

Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
Hempstead High School	280201030007	Hempstead Union Free School District		Check which plan below applies:				
				SIG			SCEP	
				Cohort: 6				
Model: SIG								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Regina Armstrong, Interim Superintendent of Schools	Stephen Strachan	Ms. Reina Jovin, School Implementation Manager		9 th grade – 12 th grade		41	9	2319
	Appointment Date: January 18, 2018							

Executive Summary

Please provide a *plain-language summary* of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to no more than 500 words.

The guiding principles for the HHS improvements are grounded in the belief that college persistence dramatically increases life outcomes for all students. A coherent reform strategy will connect critical educational facets to improve teaching and improve learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. HHS core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success, and back mapped to create coherent, focused, grade by grade progression. We continue to create a system to helps staff identify students' social, emotional, and academic needs early on, so that access to support systems can be provided. We aim to continue to engage the community, staff, students, and partners around the school's transformation, Key transformation strategies include:

- Develop methods for robust and transparent communication about expectations across all constituents within and outside of the Hempstead High School Community;

- Develop or adopt a socio-emotional program or curriculum that can be used to establish a common approach and understanding of the ways in which the school should support students and their families, which includes a school-wide agreement where every adult “adopts” and closely monitors and communicates with at least one student so that students have personal advocates who support the achievement of their goals;
- Develop and provide staff support to address and increase family and community engagement to garner positive partnerships that the school leverages to better address students’ needs;
- Develop methods for supporting teachers’ instructional practices and continue to provide support to teachers around curriculum development in all areas;
- Develop a protocol for all teachers to consistently use data to address the immediate and long-term needs of students; and
- Create a clear, well communicated, non-negotiable policy and system for taking and recording daily student attendance in all classes and throughout the day.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a plan for the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators							
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.							
Identify Indicator	Description	Baseline 2017-18	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
67	2018-19:2017 Total Cohort (10 th Graders) Passing Math Regents	32%	38%	G	Teachers and the department chair continue to meet twice a week to discuss student data and make curriculum decisions. The noticing's and wonderings sessions focus on all data points and the goals the school is attempting to achieve. To monitor the mathematics courses offered to students, the department staff meet twice a week to discuss to following:	In addition to the Benchmark assessment, the data from teachers aligned to credit accumulation and pass rates also show that students will progress positively in mathematics. The additional data points include: <ul style="list-style-type: none"> Regularly scheduled end-of-unit assessments; Students' responses in their classes during instruction; Daily assessments such as exit tickets, homework, do now assignments, and quizzes. Mock Regents Grades Regents Grades 	<ul style="list-style-type: none"> Curriculum and Sequence Map will be updated to meet next generation standards. Monitor Teacher use of curriculum to assure all sub areas are aligned. Begin and develop inter-visitation cycles to further enhance pedagogical skills sets. PLC Analysis of Benchmark Examination. Teacher peer coaching of standards that need improvements based on assessments.

					<ul style="list-style-type: none"> Administration of benchmarks every 5 weeks; Development of action plans and reteach standards that were not assessed well; Creating extended response questions and examining the responses to identify common students' misconceptions. <p>In addition, teachers participated in growth mindset in classroom and Right Reason Technologies professional development sessions. Teachers have expressed positive feedback about the current practices. The teachers continue to practice their growth mindset and Right Reason Technologies strategies. In addition, the staff continue to use their professional learning community and common planning sessions to review the effectiveness of their current practices, per the school's improvement plan</p>	<ul style="list-style-type: none"> Teacher Attendance Student Attendance 	On-going training, coaching, and technical support for Geometry Teachers via available PD's
69	2018-19: 2016 Total Cohort (11 th Graders) Passing ELA Regents	34%	40%	G	Content-specific Professional Learning Communities (PLC's). Teachers and the department chair continue to meet twice a week to discuss student data	The formative data points to assess progress towards the target for improvement indicators will be twofold. The first will be the Regents results, with an even deeper dive into subdivisions within the data for overall	The Continuation Plan to meet these indicators will include, but not limited to, the following: <ul style="list-style-type: none"> Continual conferencing with HHS ENL Department to address data from 2018-2019 Regents results

					<p>and make curriculum decisions. One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based ELA coaches, around 9th grade ELA intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in ELA.</p>	<p>student improvement. The second will be the continuation of periodic benchmark assessments with the perpetual awareness the specifics concerning areas where students need to improve.</p>	<ul style="list-style-type: none"> • The anticipation of instructional leads/coaches (as well as IB leads) returning to the middle school creates a discernible opportunity for articulation between HS/MS. • Perpetual review of ELA curriculum of 9-12 and subsequent alterations (if necessary) at semester/year's end • Assessment of expected, new department-based initiative including the following: The Alpha Lap (via Cornell University) for struggling 9th grade readers, Facing History – a grant awarded to HHS to further the implementation of an ELA/Social Studies fusion, the incipient year for starting AP Capstone • Working with technological staff and schedule makers to ensure a smooth transition to the anticipated distribution of tablets/phones to individual students in rations to benchmark assessments
70	2018-19: 2015 Total Cohort 4 Year Grad Rate-All Students	44%	50%	G	<p>Implementation of after-school Tiger Academies and Saturday School. Extended Learning Time - HHS will also implement an extended day with its new Tiger Academy, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger</p>	<p>The school will continue to use credit accumulation and Regents results to track students' progress towards graduation. Other data points that are considered include student attendance and other socio-emotional behaviors that students who are at-risk demonstrate. Additionally, the school continues to provide supplemental courses embedded in the Extended Learning opportunities.</p>	<p>The school is working diligently to address the graduation rate of all students within this cohort so as many students as possible can graduate on time. Several practices are in place to support students who may have difficulties. There are extended day options, counseling to support students who experience difficulty due to social issues, and test preparation to assist with exiting Regents-based classes successfully. Additionally, the school continues to practice the strategies to continue to steer students towards successfully achieve Advanced Regents Diplomas. To lead to earn an Advance Regents Diploma, students have the ability to participate</p>

					<p>Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:</p> <p>☑☑ Tiger Academy weekdays include:</p> <ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. o After-school tutoring programs - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation. o Enrichment programs - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes. 		<p>in additional preparation sessions to build student confidence with taking additional Regents, as well as, counselors working with students to communicate the benefits of earning an Advance Regents Diploma, raising the standards will directly impact the graduation rate. We will continue to focus on the following to improve student success:</p> <ul style="list-style-type: none"> -Increased in seat attendance -students passing courses -credits earned meeting graduation requirements ☑ Increased teacher attendance and morale ☑ Increased parent and community participation in school activities. -Reduction of referrals to office and out of school suspensions. <p>The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation, Advantages to becoming a CTE Approved Program.</p> <ul style="list-style-type: none"> o Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. o Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam. o Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program.
88	2018-19 2014 Total Cohort 5 Year Grad Rate-All Students	58%	64%		Implementation of after-school Tiger Academies and	The school leadership team has met with the 5-year cohort team to review the	Hempstead High School has created an opportunity for students who opt not to

				<p>Saturday School. Extended Learning Time - HHS will also implement an extended day with its new Tiger Academy, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:</p> <ul style="list-style-type: none"> ☑ Tiger Academy weekdays include: <ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. o After-school tutoring programs - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation. o Enrichment programs - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, 	<p>graduation data. The team has created action plans to address any areas of concern or deficiency based on students' academic and socio-emotional indicators. The school leaders and staff will collect data on and track:</p> <ul style="list-style-type: none"> • The number of students who are not on track for graduating within 4 years in the future cohort; • The attendance data of the subset of students not on track for graduating within 4 years in the future cohorts; and • The suspension and referral data aligned to all students not on track for graduating within 4 years in future cohorts. <p>The plan for collecting and analyzing students' data aligned to graduation rates for the 5-year cohort continues to be:</p> <ul style="list-style-type: none"> • Course grade reports, January Regents results; • Examination of a gap analysis; and • Content Benchmark results. 	<p>continue to the complete the traditional path to graduation credentials. This option includes a partnership with the Nassau County BOCES to provide a Twilight program located at 100 Main Street in Hempstead, NY. This program provides native English speakers and English language learner students from ages 17-21 with preparation for successfully completing the Test Assessing Secondary Completion examination and earn their school equivalency certification. The program is also offered in partnership with Queens borough Community College, which provides both instructional services and tutoring. Students are also able to participate in a Construction Training Center program to prepare to work in that industry. The goal of the program is to allow students in the community to earn their credentials so that they can move on to careers, vocational studies, or college. The program takes place four days a week (Monday-Thursday) from 4:00 PM – 7:00 PM. The school leadership will continue to track success for the 5-year cohort students. The school continues to work with community-based organizations that provide supports for students who experience difficulty with social issues and CTE programs.</p> <p>The school continues to examine data generated by the BOCES' Twilight and other programs the students attend. Efforts to continue to track the progress of the 5-year cohort occurs regularly. The guidance counselors have worked with students and their families, when available, to ensure that students stay on track to successfully exit the school. The school leaders have also worked with department chairs and counselors to ensure that referrals to outside agencies are utilized to provide high levels of support to students who warrant supports that extend</p>
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					sports, and enrichment classes.		school-based resources. Additionally, the High school has pursued and obtained approval to offer the TASC preparation directly to students.
120	HS ELA All Students Performance Index	91.7	101.7	G	<p>Teachers and school leaders meet regularly to examine the curriculum and English proficient students' performance based on students' past achievement. Tiger Academy Saturdays include Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills. The school's content departments are continuing to work collaboratively with the English as a New Language teachers to provide supports (scaffolds and extensions) to students so that they are able to pass the English course, as well as, the English Regents examination. The altered scope and sequence that were created earlier in the school year to address the needs of English language learners.</p> <p>The English department continues to administer mock Regents exams. However, the department is in the process of creating ways to reporting</p>	<p>The data used to determine if students are successfully passing their English courses and obtaining credit and passing the English Regent examination. The school will continue tracking students who are pursuing the Seal of Bilteracy credential. The staff in Hempstead High School are aware of the need to address the needs of the English as a new language sub-group and whom are included in All Students results. All efforts are being made to ensure that those on-track for the credential are successful by June. In addition, school leaders and teachers examine qualitative data to determine if students are on-track for obtaining the knowledge necessary to pass the Regents. The data collected, monitored, and discuss are:</p> <ul style="list-style-type: none"> • English Benchmark data; • Coursework; • Mock Regents questions; • Teacher made assessments and homework; and • Mid-term progress reports 	<p>Our continuation planning includes an increase in literacy opportunities for students across the curriculum areas. Cross-curriculum discussions and planning will take place during the departments' professional learning community meetings. There is still an effort to increase English competencies in other core-content courses so that students' ability to use strategies taught by English teachers are practiced in other classes remains a priority across the school. This is particularly growing popularity based on the amount of reading and writing students are expected to do when engaging with other newly developed Regents examinations.</p> <p>We will conduct Professional Learning & Training sessions on:</p> <ul style="list-style-type: none"> • Provide PD/PLC sessions and job embedded instructional coaching for developing the capacity of the ELN and HLA teachers ○ Deepening Our Understanding of: Essential Questions & The Importance of Checking for Understanding ○ Support Deeper Understanding of Co-Teaching/Collaboration for Teachers of ELLs ○ The What, Why, & How to Set SMART Goals & Scaffold Instruction

					<p>data special education and English language learners since the exam is given within a three-hour timeframe, which are graded on the sections they competed and do not receive an overall score. This will be followed up by the students' respective teachers.</p>		<ul style="list-style-type: none"> ○ Writing Task of ELA Regent Exams- Teaching Strategies for ELLs <p>Finally, the school is currently working with all teachers whose courses contribute to students' ability to earn a Seal of Biliteracy and have created a tracking sheet to examine and monitor progress towards all students achieving the work. The school leaders are looking to working with one of its consultants to develop an action plan for students to create projects, which yield 2 points in both areas, to increase the opportunities for earning this credential for future cohorts.</p>
130	HS Math All Students Performance Index	72.7	81.1	G	<p>Content-specific Professional Learning Communities (PLC's) – One block class per month dedicated to content-specific meetings that includes: PD, coaching, and team planning assistance from TDS Facilitators, with assistance from school-based Math coaches, around 9th grade Math intervention curriculum, plus multi-grade planning. The monthly PLC's also provide the framework for PD from Pearson Institutes in Math.</p>	<p>In addition to the Benchmark assessment, the data from teachers aligned to credit accumulation and pass rates also show that students will do well in mathematics. The additional data points include:</p> <ul style="list-style-type: none"> ● Regularly scheduled end-of-unit assessments; ● Students' responses in their classes during instruction; ● Daily assessments such as exit tickets, homework, do now assignments, and quizzes. ● Mock Regents Grades ● Regents Grades ● Teacher Attendance ● Student Attendance 	<p>Teachers are continuing to work in their PLCs twice a week for 40-minutes to discuss the curriculum, students' assessments, and instructional practices to address the academic needs of all students. This work is intended to increase the number of students who pass the Math Regents. We will focus on continued efforts on:</p> <ul style="list-style-type: none"> ● Re-Aligning Curriculum ● PLC- Data Review, Peer Mentoring, Sharing best practices ● Benchmark Exams ● Professional Development ● Teacher- inter-visitation cycles.

140	College, Career and Civic Readiness Index – All Students	64	74.0	G	<p>The following key strategies will support progress in this demonstrable improvement indicator:</p> <ul style="list-style-type: none"> • Implementation of small learning communities • Continuation of CTE programming and/or curriculum • Expansion of advance placement program <p>Focused areas of work concentrated on the following:</p> <ol style="list-style-type: none"> I. Teacher Teams II. Curriculum, Instruction, and Professional Development III. Tiered Student Supports IV. Can-Do Culture and Climate <p>Placing emphasis on these components and capacity building through the 9th grade academy as well as streamlining resources via academic and social opportunities from school and community partners, progress was evident (e.g. increased student engagement given activities centered around college, career and civic readiness (CCC)).</p>	<ul style="list-style-type: none"> • Data-guided, tiered student support system • Increased student engagement • More student diversity • Increased student participation across all grade levels • Increased effective wrap around services to meet on-going student need • Developing and sustaining work-based learning programs and activities • Supporting students with disabilities and English Language Learners 	<ol style="list-style-type: none"> 1. Full implementation of small learning academies which includes integration of CTE in fall SY19 <ul style="list-style-type: none"> • Increased buy-in of all stakeholders through continuation of capacity building of school-based staff and community partners • Implementation of a Data-guided, tiered student support system in all SLCs 2. Student wrap around services through school-based members as well as external school partners. <ul style="list-style-type: none"> • Strategic planning and clear communication to minimize duplication of services and optimize student outcomes as well as assist in teacher time management efficiency <p>Expanded student opportunities in real life applications (i.e. seminars, workshops, shadowing, internships, community, and volunteerism)</p> <ol style="list-style-type: none"> 3. The school is currently working with all teachers whose courses contribute to students’ ability to earn a Seal of Biliteracy and have created a tracking sheet to examine and monitor progress towards all students achieving the work. The school leaders are looking to working with one of its consultants to develop an action plan for students to create projects, which yield 2 points in both areas, to increase the opportunities for earning this credential for future cohorts.
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170	HS Chronic Absenteeism – All Students	57%	51%	G	<p>Training on the Early Warning Indicator system to help teachers identify and respond to student needs.</p> <p>JROTC program – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.</p>	<ul style="list-style-type: none"> • Review of the daily and on-going chronic absenteeism data. • Case management of targeted students • Attendance survey and feedback loop with students and families on attendance. • Assessment of Tier 3 resources that can support causes of absenteeism • Data-guided, tiered student support system • close, often weekly, measurement and tracking of absenteeism • the development of a diagnostic capacity to understand why students are missing school • a problem-solving capacity to help address those reasons • building and sustaining relationships with the students who are experiencing absenteeism, and often their families • the development of a multi-sector and community response that often involves a second shift of adults in the schools with the highest levels of chronic absenteeism to meet the scale of the challenge • efforts to recognize and reward good attendance • a commitment to learn what works, and then to replicate and expand effective programs to modify what is not working 	<ul style="list-style-type: none"> • Strategic support provided to Attendance team beginning in Aug and throughout the year so team can effectively lead the charge as facilitators of daily attendance needs and targeted efforts to reduce chronic absenteeism. Ideally this would also lead to more collaboration with school data team and other supports in place. • Creation and implementation of tiered initiatives. Very clear and promoted awareness of attendance goals for the school. • Workshops to provide families and community members on the importance of attendance and ways to support the school goals. • Data-guided, tiered student support system <p>Through Children’s Aid Society or other preferred district partner training for all staff on chronic absenteeism.</p> <ul style="list-style-type: none"> • Implement Restorative Justice Action Plan; Organize and schedule training sessions Finalize the members of the RJAT team to address discipline issues which impact student attendance. • Build community and culture • Create support systems for students and teachers • Create systems for accountability • Enhance school culture
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230	HS Science All Students Performance Index	140.5	150.5	G	<p>Teachers and the department chair continue to meet twice a week to discuss student data and make curriculum decisions. The noticing's and wonderings sessions focus on all data points and the goals the school is attempting to achieve. To monitor the mathematics courses offered to students, the department staff meet twice a week to discuss to following:</p> <ul style="list-style-type: none"> • Administration of benchmarks every 5 weeks; • Development of action plans and reteach standards that were not assessed well; • Creating extended response questions and examining the responses to identify common students' misconceptions. <p>In addition, teachers participated in growth mindset in classroom and Right Reason Technologies professional development sessions. Teachers have expressed positive feedback about the current practices The teachers continue to practice their growth mindset and Right Reason Technologies strategies. In addition, the staff continue to</p>	<ul style="list-style-type: none"> • Attendance <ul style="list-style-type: none"> ○ Teacher ○ Student • Laboratory Minutes Report Due at the end of the quarter <ul style="list-style-type: none"> ○ AIS when there are a high volume of student not meeting 1200 Minutes of Laboratory Requirement <ul style="list-style-type: none"> ▪ Laboratory Minutes Make Up ▪ Extra Help • RRT Benchmark: These are uniform assessments designed by the department (content specific) by units. <ul style="list-style-type: none"> ○ Baseline ○ Benchmark 1, 2, and 3 ○ Summative Assessment • Regents Data <ul style="list-style-type: none"> ○ Mock Regents January and June ○ January 2020 Results ○ June 2020 Results 	<ul style="list-style-type: none"> • Monitor, Analyze and Implement Action Plan to address Attendance <ul style="list-style-type: none"> ○ Teacher ○ Student • Continue Monitoring and Analyzing Laboratory Minutes Report <ul style="list-style-type: none"> ○ Develop Action Plan to ensure students are meeting 1200 Minutes of Laboratory Requirement <ul style="list-style-type: none"> ▪ Monitor and Implement AIS ▪ Laboratory Minutes Make Up ▪ Extra Help • Regents Data Analysis and Action Plan <ul style="list-style-type: none"> ○ January 2020 Results ○ June 2020 Results • Continue Supporting Teachers with Professional Development <ul style="list-style-type: none"> ○ Data Driven Instruction ○ Utilizing the Benchmark Data to inform instruction
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					use their professional learning community and common planning sessions to review the effectiveness of their current practices, per the school's improvement plan		
240	HS Social Studies All Students Performance Index	151.1	161.1	G	<p>TDS ELA Facilitator will assist ELA and SS coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text dependent while providing all students opportunities to engage in the work of the lesson. facilitator will guide SS coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in</p>	<p>Teachers will utilize data received from baseline and benchmark assessments from Right Reasons Technology as well as the use of Castle Learning assignments that provide assessment opportunities. Projects will also be used in addition to essay and constructed response assignments. By utilizing these methods teachers will accrue data that will drive instruction to develop reading comprehension, document analysis and writing skills in order to meet the demands of the Social Studies Regents Exams.</p>	<p>Teachers will continue administering department baseline and benchmark assessments as well as individual unit assessments using Right Reasons Technology and/or Castle Learning to ensure continuity exists between classroom assessments and the Regents Exams. The Social Studies Department will continue using a strategy nicknamed "HIPPO" as a common approach to build document analysis skills. The Social Studies Department and ELA Department will continue working on an interdisciplinary approach of shared strategies to promote reading and writing across the content areas. An expected Humanities-based course fusing 5 enduring issues within the Social Studies framework of NGS; PLC time will be used to share best practices and examine student work to identify any gaps and determine best courses of action moving forward. Additionally, technology such as Google Classroom, Quizizz, and Quizlet, will continue to be used to assess students in an engaging way to build lifelong skills that also promote Regents readiness.</p>

					order to meet the needs of every student.		
250	2018-19: 2013 Total Cohort 6 Year Grad Rate – All Students	58%	64%	G	<p>Implementation of after-school Tiger Academies and Saturday School. Extended Learning Time - HHS will also implement an extended day with its new Tiger Academy, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Subject areas are led by full-time HHS faculty members. The offerings are as follows:</p> <ul style="list-style-type: none"> ☐ Tiger Academy weekdays include: <ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. o After-school tutoring programs - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation. o Enrichment programs - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale 	<p>The plan for collecting and analyzing students’ data aligned to graduation rates for the 6-year cohort continues to be:</p> <ul style="list-style-type: none"> • Course grade reports, January Regents results; • Examination of a gap analysis; and • Content Benchmark results. 	<p>Hempstead High School has created an opportunity for students who opt not to continue to the complete the traditional path to graduation credentials. This option includes a partnership with the Nassau County BOCES to provide a Twilight program located at 100 Main Street in Hempstead, NY. This program provides native English speakers and English language learner students from ages 17-21 with preparation for successfully completing the Test Assessing Secondary Completion examination and earn their school equivalency certification. The program is also offered in partnership with Queens borough Community College, which provides both instructional services and tutoring. Students are also able to participate in a Construction Training Center program to prepare to work in that industry. The goal of the program is to allow students in the community to earn their credentials so that they can move on to careers, vocational studies, or college. The program takes place four days a week (Monday-Thursday) from 4:00 PM – 7:00 PM. The school leadership will continue to track success for the 5-year cohort students. The school continues to work with community-based organizations that provide supports for students who experience difficulty with social issues and CTE programs. The school continues to examine data generated by the BOCES’ Twilight and other programs the students attend. Efforts to continue to track the progress of the 5-year cohort occurs regularly. The guidance counselors have worked with students and their families, when available, to ensure that students stay on track to successfully exit the school. The school leaders have also worked</p>

					State College, JROTC, sports, and enrichment classes.		with department chairs and counselors to ensure that referrals to outside agencies are utilized to provide high levels of support to students who warrant supports that extend school-based resources. Additionally, the High school has pursued and obtained approval to offer the TASC preparation directly to students.		
Green		Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .				Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.							
Identify Indicator	Description	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
65	2018-19: 2018 Total Cohort (9 th Graders) with 5 or more credits	1%	7%	G	HHS will extend the school year for incoming 9th graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9th graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; organization and Study Skills for High School. Additionally, employ a block schedule that allows for double-dose acceleration courses in math and	The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system: <ul style="list-style-type: none"> • Students performance in class; • Students performance on unit exams; 	<p>The school continues to collect and examine various data points to identify the credits earned and those anticipated for students to earn. Similar with other areas when help is needed, students receive it so that they are successful.</p> <p>The school’s staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits and where students may be found to struggle, an immediate action plan will be executed to support the student’s efforts for passing all classes. This approach will ensure that the</p>

					<p>ELA, and Freshman Seminar for all 9th graders. HHS will implement a block schedule These will increase the teaching period to approximately 75-80-minute blocks. The new schedule allows for the double period of English Language Arts and Mathematics. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.</p> <p>The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements.</p>	<ul style="list-style-type: none"> Students performance on homework and project assignments. Student progress reports and report cards <p>Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student achievement during department data meetings can allow for timely interventions.</p>	<p>2018 cohort of students earn enough credits to graduate within 4 years. The school staff continue to make connections between students’ academic achievements and socio-emotional health. Those connections continue to be used to direct students to the appropriate supports, both, academically and socio-emotions. The leadership team has reviewed the data for the 2018 cohort and purposeful partnerships with community-based organizations have been made to support all students in need of assistance.</p>
66	2018-19: 2017 Total Cohort (10 th Graders) with 5 or more credits.	1%	7%	G	<p>HHS will implement a block schedule These will increase the teaching period to approximately 75-80-minute blocks. The new schedule allows for the double period of English Language Arts and mathematics. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common</p>	<p>The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system:</p> <ul style="list-style-type: none"> Students performance in class; 	<p>The school continues to collect and examine various data points to identify the credits earned and those anticipated for students to earn. Similar with other areas when help is needed, students receive it so that they are successful.</p> <p>The school’s staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits and where</p>

					<p>learning standards. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements.</p>	<ul style="list-style-type: none"> • Students performance on unit exams; • Students performance on homework and project assignments. • Student progress reports and report cards <p>Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student achievement during department data meetings can allow for timely interventions.</p>	<p>students may be found to struggle, an immediate action plan will be executed to support the student’s efforts for passing all classes. This approach will ensure that the 2017 cohort of students earn enough credits to graduate within 4 years. The school staff continue to make connections between students’ academic achievements and socio-emotional health. Those connections continue to be used to direct students to the appropriate supports, both, academically and socio-emotions. The leadership team has reviewed the data for the 2017 cohort and purposeful partnerships with community-based organizations have been made to support all students in need of assistance.</p>
72	2018-19: 2015 Total Cohort 4 Year Grad Rate- Black Students	59%	65%	G	<p>Implementation of after-school Tiger Academies and Saturday School. Extended Learning Time - HHS will also implement an extended day with its new Tiger Academy, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Subject areas are led by full-time HHS faculty members. The offerings are as follows:</p> <ul style="list-style-type: none"> ☑ Tiger Academy weekdays include: <ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. o After-school tutoring programs - Students may take part in tutoring assistance to 	<p>The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system:</p> <ul style="list-style-type: none"> • Students performance in class; • Students performance on unit exams; • Students performance on homework and project assignments. • Student progress reports and report cards <p>Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student</p>	<p>The school continues to collect and examine various data points to identify the credits earned and those anticipated for students to earn. Similar with other areas when help is needed, students receive it so that they are successful. The school’s staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits annually and where students may be found to struggle, an immediate action plan will be executed to support the student’s efforts for passing all classes. This approach will ensure that the 2015 cohort of Black students earn enough credits to graduate within 4 years.</p> <p>We will continue to focus on the following to improve student success:</p> <ul style="list-style-type: none"> -Increased in seat attendance -students passing courses -credits earned meeting graduation requirements ☑ Increased teacher attendance and morale

					<p>support their academic needs, including remediation and Regents preparation.</p> <ul style="list-style-type: none"> o Enrichment programs - The extended day also allows for enrichment classes. <p>Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes</p>	<p>achievement during department data meetings can allow for timely interventions.</p>	<p>☑ Increased parent and community participation in school activities.</p> <p>-Reduction of referrals to office and out of school suspensions.</p> <p>The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation,</p> <p>Advantages to becoming a CTE Approved Program.</p> <ul style="list-style-type: none"> o Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. o Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam. o Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program. o We have added Accellus online course options
73	2018-19: 2015 Total Cohort 4 Year Grad Rate Hispanic Students	36%	42%	G	<p>Implementation of after-school Tiger Academies and Saturday School. Extended Learning Time - HHS will also implement an extended day with its new Tiger Academy, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Subject areas are led by full-time HHS faculty members. The offerings are as follows:</p> <p>☑ Tiger Academy weekdays include:</p> <ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. 	<p>The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system:</p> <ul style="list-style-type: none"> • Students performance in class; • Students performance on unit exams; • Students performance on homework and project assignments. • Student progress reports and report cards <p>Although the pass rate and credit accumulation reports are not available until the end of the</p>	<p>The school continues to collect and examine various data points to identify the credits earned and those anticipated for students to earn. Similar with other areas when help is needed, students receive it so that they are successful. The school’s staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits annually and where students may be found to struggle, an immediate action plan will be executed to support the student’s efforts for passing all classes. This approach will ensure that the 2015 cohort of Hispanic students earn enough credits to graduate within 4 years.</p> <p>We will continue to focus on the following to improve student success:</p> <p>-Increased in seat attendance</p>

					<ul style="list-style-type: none"> o After-school tutoring programs - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation. o Enrichment programs - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes 	<p>month, the conversations about student achievement during department data meetings can allow for timely interventions.</p>	<ul style="list-style-type: none"> -students passing courses -credits earned meeting graduation requirements ☑Increased teacher attendance and morale ☑Increased parent and community participation in school activities. -Reduction of referrals to office and out of school suspensions. <p>The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation, Advantages to becoming a CTE Approved Program.</p> <ul style="list-style-type: none"> o Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. o Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam. o Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program.
75	2018-19: 2015 Total Cohort 4 Year Grad Rate – Ed Students	51%	57%	G	<p>Implementation of after-school Tiger Academies and Saturday School. Extended Learning Time - HHS will also implement an extended day with its new Tiger Academy, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Subject areas are led by full-time HHS faculty members. The offerings are as follows:</p> <p>☑☑Tiger Academy weekdays include:</p>	<p>The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system:</p> <ul style="list-style-type: none"> • Students performance in class; • Students performance on unit exams; • Students performance on homework and project assignments. • Student progress reports and report cards 	<p>The school continues to collect and examine various data points to identify the credits earned and those anticipated for students to earn. Similar with other areas when help is needed, students receive it so that they are successful. The school’s staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits annually and where students may be found to struggle, an immediate action plan will be executed to support the student’s efforts for passing all classes. This approach will ensure that the 2015 cohort of Ed students earn enough credits to graduate within 4 years.</p>

				<ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. o After-school tutoring programs - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation. o Enrichment programs - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes 	<p>Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student achievement during department data meetings can allow for timely interventions.</p>	<p>We will continue to focus on the following to improve student success:</p> <ul style="list-style-type: none"> -Increased in seat attendance -students passing courses -credits earned meeting graduation requirements ☑Increased teacher attendance and morale ☑Increased parent and community participation in school activities. -Reduction of referrals to office and out of school suspensions. <p>The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation as well as CDOS, Advantages to becoming a CTE Approved Program.</p> <ul style="list-style-type: none"> o Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. o Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam. o Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program. 	
Green		Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies			
Identify any key strategies that will be implemented during the 2019-2020 school year that are <i>not described in Part I or II above but</i> will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.			
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan	
1.	Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities	G	<p>The school has created professional learning communities for teachers to be able to discuss and address student achievement aligned to instructional practices. During the PLC time, the teachers continue to review curriculum, student assessments, share tips on instructional practices, and evaluate students' progress. The school believes that this type of qualitative work, aligned to the progress monitoring via assessments, will lead to improved student performance. The data demonstrates that students have increased understanding of the content across each department. Therefore, the teachers will continue the current practice of meeting collaboratively to discuss student data, course content, and professional development to refine instructional strategies using our intentional Professional Development Plan built on data collected for student performance and teacher practice. An area of focus in our continuation plan will be writing across the curriculum and across content areas, a focus on providing text-based evidence when answering questions or writing will be reinforced throughout the year. The building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims. As a result of the observed achievement and progression data of English language learners, the school will continue to use the following professional development services, which is leading to increased student achievement.</p> <p>Instructional coaching topics:</p> <ul style="list-style-type: none"> ○ Resources for providing linguistic accommodations for scaffolding instruction ○ Strategies for cultivating student interest & engagement (handout: Ways to show your thinking /understanding) ○ Strategies for the use of technology to deepen learning for all students. ○ Assessment strategies you can use every day ○ Strategies for differentiation of instruction (If a Student has difficulty...then try this) ○ Understanding the New Language Progression
2.	A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.	G	
3.	A team-based organizational structure and collaborative work environment to make the job manageable.	G	
4.	An emphasis on the use of data to drive instruction and to provide tiered whole school	G	

	and individual interventions.		<ul style="list-style-type: none"> ○ Provided support for practices that lead to more students to earn a Seal of Biliteracy. ○ Staff's affirmation and value of diversity in the multilingual/diverse student population at Hempstead High School. ○ Shared faculty goal to supporting students to attain a high level of English proficiency by providing effective instruction. 		
5.	<p>Instructional Leadership Team: Comprised school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school's leadership team; in other instances, the committee may have decision-making authority.</p>	G	<p>Additionally, in order to reach our district-wide goals of preparing every student for college and careers, HUFSD will continue to:</p> <ul style="list-style-type: none"> ☑ Employing a strong core instructional program that will provide the framework for highly effective instruction and equal access to academic opportunities for all students to occur through core program implementation, intervention courses and strategies (including the use of time), and acceleration prospects for all students; ☑ Implementing a strong TESOL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing; ☑ Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curriculum with a focus on the differentiating instructions to meet the individual needs of students; ☑ Increasing the instructional expertise and effective coaching strategies of all central office and school leaders; and ☑ Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for Assessment. 		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.					
Status (R/Y/G)	Report Out of CET Plan Implementation				
G	The Community Engagement Team will continue to meet to discuss and plan for school improvement. Other areas of focus for the group has been the professional development plan for the school, as well as, academic curriculum and instruction.				
Powers of the Receiver Describe the anticipated use of the School Receiver’s powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.					
Status (R/Y/G)	Report Out				
G	The Receiver continues to collaborate with the Distinguished Educator and school leadership around evaluating the effective practices implemented in the school. The Receiver, Acting Superintendent Armstrong, visits the school regularly and conducts conversations about student data, reflecting on the school’s improvement plan, checking-in on professional development efforts to improve teacher practices and student achievement.				
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part V – Budget – (As applicable)

<u>Budget Amendments</u>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

Part V – Budget – (As applicable)

Budget Amendments
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:</p> <ul style="list-style-type: none"> • SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <p>PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/</p>

Part VI: Best Practices (Optional)

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

Part VII - Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearing and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Ms. Regina Armstrong
Signature of Receiver: *Regina Armstrong*
Date: 7/31/19

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): Mrs. Isoken Irowa
Signature of CET Representative: *Isoken Irowa*
Title of CET Representative: President
Date: 7/30/19