated and ongoing support for teacher and leader effectiveness through a partnership with Adelphi University. Adelphi University provided professional development in elementary STEM and literacy. The district also provided coaching and modeling by Western Suffolk BOCES for professional development in using technology to raise student achievement.</i></p>
<p>6. Performance Management – Use of evaluation data in development and employment decisions: <i>This component was not addressed by STLE grant funded activities.</i></p>
<p>7. Career Ladder – Opportunities for advancement for educators identified as highly effective or effective: <i>Teachers who received additional certification in Special Education are mentoring untenured teachers in their buildings.</i></p>

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 - Remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service courses on STEM.</p>	<p>At least two teachers will complete dual certification by 2014.</p> <p>Teacher interviews will reveal that the additional training they received helped them to better meet the needs of Wyandanch students.</p>	<p>Both teachers became dual certified by June 30, 2014.</p>
<p>Goal II - Improve capacity of all teachers so that all students attain Common Core State Standards (CCSS).</p>	<p>All technology materials proposed for purchase were purchased.</p> <p>At least 75 percent of teachers will report that the professional development they received to use the technology helped them in better engaging students.</p> <p>Student attainment of NYS Standards will increase 5 percent over baseline.</p>	<p>Bio Bus provided opportunities for students in grades K-8 to use a microscope and participate in hands-on science learning.</p> <p>Adelphi professor pushed into all grades K-2 classrooms and ten grade 3-5 teachers to model hands-on science lessons that used inexpensive materials and aligned with Next Generation Science Standards.</p>
<p>Goal III - Improve the rigor of math and science K-12; Develop master teachers of STEM.</p>	<p>At least 75 percent of teachers will report that participating in Adelphi University modeling and coaching improved their ability to teach science.</p> <p>At least 75 percent of teachers will report that the hands-on lessons improved student science attitudes and achievement.</p> <p>Improve student attainment of NYS Science Standards by 5 percent in 4th and 8th grade. Improve student attainment of</p>	<p>Thirteen teachers received ongoing professional development from Adelphi University on making science learning more hands-on and inquiry based and aligned with Common Core Learning Standards (CCLS) and Next Generation Science Standards.</p>

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	passing scores on NYS Science Regents exams.	
Goal IV- Provide training to help teachers and leaders better utilize data systems to track student progress and growth.	<p>At least 75 percent of teachers who receive professional development will report at least moderate improvement in their ability to use data to inform their instruction.</p> <p>At least 75 percent of teachers will report satisfaction with training experiences.</p> <p>Students will improve their attainment of NYS standards by 5 percent.</p>	Outcomes were anecdotal and the district looks to have actual evidence in the next set of teacher ratings.

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$249,750	\$48,741	\$217,980

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	Adelphi University provides professional development in elementary STEM and literacy	13 teachers	-	\$5,095	\$6,000	-
45	Purchase of supplies and materials including technology to improve teaching and learning	varies	-	\$9,115	12,150	\$59,509
49	Western Suffolk BOCES provides support for teachers in technology integration and data based decision making	Two elementary schools	-	-	\$11,000	-
40	Brooklyn College provides opportunities for Wyandanch teachers to become dual certified in special education	2 teachers	-	-	\$4,170	-
40	Process and outcome evaluation	-	-	-	\$5,000	-
40	BioBus provides hands on science activities aligned with the Common Core Learning Standards	All elementary students	-	-	-	\$10,000
40	Informed Decisions	-	-	\$12,875	-	\$3,150
40	Erika Wall	-	-	\$1,390	-	\$1,390
40	Sandy Reiher	-	-	\$1,390	-	\$1,390
40	Jee Sun Emily Kang	-	-	-	-	\$6,000
15	Teacher Stipends	16	-	-	-	\$4,200

80	Employee Benefits	-	-	-	-	\$1,004
90	Indirect Cost	-	-	-	-	\$4,852
	Total Actual Expenditures	-	-	\$31,769	\$38,320	\$91,495

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.
<p>Summary: The district engaged in activities meant to prepare existing district educators for new roles within the district’s career ladder. The activities evidenced of the district’s efforts to accomplish its Goal I: to remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service courses on Science, Technology, Engineering, and Mathematics (STEM) and Goal III: to improve the rigor of math and science K-12 and develop master teachers of STEM.</p> <p>The district developed a partnership with Brooklyn College for teachers to receive dual certification in Special Education. Two Wyandanch teachers are expected to attain their special education certification. The two teachers who earned dual certification mentored untenured teachers in their buildings and also made presentations at faculty and other meetings to give their general education colleagues ideas for better engaging the special education population.</p> <p>A partnership with Adelphi University to recruit student teachers and provide STEM professional development (PD) to district teachers was designed. An Adelphi professor pushed into all grades K-2 classrooms and worked with ten grade 3-5 teachers to model hands-on science lessons aligned with Next Generation Science Standards (NGSS).</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Two teachers pursuing dual certification through courses at Brooklyn College	New Role	T-CL	SWD	IHE-Partner	40	2	\$2,780

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:

- A principal indicates that he would want to see the partnership with Adelphi sustained. Approximately 20 teachers are working with the professor from Adelphi University (AU). Central administration coordinated the Adelphi partnership, but then let building leaders “run with it.”
- Stakeholders from the district, building, and classroom level shared enthusiasm and appreciation for the partnership that the district has with AU.
- Teachers again reported higher levels of student interest and also recognized the importance of partnering with English Language Learners (ELL) and English as a Second Language (ESL) professionals.

Evidence from Final Report Year 1:

- Adelphi professor pushed into all grade K-2 classrooms and ten grade 3-5 teachers to model hands-on science lessons that used inexpensive materials and aligned with Next Generation Science Standards.
- Two Wyandanch teachers completed two courses toward dual certification in Special Education in 2012-13. It is expected that these teachers will receive their dual certification in May 2014.

Evidence from Interim Report Year 2/ Interim Report Status Update Call:

- Both teachers (in process of certification) mentored untenured teachers in their buildings; they also made presentations at faculty and other meetings to give their general education colleagues ideas for better engaging the special education population.
- The Adelphi professor who pushed into the elementary classrooms for science and English Language Arts (ELA) integration is working to better disseminate project resources to all teachers. She has also suggested a number of resource purchases to help teachers better engage their students in their learning, with an emphasis on hands-on science.

Evidence from Final Report Year 2:

- Two teachers were dual certified in Special Education by June 30, 2014.
- Thirteen teachers received ongoing professional development from Adelphi University on making science learning more hands-on and inquiry based and aligned with Common Core Learning Standards (CCLS) and Next Generation Science Standards.

- Bio Bus provided opportunities for students in grades K-8 to use a microscope and participate in hands-on science learning.

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 district is meeting this standard through grant funded activities that provide opportunities for two Wyandanch teachers to seek dual certification in special education (librarian and high school English teacher). This was a mark of the district’s effort to attain STLE Goal I to remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service course(s) on Science, Technology, Engineering, and Mathematics (STEM).</p> <p>Also, the district developed a partnership with Adelphi University to recruit student teachers. However it is not clear at this time how many student teachers have been placed in the district and how this is impacting student outcomes.</p>	

Short Description	Code	Type	Purpose	Compensation	Budget Code	# Recruit/ Transfer	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 Final Report Year 1:

- Brooklyn College provided opportunities for Wyandanch teachers to become dual certified in special education.
- Two Wyandanch teachers completed two courses toward dual certification in 2012-13. It is expected that these teachers will receive their dual certification in May 2014.

Evidence from Final Report Year 2:

- Two teachers were dual certified by June 30, 2014 in Special Education.

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

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

Ongoing Professional Development/Professional Growth

Ongoing Professional Development/Professional Growth	
Standard	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
<p>Summary: The district used grant funds to implement differentiated and ongoing support for teacher and leader effectiveness through a partnership with Adelphi University. These activities supported the accomplishment of Goal II: to improve capacity of all teachers so that all students attain Common Core State Standards (CCSS) and Goal III: to improve the rigor of math and science in grades K-12 and develop master teachers of STEM.</p> <p>Adelphi University provided professional development in elementary STEM and literacy. The STLE grant also provided push-in coaching and modeling by Western Suffolk (WS) BOCES, who has a significant track record of providing effective professional development in using technology to raise student achievement, particularly for special education students and English Language Learners (ELLs).</p> <p>The district provided additional professional development for its administrators. The most pressing needs for improving the efficiency of Wyandanch administrators included Common Core Learning Standards (CCLS), using the Annual Professional Performance Review (APPR) rubric, and writing Student Learning Objectives (SLOs). The district developed an Administrator Academy for new administrators and those rated as Ineffective or Developing.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Adelphi professors worked with teachers K-8 to create hands-on, inquiry-based science lessons	T-PD External	Group	STEM	IHE-Partner	40	all	3 days , 2 hr. sessions	\$6,000
Purchase of technology equipment and science supplies	Material		STEM, SWD, APPR	FP-DS	45	all		\$59,607

BioBus for science instruction	T-PD External	Group	STEM	FP-Partner	40	1,164 students		\$10,000
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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:

- Teachers and students are finding the Bio Bus engaging. Students are excited about science and programs are working to build student ability.
- Stakeholders from the district, building, and classroom level shared enthusiasm and appreciation for the partnership that the district has with Adelphi University.
- Principals and teachers reported an increase in student engagement through lessons built using inexpensive common materials.
- Teachers shared that their confidence and creativity has increased through the co-teaching of inquiry-based lessons.
- Due to the initial positive outcomes of the co-teaching model with Adelphi, the district is encouraged to continue to support and sustain co-planning and co-teaching models.
- Teachers reported higher levels of student interest and also recognized the importance of partnering with ELL and ESL professionals.

Evidence from Final Report Year 1:

- Extensive meetings have been conducted with Adelphi and the Adelphi professor pushed into elementary school classes to observe coach and model effective practice. Adelphi also shared best practice documents with teachers and administrators.
- Two weeks of BioBus visits were scheduled for November 2013 and April 2014. Wyandanch received a scholarship due to the demographics of their student body. As a result, the BioBus will be in Wyandanch for 10 days in 2013-14.
- Western Suffolk BOCES professional developers provided technology integration coaching and modeling.

Evidence from Interim Report Year 2/ Interim Report Status Update Call:

- All equipment was purchased and installed. Books and other resources were being purchased.
- BioBus spent one week in Wyandanch and all elementary classes visited. BioBus was scheduled back for one week in April.
- Western Suffolk BOCES professional developers provided technology integration coaching and modeling.
- The Adelphi professor pushed into the elementary classrooms for science and ELA integration and worked to better disseminate project resources to all teachers. She has also suggested a number of resource purchases to help teachers better engage their students in their learning, with an emphasis on hands-on science.

- The STLE grant funding provided professional development for a total of 20 days over the course of the project year.

Evidence from Final Report Year 2:

- Thirteen teachers received ongoing professional development from Adelphi University on making science learning more hands-on and inquiry based and aligned with CCLS and Next Generation Science Standards.

Performance Management

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

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

Career Ladder for Teachers and Principals

Career Ladder for Teachers and Principals	
Standard	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<p>The district used grant funds to ensure that effective and highly effective teachers and principals had opportunities for advancement. The most effective teachers, as selected by school and district administrators, mentored their less experienced and untenured colleagues.</p> <p>The two teachers who received additional certification in Special Education mentored untenured teachers in their buildings. They also made presentations at faculty and other meetings to give their general education colleagues ideas for better engaging the special education population.</p>	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	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 Final Report Year 1:

- Two Wyandanch teachers were working toward dual certification in 2012-13.

Evidence from Interim Report Year 2/ Interim Report Status Update Call:

- Two Wyandanch teachers are expected to attain their special education certification, the grant paid for the two teachers to become dual certified.
- Both teachers mentored untenured teachers in their buildings. They also made presentations at faculty and other meetings to give their general education colleagues ideas for better engaging the special education population.

Evidence from Site Visit:

- Teachers reported higher levels of student interest and recognized the importance of partnering with ELL and ESL professionals.

Evidence from Final Report Year 2:

- Two teachers attended Adelphi University to become dual certified in special education. These teachers became mentor teachers in their schools focused on meeting the needs of students with special needs.

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 with STLE 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.
<p>Summary: The district used STLE funded activities to support the equitable distribution of high quality educators. The activities supported by the Wyandanch UFSD made progress toward achievement of Goal I: to remedy shortage areas by providing opportunities for teachers to receive dual certification and/or enroll in in-service course(s) on Science, Technology, Engineering, Mathematics (STEM) and Goal III: to improve the rigor of math and science grades K-12 and develop master teachers of STEM.</p> <p>Adelphi University professors pushed into classes and modeled and coached teachers to improve their teaching of STEM. Other support for engagement of students in STEM included the use of the BioBus, a mobile science laboratory, complete with state-of-the-art microscopes and computers. The district also entered into a partnership with Brooklyn College for teachers to</p>	

receive dual certification in Special Education.

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 Final Report Year 1:

- Schedules and topics were evolving based upon feedback about BOCES and Adelphi services and expressed teacher needs.
- Western Suffolk BOCES professional developers provided technology integration coaching and modeling.
- Wyandanch received a scholarship due to the demographics of their student body. As a result, the BioBus was scheduled to be in Wyandanch for 10 days in 2013-14.
- The process of purchasing equipment was underway. Delivery of iPads, Smartboards, sound enhancement systems and response systems was anticipated by May.
- Books and other resources were scheduled to be purchased in September after the Adelphi professor had more of an opportunity to discuss needs with teachers.
- An Adelphi professor pushed into all grades K-2 classrooms and worked with ten grades 3-5 teachers to model hands-on science lessons that used inexpensive materials and aligned with Next Generation Science Standards.

Evidence from Final Report Year 2:

- Thirteen teachers received ongoing professional development from Adelphi University on making science learning more hands-on and inquiry based and aligned with Common Core Learning Standards (CCLS) and Next Generation Science Standards.
- Two teachers became dual certified, with Special Education certification, by June 30, 2014.

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 not yet shown evidence of a plan for sustainability, however because of the initial positive outcomes of the STLE funded activities, there is support for the programs undertaken.	

Short Description	Code	Type
Activities	Program	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 Site Visit:

- Due to the initial positive outcomes of the co-teaching model with Adelphi, the District is encouraged to continue to support and sustain co-planning and co-teaching models.

Evidence from Final Report Year 2:

- The Wyandanch UFSD expects to find a way to continue to use the Adelphi professor for professional development either through Title I funding or other sources for which they continually apply.

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
Director Curriculum ES
Assistant Superintendent
Evaluator/Grant Writer

Building Level

La Francis Hardman Elementary School Principal
Martin Luther King Elementary School Principal
2 teachers

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

Year 1 FS 10-F Report
Wyandanch Year 1 Interim STLE Report
Wyandanch Year 1 Final STLE Report
Wyandanch Year 2 Interim STLE Report
Wyandanch Year 2 Final STLE Report
Wyandanch Site Visit Notes
Wyandanch Site Visit Debrief Letter