



**New York State Education Department**

Strengthening Teacher and Leader Effectiveness (STLE)

Summary Report

**Long Beach City School District**

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**District Contact Information**

	<b>Superintendent</b>	<b>STLE Grant Manager</b>
<b>Name</b>	David Weiss	Kenneth Graham
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**Section I – District Description**

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

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

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

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

<b>Student Demographics</b>					
<b>Number of Students</b>	<b>Eligible for Free Lunch</b>	<b>Eligible for Reduced Lunch</b>	<b>Limited English Proficient</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
3726	664	152	146	531	950

<b>Racial/Ethnic Origin (Percent)</b>					
<b>American Indian or Alaskan Native</b>	<b>Black or African American</b>	<b>Hispanic or Latino</b>	<b>Asian/Native Hawaiian/Other Pacific Islander</b>	<b>White</b>	<b>Multiracial</b>
0	12	22	4	60	1

<b>Attendance/Suspension Rates</b>	
<b>Annual Attendance Rate</b>	<b>Student Suspensions</b>
93%	5%

<b>Teacher Qualifications</b>				
<b># Teachers</b>	<b>Percent No Valid Teaching Certificate</b>	<b>Percent Teaching Out of Certification</b>	<b>Turnover Rate for Teachers under 5 Years' Experience</b>	<b>Turnover Rate all Teachers</b>
354	0	0	33	18

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

## Section II – Academic Performance

**Source:** All academic performance data comes from the Long Beach City Central School District 2012-13 New York State School Report Card except where otherwise noted.

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

<b>Student Performance: 2011-12 &amp; 2012-13 New York State ELA Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3(2011-12)	72	22	33	48
3(2012-13)	45	8	8	22
4(2011-12)	74	27	18	43
4(2012-13)	36	3	0	10
5(2011-12)	72	30	33	37
5(2012-13)	35	5	0	18
6(2011-12)	62	14	0	33
6(2012-13)	36	7	0	15
7(2011-12)	58	5	17	36
7(2012-13)	37	4	n<5	17
8(2011-12)	60	10	n<5	28
8(2012-13)	41	0	0	15
<b>District Wide (2011-12)</b>	<b>66</b>	<b>18</b>	<b>24</b>	<b>37</b>
<b>District Wide (2012-13)</b>	<b>38</b>	<b>4</b>	<b>2</b>	<b>16</b>

<b>Student Performance: 2011-12 &amp; 2012-13 New York State Mathematics Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
3(2011-12)	78	44	44	59
3(2012-13)	56	15	8	35
4(2011-12)	80	44	42	53
4(2012-13)	41	6	0	19
5(2011-12)	81	41	42	48
5(2012-13)	36	9	8	19
6(2011-12)	65	21	17	41
6(2012-13)	34	5	0	20
7(2011-12)	72	77	50	49
7(2012-13)	29	5	0	11
8(2011-12)	77	40	40	59
8(2012-13)	29	0	14	9
<b>District Wide (2011-12)</b>	<b>75</b>	<b>45</b>	<b>41</b>	<b>51</b>

<b>District Wide (2012-13)</b>	<b>37</b>	<b>6</b>	<b>5</b>	<b>18</b>
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<b>Student Performance: 2011-12 &amp; 2012-13 Science Examination</b>				
<b>Grade</b>	<b>% Proficient All</b>	<b>% Proficient SWD</b>	<b>% Proficient ELL</b>	<b>% Proficient ED</b>
4(2011-12)	96	83	92	91
4(2012-13)	96	88	82	92
8(2011-12)	86	70	20	65
8(2012-13)	50	33	50	42
<b>District Wide (2011-12)</b>	<b>91</b>	<b>77</b>	<b>71</b>	<b>75</b>
<b>District Wide (2012-13)</b>	<b>81</b>	<b>58</b>	<b>71</b>	<b>68</b>

<b>Student Performance: 2012-13 New York State Regents Exams</b>				
<b>Exam</b>	<b>All Students</b>		<b>Students With Disabilities</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
Comprehensive English	87	34	65	0
Integrated Algebra	80	21	60	0
Geometry	69	15	29	0
Algebra 2/ Trigonometry	65	20	30	0
Global History and Geography	84	46	70	14
U.S. History and Government	90	56	70	13
Living Environment	81	31	67	0
Physical Setting/ Earth Science	78	40	39	0
Physical Setting/ Chemistry	59	16	33	0
Physical Setting/ Physics	67	19	-	-

<b>Cohort Results In Secondary-Level ELA After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	89	35	89	28
<b>SWD</b>	51	5	62	0
<b>ELL</b>	25	0	22	0
<b>ED</b>	76	19	87	15

<b>Cohort Results In Secondary-Level Math After Four Years of Instruction</b>				
	<b>2008 Cohort</b>		<b>2009 Cohort</b>	
	<b>% Proficient</b>	<b>% Mastery</b>	<b>% Proficient</b>	<b>% Mastery</b>
<b>All</b>	83	19	92	26
<b>SWD</b>	56	0	67	0
<b>ELL</b>	63	0	67	0
<b>ED</b>	74	7	93	11

Long Beach City School District STLE 1 Summary Report (2012-2014)

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

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.	
<b>Kindergarten</b>						
All Students	25	8	16	36	40	
General Education	23	-	-	-	-	
SWD	2	-	-	-	-	
<b>First Grade</b>						
All Students	18	0	28	67	6	
General Education	14	-	-	-	-	
SWD	4	-	-	-	-	

Long Beach City School District STLE 1 Summary Report (2012-2014)

<b>Second Grade</b>					
All Students	12	0	17	75	8
General Education	8	-	-	-	-
SWD	4	-	-	-	-
<b>Third Grade</b>					
All Students	13	8	8	38	46
General Education	8	0	13	13	75
SWD	5	20	0	80	0
<b>Fourth Grade</b>					
All Students	11	18	27	36	18
General Education	8	-	-	-	-
SWD	3	-	-	-	-
<b>Fifth Grade</b>					
All Students	12	8	17	42	33
General Education	8	-	-	-	-
SWD	4	-	-	-	-
<b>Sixth Grade</b>					
All Students	8	0	25	75	0
General Education	4	-	-	-	-
SWD	4	-	-	-	-
<b>Seventh Grade</b>					
All Students	5	40	20	20	20
General Education	2	-	-	-	-
SWD	3	-	-	-	-
<b>Eighth Grade</b>					
All Students	7	29	0	29	43
General Education	5	-	-	-	-
SWD	2	-	-	-	-
<b>Ninth Grade</b>					
All Students	12	25	25	17	33
General Education	11	-	-	-	-
SWD	1	-	-	-	-
<b>Tenth Grade</b>					
All Students	6	17	17	67	0
General Education	5	-	-	-	-
SWD	1	-	-	-	-
<b>Eleventh Grade</b>					
All Students	7	14	29	14	43
General Education	7	14	29	14	43
SWD	0	-	-	-	-
<b>Twelfth Grade</b>					
All Students	8	0	38	38	25

General Education	6	-	-	-	-
SWD	2	-	-	-	-

Group	2008 Cohort 4 Year		2007 Cohort 5 Year	
	n	Graduation Rate (%)	n	Graduation Rate (%)
All	340	87	319	91
Students With Disabilities	46	76	35	77
Limited English Proficient	9	n<30	7	n<30
Economically Disadvantaged	71	82	86	92

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

List Any Measures Where the District <u>Did Not</u> Meet AYP in 2012-13
<ul style="list-style-type: none"> <li>Secondary-Level ELA – All Students</li> <li>Secondary-Level ELA – Black or African American</li> <li>Secondary-Level ELA – Hispanic or Latino</li> <li>Secondary-Level ELA – White</li> <li>Secondary-Level ELA – Economically Disadvantaged</li> <li>Graduation Rate: 4-Year Graduation-Rate Total Cohort – Black or African American</li> <li>Graduation Rate: 4-Year Graduation-Rate Total Cohort – Hispanic or Latino</li> <li>Graduation Rate: 5-Year Graduation-Rate Total Cohort – Students with Disabilities</li> </ul>

### Section III – District Schools Profile

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

**Most current information as of:** April 4, 2014

District Name	Superintendent	Time of Service	Status	# of Students (2012-13)	# of Students (2013-14)	# of Admin (2012-13)	# of Admin (2013-14)	# of Teachers (2012-13)	# of Teachers (2013-14)
Long Beach School District	David Weiss	2011-present	Con	3893	3736	6 P, 5 AP	6 P, 5 AP	354	352

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)
Long Beach HS	Gaurav Passi	2010-13	Orig	9-12	1338	-	1 P, 3 AP	1 P, 3 AP	114	-
	Neil Lederer	2013-14	Other New	9-12	-	1281	1 P, 3 AP	1 P, 3 AP	-	112
Long Beach MS	Michele Natali	2011-14	Orig	6-8	835	761	1 P, 2 AP	1 P, 2 AP	81	80
East ES	Sean Murray	2011-14	Orig	K-5	348	365	1 P	1 P	29	29
Lido ES	Brenda Young	2001-14	Orig	K-5	408	396	1 P	1 P	32	32
Lindell ES	Karen Sauter	2001-14	Orig	K-5	414	392	1 P	1 P, 1 AP	33	33
West ES	Sandra Schneider	2000-14	Orig	K-5	383	370	1 P	1 P	28	28

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

Source: New York State Education Department Analysis

APPR Plan
Current APPR Plan: <a href="http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/long-beach-appr-plan.pdf">http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/long-beach-appr-plan.pdf</a>
Most current version as of: January 3, 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	41	36	1	30
Effective	59	56	99	68
Developing	0	4	0	2
Ineffective	0	4	0	0

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

<b>Effective</b>	-	-	-	-
<b>Developing</b>	-	-	-	-
<b>Ineffective</b>	-	-	-	-

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

## Section V – Monitoring History

Source: New York State Education Department Files

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	Office of Teacher and Leader Effectiveness Staff	June 4, 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	Office of Teacher and Leader Effectiveness Staff	August 21, 2013
2013-14	Site Visit	Courtney Max, Project Coordinator	December 18, 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	May 8, 2014
2013-14	Year 2 Final Report Submitted by District	N/A	Submitted by June 30, 2014
2013-14	Year 2 Final Report Status Update Call	Robert Husain, Project Coordinator	August 6, 2014

## Section VI - STLE Grant Profile

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

General Grant Information			
STLE #	Funding Amount	Implementation Dates	Individual or Consortium
5545-13-0022	\$469,875	10/31/2012 – 6/30/2014	Individual

Key Program Design Elements
1. <b>Preparation</b> – Activities meant to prepare future educators to enter the profession through work-based pre-service learning opportunities or to prepare existing district educators for new

<p>roles: <i>The district has provided multiple avenues for professional development for its new teachers and also for those preparing for new roles on the district's Career Ladder. The district partnered with a local BOCES, Institutions of Higher Learning, Local Teacher Centers and 3rd party vendors in accomplishing its goals in this standard.</i></p>
<p><b>2. Recruitment and Placement</b> – Activities to attract educators to the district and the schools that need them: <i>This component is not addressed by the Strengthening Teacher Leader Effectiveness (STLE) grant funded activities.</i></p>
<p><b>3. Induction and Mentoring</b> – Individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes: <i>The district created the positions of Mentor Coordinator and Mentor Teachers who were responsible for mentoring new, developing or ineffective teachers. The Mentor Teachers and Mentees met at least weekly, while the Mentor Coordinator met monthly with Mentors and Mentees; topics include Annual Professional Performance Review (APPR), evaluation, reflection, and portfolio development.</i></p>
<p><b>4. Evaluation</b> – The new APPR system based on Education Law §3012-c.: <i>The district's instructional leaders have all received professional development on the Long Beach CSD APPR Plan, based on Danielson's Framework for Teacher Rubrics. They have attended trainings from a consultant and through the local BOCES to successfully implement APPR with fidelity.</i></p>
<p><b>5. Professional Development/Growth-</b> Differentiated ongoing support for teacher and/or leader effectiveness, based on evidence of practice and student learning: <i>Professional development opportunities have included APPR, Mentoring, as well as, both curricular and instructional professional Development (PD) offerings related to the implementation of the Common Core Learning Standards (CCLS). A combination of turnkey training and 3rd party vendors have contributed to the offerings provided by the district.</i></p>
<p><b>6. Performance Management</b> – Use of evaluation data in development and employment decisions: <i>The district followed a systemic plan in addressing this standard. Teachers and Principal Leaders were recruited and selected based upon data driven criteria connected to the teacher/principal evaluation system index of meeting or exceeding standards.</i></p>
<p><b>7. Career Ladder</b> – Opportunities for advancement for educators identified as highly effective or effective: <i>The district offered multiple pathways for career ladders which include: the Mentor program for highly effective/effective teachers, Math Academy Teachers, Curriculum Writing Opportunities and teachers participated in programs culminating with certification, the Teachers' College Literacy Coaching course and becoming a Wilson Certified Trainer.</i></p>

Program Goals (Taken from year 1 Final Report)	Targets (Taken from year 1 Final Report)	Outcomes (Taken from Year 2 Final Report)
Goal I - To develop K-5 Curriculum units that are aligned to the Common Core Learning Standards (CCLS)	<p>Develop performance assessments for the developed ELA units of study</p> <p>Small group collaboration on the development of K-5 ELA Units of Study</p>	<p>There is now at least 1 performance assessment in place that all district teachers utilize per unit of study per grade level.</p> <p>District teachers developed teaching points for at least 2 units of study for each grade level. This</p>

	<p>Small group collaboration on math common core implementation</p>	<p>was completed with the district literacy consultants.</p> <p>Units of study are housed online at NYLearns. All district teachers have access to the units of study. The performance assessments are included within.</p>
<p>Goal II - To successfully implement the district's Annual Professional Performance Review (APPR) to improve teacher practice</p>	<p>District administrators will conduct classroom observations utilizing the New York State approved Danielson rubrics</p> <p>District staff will develop Student Learning Objectives (SLOs) as a part of the APPR plan</p>	<p>24 administrators completed inter-rater reliability training for at least 3 sessions this school year. 24 administrators attended SLO development training and developed appropriate SLOs.</p>
<p>Goal III - To develop and improve the practice of new, developing, or ineffective teachers</p>	<p>Monthly meetings for new teachers in collaboration with highly effective master teachers</p> <p>Provide targeted professional development (PD) for developing and ineffective teachers through Nassau BOCES</p>	<p>The mentor program ran throughout the school year and mentors/mentees had an opportunity to video each other as a means of improving instruction. All mentors and mentees utilized the videos and the meetings occurred each month – 13 pairs.</p>
<p>Goal IV - To utilize data to decrease academic achievement gaps</p>	<p>Decrease achievement gaps that exist between students of varying gender and ethnicity</p> <p>Provide equity in access to higher level courses to students at the secondary level</p>	<p>Lindell students made AYP for all sub-groups for the 2012-13 school year.</p> <p>Graduation Rate improvements. Asst. Superintendent's Presentation to the Board of Education on the School Report Card is available for view to provide the background of AYP.</p>
<p>Goal V - To provide assistance to teachers seeking dual certification in ESL/Special Education</p>	<p>Have teachers enroll in programs offering opportunities for dual certification</p> <p>Collaborate with the district Teacher Center to offer courses targeting the instruction for ELLs and students with disabilities</p>	<p>13 teachers attended Harvard course on Differentiation for ELL students. Dr. Cohan worked with 12 Long Beach teachers on three different days to discuss best practices for the ESL students and Common Core Standards. Email Correspondence between Director of ESL services</p>

Total Grant Award	Year 1 Allocation	Year 2 Allocation
\$469,875	\$239,952	\$229,664

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)
15	Curriculum Writing Specialists/Pros, Teacher Collegial Circles, Mentor/Mentor Coordinator, Math Academy Teachers	53	-	\$74,623	-	\$76,352
40	Aussie, McKay Consulting, JDL Socratic Solutions, Biological Sciences Curriculum, Wilson Language Training, Creative Mathematics, Cell Motion Labs, International Baccalaureate, Dr. Cohan, Harvard, Brennan Learning	8	\$85,900	\$100,239.78	\$8,763	\$39,224
45	Rally Education, TEQ Equipment, NCD, CDW, Teachscape Inc., Classroom Technology Solutions, Scholastic	6	-	\$29,850.86	\$26,887	\$87,337
80	TRS	53	-	\$8,835.36	-	\$9,312
80	Social Security	53	-	\$4,626.63	-	\$4,733.83
80	Worker's Compensation	53	-	\$559.67	-	\$572.64
80	Unemployment Insurance	53	-	\$499.97	-	\$511.56
80	Medicare Insurance	53	-	\$1,082.03	-	\$1,107.11
90	Indirect Cost		-	\$4,406	-	\$4,480
49	APPR Training for Admin through local BOCES	24	-	-	\$14,375	\$16,875
	<b>Total Actual Expenditures</b>		<b>\$85,900</b>	<b>\$224,726</b>	<b>\$50,025</b>	<b>\$239,952</b>

## Section VII – STLE Grant Analysis

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

*Guiding questions to direct the review:*

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

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

### Preparation

Preparation	
<b>Standard</b>	The district is engaging in activities meant to prepare future educators to enter the profession through work-based pre-service learning

	opportunities or to prepare existing district educators for new roles within a district’s career ladder. This can include encouraging and/or enhancing pathways for educators to achieve various professional certifications.
<p><b>Summary:</b> The district has met this standard by multiple avenues for professional development (PD) for its new teachers and also for those preparing for new roles on the district’s Career Ladder. The district partnered with a local BOCES, Institutions of Higher Learning, Local Teacher Centers and 3<sup>rd</sup> party vendors in accomplishing its goals in this standard. The district held monthly mentoring meetings for mentor and mentee teachers (K-12) for all first year teachers and collaboration time for these teachers throughout the year.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Wilson Language Training	New Role	T – CL	CC – ELA, Coach, Turnkey	FP – DS	40	1	\$509
A district teacher attending a coaching institute at Teacher’s College on Literacy	New Role	T – CL	CC – ELA, Coach, Turnkey	IHE – DS	40	1	\$940
The district partnered with the Long Beach Teachers Center to offer a Coaching Institute for district teachers in Peer Coaching	New Role	T – CL	Coach, APPR - Pilot	NP – Partner	40	10	\$3,500
Harvard graduate school of education online course for teachers of ELL students	New Role	T - CL	ELL, Extend	IHE - DS	40	10	\$4,788

**Supporting Evidence:**

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

Evidence from the Year 1 Final Report:

- The district offered PD for preparation such as: Biological Sciences Curriculum Study (BSCS) - professional development (PD) for Inquiry Science (K-12), AUSSIE - District ELA Units of Study and Performance Tasks, and Creative Mathematics - Math Common Core Training.
- The district indicated that it has teachers who enrolled in programs offering opportunities for dual certification, and that the district has collaborated with the district Teacher Center to offer courses targeting the instruction for ELLs and students with disabilities.

Evidence from the Year 2 Interim Report:

- The district supported its teachers through the New York State United Teachers (NYSUT) Education & Learning Trust (ELT) graduate course for 25 teachers – Coaching Institute Peer Coaching Strategies – 2 sessions for a total of 50 teachers.

Evidence from the Year 2 Final Report:

- Mentor Teachers worked with teachers in their first year of service to the district. The mentor teachers attended monthly meetings with the mentees and worked with them ongoing to develop improvement plans.
- A district teacher was trained as a turn-key trainer for the Wilson reading program which targets students who are behind grade level in reading. 1 student was impacted for the 2013-14 school year.

***Recruitment and Placement***

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

Short Description	Code	Type	Purpose	Comp-ensation	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.*

***Induction and Mentoring***

<b>Induction and Mentoring</b>	
<b>Standard</b>	The district provides individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.
<b>Summary:</b> The district used grant funds to ensure that new and early career educators had mentoring that allowed them to advance their professional practice and improve their ability to produce positive student outcomes which allowed them to meet their Goal III: to develop and improve the practice of new, developing, or ineffective teachers.	
The district created the positions of Mentor Coordinator and Mentor Teachers who were responsible for mentoring new, developing or ineffective teachers. The Mentor Teachers and Mentees met at least weekly, while the Mentor Coordinator met monthly with Mentors and Mentees; topics include Annual Professional Performance Review (APPR), evaluation, reflection, and portfolio development.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Total Amount
Mentor Teachers	T – Mentor	Formal, Individual	Coach, APPR Obs.	District	15	11	\$13,200
Mentor Coordinator	T –	Informal,	Coach,	District	15	22	\$5,000

	Mentor	Group	APPR Obs.				
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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 the Year 1 Final Report:

- The district indicates that the Mentor program with using Teachscape cameras for lesson observation is well underway.
- There were monthly mentoring meetings for mentor and mentee teachers (K-12) for all first year teachers and collaboration time for these teachers throughout the year; topics included APPR, evaluation, reflection, and portfolio development.

Evidence from the Site Visit Interview:

- A Mentee reported being mentored by a teacher leader during the first year of teaching. Both the Mentor Teacher and Mentee reported the use of Teachscape cameras to provide non-evaluative, actionable feedback. All 13 mentor/mentee pairs – each used video a minimum of 3 times for the year. Both mentor/mentee have expressed gratitude and appreciation for this opportunity and have expressed that it has heightened their understanding and dedication to the profession.

Evidence from the Year 2 Interim Report:

- The district indicated that monthly meetings for new teachers in collaboration with highly effective mentor teachers were well underway.
- The district indicated that it utilized observations to target professional development (PD) for teachers who were rated developing and ineffective in a given domain or element on the Danielson rubric. The plan was to provide 10 teachers with professional development opportunities for this reason. The district reported that there were no teachers rated as “Developing” or “Ineffective”.

Evidence from the Year 2 Final Report:

- At the last mentor meeting (May 27, 2014), the Assistant Superintendent met with all mentors and mentees. He explained that the district was fortunate to fund the activities of the year through the STLE grant and that the district was pleased to be able to support the initiative moving forward.
- The Mentor Coordinator ran monthly meetings for mentor and mentees districtwide. The mentor coordinator facilitated the utilization of the Teachscape cameras which were purchased in year 1 of STLE.
- The Mentor Teachers worked with teachers in their first year of service to the district. The Mentor Teachers attended monthly meetings with the mentees and worked with them ongoing to develop improvement plans. Topics of the mentor meetings included each of the 4 domains within the Danielson framework, Back to School Night and communication with family, and general reflection on being a first year teacher.

**Evaluation**

<b>Evaluation</b>	
<b>Standard</b>	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
<p><b>Summary:</b> Evidence suggests that the district used grant funds to fully implement an APPR plan; the district met its Goals II and III: to successfully implement the district's APPR to improve teacher practice, and to develop and improve the practice of new, developing, or ineffective teachers.</p> <p>The district's Instructional Leaders have all received professional development (PD) on the Long Beach CSD APPR Plan, based on Danielson's Framework for Teacher Rubrics. They have attended trainings from a consultant and through the local BOCES to successfully implement APPR with fidelity.</p>	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	# Added	Total Amount
APPR Training for Admin through local BOCES	T – Eval, P – Eval	PD	APPR – Obs., D Strategy	BOCES – DS	49	All Teachers	24	\$14,375
SLO training/Emma Klimmek	T- Eval, P - Eval	PD	APPR - SLO	FP – DS	40	All Teachers	24	\$3,200

**Supporting Evidence:**

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

Evidence from the Year 1 Final Report:

- The district indicates provided opportunities for teacher training with McKay Consulting - Danielson Framework for Teaching Rubrics, and APPR training - JDL Socratic Solutions Professional Development; all with the goal of implementing the district's approved APPR plan with fidelity.
- The district supported ongoing professional development days for administrators including training with the Danielson Framework for Teaching, teaching ESL and special education students, state data reporting, growth models, and inter-rater reliability.
- The district supported monthly mentoring meetings for mentor and mentee teachers (K-12) for all first year teachers and collaboration time for these teachers throughout the year; topics include APPR, evaluation, reflection, and portfolio development.

Evidence from the Year 2 Interim Report:

- The district offered training for teachers teaching ELL students: Dr. Audrey Cohan (Adelphi University) and the Harvard Graduate School of Education course for

differentiation for English Language Learners. 6 Teachers volunteered to have Dr. Cohan visit their classes and then work with them in a coaching capacity to further develop the teaching skills for working with ELL students.

- The district offered APPR training; work with Mike Keany focused on inter-rater reliability and work with Emma Klimek on Student Learning Objective (SLO) development. There has been a higher degree of inter-rater reliability compared to the 12-13 school year and great conversations/learning opportunities for administrators with regard to teaching and learning.

Evidence from the Year 2 Final Report:

- The Mentor Coordinator ran monthly meetings for mentor and mentees districtwide. The Mentor Coordinator facilitated the utilization of the Teachscape cameras which were purchased in year 1 of STLE. Mentor teachers worked with teachers in their first year of service to the district. The mentor teachers attended monthly meetings with the mentees and worked with them ongoing to develop improvement plans.
- The district indicated that a consultant came in from Nassau BOCES to work with district administrators for 4 half days. The consultant worked with teams of administrators to develop appropriate pre/post assessments as well as appropriate targets for growth.
- The district indicated that all district administrators worked with a consultant from Nassau BOCES to ensure inter-rater reliability for the evaluations as required under APPR.

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

<b>Ongoing Professional Development/Professional Growth</b>	
<b>Standard</b>	The district provides differentiated and ongoing support for teacher and leader effectiveness based on evidence of practice and student learning. Teachers and principals have opportunities to engage in professional development.
<b>Summary:</b> The district used grant funds to successfully implement differentiated and ongoing support for teacher and leader effectiveness. Teachers and principals had opportunities to engage in professional development (PD). The district has undertaken numerous grant funded activities to meet a majority of the goals set forth in Strengthening Teacher Leader Effectiveness (SLTE) 1. Professional development opportunities have included Annual Professional Performance Review (APPR), Mentoring, as well as, both curricular and instructional PD offerings related to the implementation of the Common Core Learning Standards (CCLS). A combination of turnkey training and 3 <sup>rd</sup> party vendors have contributed to the offerings provided by the district.	

Short Description	Code	Type	Purpose	Provider	Budget Code	# Served	Frequency	Total Amount
Aussie, McKay Consulting, JDL Socratic Solutions, Biological Sciences Curriculum, Wilson Language Training, Creative Mathematics, Cell Motion Labs, International Baccalaureate	T – PD External, P – PD External	Group	D Strategy, Coach, DDI, CC – Math & ELA	NP – Partner, FP - DS	40			\$109,002
Curriculum Writing Specialists/Pros, Teacher	T – PD Internal	Group	CC – ELA,	District	15			\$74,623

Collegial Circles, Mentor/Mentor Coordinator			Math, Coach					
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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 the Site Visit Interviews:

- The Superintendent reported that some of the professional development provided by the district through STLE included: small group collaboration on the development of K-5 ELA Units of Study, Small group collaboration for Math CCLS implementation, AUSSIE consultants aided in the development of performance assessments for ELA, APPR training, specifically on inter-rater reliability and use of Danielson. The District had mitigating circumstances around Hurricane Sandy and that made first year implementation difficult. Sustainability of funding after the grant period will be a challenge for some initiatives.
- A Teacher Leader reported that small group collaboration on the development of K-5 ELA Units of Study was a major accomplishment/success. The Teacher Leader also mentioned Sandy as a district-wide struggle. It was reported that the work was challenging, but extremely rewarding, and that the staff is appreciative which has lent itself to rich discussions around CCLS implementation.

Evidence from the Year 1 Final Report:

- The district indicated that professional development (PD) will be offered for the Mentor program for highly effective/effective teachers, Teachscape cameras for lesson observation, Math Academy Teachers, and Curriculum Writing Opportunities.
- The teachers of grades 3-5 worked in conjunction with the Director of ELA, building principals, and the Directors of Social Studies and Science as well as the AUSSIE consultants on the development of performance assessments for the ELA units of study.
- All classroom teachers’ grades 3-5 and math teachers’ grades 6-8 received professional development on reinforcement strategies in mathematics as related to the Common Core. Teachers developed manipulatives within these areas.
- The district indicated that there are ongoing professional development days for administrators including training with the Danielson Framework for Teaching, teaching ESL and special education students, state data reporting, growth models, and inter-rater reliability.

Evidence from the Year 2 Interim Report:

- The district indicated that training for teachers teaching ELL students through Dr. Audrey Cohan (Adelphi University) and the Harvard Graduate School of Education course for differentiation for English Language Learners. Additionally the district offered professional development opportunities in collaboration with the Long Beach Teachers' Center – New York State United Teachers (NYSUT) Peer Coaching class. The entire middle school faculty attended training on the successful implementation of the Middle Years Program (MYP).

- The APPR training, and work with Mike Keany focused on Inter-rater reliability and work with Emma Klimek on Student Learning Objective (SLO) development.
- The Assistant Superintendent enrolled in District Data Administrator/Chief Information Officer Certificate program with Nassau BOCES.
- The entire middle school faculty attended training on the successful implementation of the MYP. The district indicated a higher degree of inter-rater reliability compared to the 12-13 school year and great conversations/learning opportunities for administrators with regard to teaching and learning.
- The district purchased reading materials for grades K-5 including the Launching of a Reader’s Workshop Unit of Study for all K-5 classes and the accompanying professional development sessions. This included 2 mentor texts per district unit of study.
- The district purchased the Larson Big Ideas Math Program for grades 6-8. The Ron Larson Mathematics program has a 98% correlation with the National Council for Teachers of Mathematics (NCTM) standards, which in turn were highly influential with the development of the CCLS. The program offers a wealth of varied activities (hands-on learning) to offer to the district.
- The Literacy Coach has attended the Teacher’s College Coaching Institute on Literacy Coaching and Whole School Writing Reform.

Evidence from the Year 2 Final Report:

- The district indicated that there is now at least one performance assessment in place that all district teachers utilize per unit of study per grade level, and that district teachers developed teaching points for at least two units of study for each grade level. This was completed with the district literacy consultants.
- All administrators completed inter-rater reliability training for at least three sessions this school year. All administrators attended Student Learning Objective (SLO) development training and developed appropriate SLOs.
- The mentor program ran throughout the school year and mentors/mentees had an opportunity to video each other as a means of improving instruction.
- The district indicated that Lindell students made AYP for all sub-groups for the 12-13 school year, and that graduation rate improvements have been seen.
- 13 teachers attended Harvard course on Differentiation for ELL students. Dr. Cohan worked with 12 Long Beach teachers on three different days to discuss best practices for the ESL students and Common Core Standards.

***Performance Management***

<b>Performance Management</b>	
<b>Standard</b>	The district is systemically using evaluation data in development and employment decisions.
<b>Summary:</b> The district used grant funded activities to systemically use evaluation data in development and employment decisions.	
Through these activities, the district has achieved its Goal IV: to utilize data to decrease academic achievement gaps.	

Teachers and Principal Leaders were recruited and selected based upon data driven criteria connected to the teacher/principal evaluation system index of meeting or exceeding standards. The district followed a systemic plan in addressing this standard. Teacher and Principal Leaders were trained by external sources and came back to the district to turnkey the training they received with the rest of the faculty and staff.

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 the Year 1 Final Report:

- The district indicated that the following professional development (PD) opportunities will be offered to teachers and principals: Teacher training McKay Consulting with on Danielson Framework for Teaching Rubrics and APPR training through JDL Socratic Solutions Professional Development.
- The district indicated that ongoing professional development days for administrators included training with the Danielson Framework for Teaching, teaching ESL and special education students, state data reporting, growth models, and inter-rater reliability.

Evidence from the Site Visit Interview:

- The Superintendent reported that the district plans to use Highly Effective/Effective teachers as facilitators of Professional Learning Communities (PLC), who will in turn provide turn-key PD to individuals rated as Developing and or Ineffective. Otherwise, PD opportunities will be done on a volunteer/approached basis. The district will provide SLO training, Danielson rubric training, Curriculum writing and Wilson training for ELL teachers through STLE. The Superintendent did note that timing delayed due to Super Storm Sandy, and that PD provided by BOCES was not as rigorous as expected.

Evidence from the Year 2 Interim Report:

- The district indicated that APPR training; work with Mike Keany focused on inter-rater reliability and work with Emma Klimek on Student Learning Objective (SLO) development. SLOs in place improved over 12-13 for all subjects; greater comparability for SLOs from subject to subject.

Evidence from the Year 2 Final Report:

- The district indicates that a consultant came in to work with district administrators for 4 half days. The consultant worked with teams of administrators to develop appropriate pre/post assessments as well as appropriate targets for growth. 24 administrators worked during 4 half day training sessions to develop SLOs
- The district indicated that all district administrators worked with a consultant from Nassau BOCES to ensure inter-rater reliability for the evaluations as required under APPR. The consultant worked with each of the district’s 24 administrators 3 times

throughout the school year (2 full day sessions and 1 half-day session for each administrator). The focus of all the sessions was inter-rater reliability. Each session targeted small groups of observers viewing the same lesson and then spending time to evaluate the lesson as a group. The sessions were then followed up on at administrative meetings.

***Career Ladder for Teachers and Principals***

<b>Career Ladder for Teachers and Principals</b>	
<b>Standard</b>	Effective and highly effective teachers and principals have opportunities for advancement. Teachers and principals with additional roles and responsibilities have the training and preparation needed to fulfill the career ladder positions.
<b>Summary:</b> Teachers Leaders were recruited and selected based upon data driven criteria connected to the teacher evaluation system index of meeting or exceeding standards. The district offered multiple pathways for career ladders which included: the Mentor program for highly effective/effective teachers, Math Academy Teachers, Curriculum Writing Opportunities and teachers participated in programs culminating with certification, the Teachers' College Literacy Coaching course and becoming a Wilson Certified Trainer.	

Short Description	Code	Type	Purpose	Budget Code	Compensation	# On Ladder	Total Amount
Curriculum Writing Specialists/Pros, Teacher Collegial Circles, Mentor/Mentee Coordinator				15	Stipend	53	\$74,623
TRS				80	Stipend	53	\$8,835.36
Social Security				80	Stipend	53	\$4626.63
Worker's Compensation				80	Stipend	53	\$559.67
Unemployment Insurance				80	Stipend	53	\$499.97
Medicare Insurance				80	Stipend	53	\$1082.03

**Supporting Evidence:**

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

Evidence from the Year 1 Final Report:

- The district indicated that PD will be offered for the Mentor program for highly effective/effective teachers, Teachscape cameras for lesson observation, Math Academy Teachers, and Curriculum Writing Opportunities.

Evidence from the Site Interview:

- The Superintendent reported that teacher mentors have been selected to mentor new teachers to the district; beginning use of Teachscape and/or cameras for mentoring. Both mentors and mentees have expressed deep appreciation for the relationship and for the ways in which it has pushed their thinking of the profession forward.

Evidence from the Year 2 Interim Report:

- The pathways for career ladders included: the Mentor program for highly effective/effective teachers, Math Academy Teachers, Curriculum Writing Opportunities and teachers participated in programs culminating with certification: Teachers' College Literacy Coaching course and Wilson Certified Trainer.
- The district indicated that it has used STLE funds to train its teachers on the career ladder. A district teacher is now certified to be a teacher trainer for the Wilson Reading Program.

Evidence from the Year 2 Final Report:

- The Mentor Coordinator ran monthly meetings for mentor and mentees districtwide. The mentor coordinator facilitated the utilization of the Teachscape cameras which were purchased in year 1 of STLE.
- The Mentor teachers worked with teachers in their first year of service to the district. Positive feedback from the mentee teachers was received.
- The district indicated that a teacher was trained as a turn-key trainer for the Wilson reading program which targets students who are behind grade level in reading.
- The district indicated that there were multiple curriculum writing projects funded through STLE this year. These projects included common core aligned literacy lessons and were facilitated by the Literacy Coach.

*Other*

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

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

*Issues of Equity*

<b>Issues of Equity</b>	
<b>Standard</b>	The district is focused on equitably distributing highly effective and effective teachers and principals working with high need students and in shortage subject areas including STEM, ELL, bilingual and/or special education or in schools identified as at-risk.
<b>Summary:</b> The district used STLE funded activities to support the equitable distribution of high quality educators. In particular, the district offered the opportunity for dual certification to increase the number of effective and Highly Effective Teachers able to teach English as a Second Language. There are also a number of goals related to decreasing achievement gaps; especially in Math and Science.	

**Supporting Evidence:**

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

Evidence from the Year 1 Final Report:

- The impact of Hurricane Sandy prevented the district from completing training in the areas of Math, STEM and English Language Learners.

Evidence from the Year 2 Interim Report:

- The district supported teacher professional salaries for the Math Academy. This program targets math achievement gaps in student performance. Professional development training for Math curriculum to Common Core. Professional Development (PD) Training for all classroom elementary teachers grades 3 through 5 and for math teachers in grades 6 through 8. Teachers received PD from Creative Math Services on reinforcement strategies in mathematics as it relates to the Common Core. Teachers worked with national experts on aligning the district curriculum directly to the Common Core Learning Standards (CCLS).
- The Math Academy program is designed to provide students who obtained a level 1, 2, or 3 on their 2012 math assessment with additional support for meeting success on the upcoming 2013 math assessment. Each class will have a maximum of 20 students in grades 3-5 and 30 students in grades 6-8. The goal is to fill in the basic math skills gap that students process in order to increase student comprehension of math concepts. This 7-week test preparation program will run once a week for the first two weeks and then twice a week for the remainder of the program.
- Materials were to be purchased from Rally Education to support students' understanding the new Common Core Learning Skills for mathematics. The materials represent three of the five domains for each grade (3-8), representing the major clusters of the common core mathematics. Larson Big Ideas – Purchase of the Larson Big Ideas Math Program for grades 6-8. Ron Larson Mathematics program has a 98% correlation with the National Council for Teachers of Mathematics (NCTM) standards, which in turn were highly influential with the development of the Common Core Learning Standards. The program offers a wealth of varied activities (hands-on learning) to offer.
- The district supported stipends for teacher-curriculum writers at the contractual hourly rate of \$39.27 to a maximum of 1000 hours. All projects are housed on an online district curriculum portal – NYLearns.org. Wilson Turn-key training – A district reading teacher will be trained as a turn-key trainer for the district's early phonemic awareness (K-2) program. The purchase of reading materials for grades K-5 including the Launching of a Reader's Workshop Unit of Study for all K-5 classes and the accompanying professional development sessions.
- Through Harvard Graduate School of Education an online course for 10 teachers (at \$399/teacher); a 13 week online course in differentiation for ELL students. The course is called Differentiating Instruction: Strategies for Teaching English Language Learners. Please see the information including a course syllabus at the following link: [https://learnweb.harvard.edu//wide/en/prog/diffinstructioneng\\_syllabus.html](https://learnweb.harvard.edu//wide/en/prog/diffinstructioneng_syllabus.html)

- The district supported consultant, Dr. Audrey Cohan from Adelphi University to work with ESL teachers and general education teachers who work with ESL students in the classroom. Dr. Cohan provided both training days and coaching sessions.

Evidence from the Year 2 Final Report:

- The district ran an afterschool math academy to students who were identified as in need of additional instruction prior to the NYS math assessment.

***Sustainability***

<b>Sustainability</b>	
<b>Standard</b>	The district has a reasonable, feasible and achievable plan to sustain grant activities beyond the life of the grant.
<p><b>Summary:</b> The district has used grant funded activities to implement programs and practices that should have a long term impact on the district. The district indicates that it will decrease the amount of professional development that they were able to sustain through Strengthening Teacher Leader Effectiveness (STLE).</p> <p>The district will continue to fund such programs, including mentoring through other federal monies. The Math Academy will be further developed and we will look to add ELA Academies and we are seeking funding for both of these activities.</p>	

<b>Short Description</b>	<b>Code</b>	<b>Type</b>
The district will fund the Mentoring Program and the ELA and Math Academies.	Personnel, Program	Shift, 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 Site Visit Interview:

- The Superintendent reported that it is evident collaboration has improved between teachers and a willingness to dive right into the challenging work (Common Core Learning Standards (CCLS) alignment, etc.), as well as the focus on creating a common time within schools for collaboration. The mentor/mentee program has been enhanced by using Teachscape/cameras. The district is maintaining its involvement with and on-going education of parents; truly making partnerships within the community and making it evident the commitment the district has made to all children.

Evidence from the Year 2 Interim Report:

- The district indicated that its mentoring program and curriculum writing initiatives that have been supported through the STLE grant will be sustained through the district's Title IIA funding. As the district enters the budgeting cycle for the 2014-2015 school year it will be looking to build in programs such as the Math Academy and ongoing teacher and administrative training into the general funds of the district.

Evidence from the Year 2 Final Report:

- The district indicated that it will decrease the amount of professional development that they were able to sustain through STLE. The trainers have prepared district teachers to move into leadership roles that can reduce the districts needs for outside consultants. Similarly the curriculum writing projects will persist, but at a lower number. The district will continue to fund such programs, including mentoring through other federal monies. The Math Academy will be further developed and the district will look to add ELA Academies and are seeking funding for both of these activities.

**Section VIII – Methodology**

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

Individuals interviewed

*District Level*

- Superintendent
- Grant Coordinator

*Building Level*

- Mentor Coordinator
- Mentors and Mentees
- Teacher Leaders
- ESL Coaches
- Literacy Coach

*Local Partners*

- Nassau County BOCES
- 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

- Long Beach Site Visit Notes
- Long Beach Year 1 Final Report
- Long Beach Year 2 Interim Report
- Long Beach Year 2 Final Report