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2021-2022 Receivership School Quarterly Report #2
Report Period: *October 16, 2021 – January 14, 2022 (Due January 28, 2022)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:			
Alverta B. Gray Schultz	280201030010	Hempstead Union Free Public District	FHI 360	https://www.hempsteadschools.org/			

Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Regina Armstrong Superintendent of Schools	Mr. Carey Gray Appointment Date:	Reina Jovin School Implementation Manager	7-8		1055	37%	12%	5%

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Executive Summary
Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. 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*.

Members of the Alverta B. Gray Schultz Middle School community believe the greatest resource and hope for the future of the Hempstead community and the country is the successful education of our children. Every student deserves a comprehensive education that is relevant, engaging, meaningful, and supported by skilled, committed, and caring teacher leaders who motivate and encourage them to embrace challenges, take risks, respect diversity, dream beyond their current realities, and develop into productive citizens that can compete in a rapidly changing world. With this belief in mind, we have established enduring goals to guide the implementation of key strategies. The goals are intended to be a catalyst for increasing student achievement and staff morale at A.B.G.S. Middle School while also serving as a pathway out of receivership.   The enduring goals for A.B.G.S Middle School are as follows:

●Create a positive learning environment that welcomes exploration and enhances student confidence
●Build high performing teams and develop an atmosphere of professional collaboration
●Utilize data to drive instruction and student development
●Ensure overall development in students including educational, moral, social, emotional, and physical life
● Cultivate systems that engage and support Parent and Community partners to effectively advocate for student learning and school improvement

As part of the final process of A.B.G.S. becoming an IB World School a verification visit from IB Educators must take place. The IB Coordinator has received tentative dates from IB for a verification visit on May 11, 2022 – May 12, 2022. The visit will be conduct as a virtual visit.

IB MYP (Middle Years Program) continues to serve as the foundation for inquiry- based instruction and transformational practices. The A.B.G.S. administrative team implemented procedures aligning our practices to the IB framework and a comprehensive transformational plan which has produced a systemic approach to inquiry-based instruction. The plan for success and instructional priorities for the 2021-2022 school year is that of using the International Baccalaureate (IB) Middle Years Program (MYP) framework of inquiry-based student-centered learning to drive instruction and improve academic achievement. This requires the full implementation of the MYP framework, which now includes a course in Design. The Design course will be taught concurrently and in conjunction with Visual Arts. All students at ABGS will take this course in Design as it is a requirement for an IB MYP Candidate School to become an authorized IB World School. We will continue to use Atlas Managebac to streamline curriculum which allows teachers to plan, share, and align practices, materials, and assessments to standards.

Monthly data meetings are conducted to determine student progress, performance levels and tiered interventions with modifications to instruction as deemed appropriate. On-going classroom walkthroughs with timely feedback to monitor instructional strategies and practices is consistently performed. Teachers and students engage in reflective practices and instructional staff are supported with on-going professional learning throughout the year. Through PLC's, Instructional Coaches support teachers in analyzing formative and summative assessment data and implementing instructional modifications to minimize instructional gaps and support the differentiated needs of our students. The school leader engages stakeholders

and collaborates with the CET (Community Engagement Team) to continue to support A.B.G.S as a community school model. Assistant Principals hold regular virtual check-in meetings with the student body and facilitate monthly parent meetings in addition to scheduled Parent-Teacher Conferences.

The school leader meets regularly with the school leadership team, Instructional Coaches (ELA, Math, Science, Social Studies, Data, IT, and ENL), school support team, and school security to ensure sustainability of systems and structures. Within the framework of an inquiry-based learning environment, the school building leader supports and fully implements instructional goals and priorities with the intent to meet and exceed all established progress targets with fidelity.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies since the first quarter. Include processes that were used to assess the **impact** of strategies implemented on student learning outcomes.

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2021-2022 Continuation Plan, with a focus on how evidence guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

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- The district should ensure that the implementation of lead strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should assess the impact of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve long-term sustainable growth.

Part I –*Lead Strategies for Improvement*

Lead Strategies for School Improvement		
List the 3-4 of core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.		
Quarterly Report #2 with Reflection on Lead Strategies Utilized during October 16, 2021 – January 14, 2022		
Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets. If a strategy was discontinued since the prior reporting period, please provide an evidence-based explanation for why it was discontinued and if/how a new strategy will be implemented in its place.
Implement the IB MYP Units of Inquiry Framework		The implementation of the IB Middle Years Program (MYP) Units of Inquiry Framework has led to students having more success with inquiry-based learning as indicated in the ELA data. As an IB MYP Candidate School, ABGS has implemented a high-quality balanced curriculum that supports the development of inquiry-minded students. With inquiry-based learning, students participate in hands on activities where they use their social skills to collaborate, communicate, and apply critical thinking skills. The full implementation of the MYP framework includes a course in Design that as of this school year 2021-2022 is being taught. The ABGS Art teachers completed a three-day IB workshop that informed their development of Design units of inquiry. We will continue to use Atlas Managebac to streamline curriculum which allows teachers to plan, share, and align best practices, materials, and assessments to standards. The Design course has had a positive impact for demonstrable improvement in ELA as it has impacted students research, critical thinking, synthesis, and analysis skills. See improvement on ELA chart. The Design course is taught concurrently and in conjunction with Visual Arts.

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Implementing a Data Driven Instructional Model		ABGS is implementing a four-step instructional model to use data to achieve demonstrable improvement. Including IReady, NWEA, Regents, State Assessments

Assess – Identify what assessments will be used to progress monitor formatively and summative, when it will be administered and collected, and persons responsible for delivery and collection

Analyze – Using assessment data identify performance strengths, needs, and trends at the school, classroom, and student level

Act – Based on the identified performance of students, make a plan to address needs, implement, and check for mastery.

Adopt – Change culture by ensuring that non-negotiable bi-weekly, monthly, and quarterly data meetings are held. These meetings will require agendas to be approved in advance and minutes with action steps will be provided to ensure accountability. |
| Implementation of Aligned Professional Development | | As outlined in the approved state approved continuation plan, we continue to hold Professional Development during Extended Wednesday meetings. Within these meetings we review data that has been identified and collected. From that collected data and analysis, the professional development needs are identified within two areas:

1. just-in-time instructional needs
2. ongoing professional development long term needs.

From quarter to quarter, we recognize that teachers need support specific to a content area and other supports that are routinely reviewed all year (i.e. content specific standards based support, technology needs on platforms, social emotional needs.) Based on data analysis, alignment of our professional development has focused on Black and ELL students.

ABGS Instructional Coaches benefit from district level professional development for coaches by attending monthly two-day in –person Coaching Cycle training from January 2022 – May 2022 such as Early Warning Indicators, Leader in Me and Data Informed practices. |

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| Implementation of Community School Model | | A collaboration of ABGS Middle School counselors, school social workers and the school Leadership Team have collectively worked towards maintaining an environment that is reflective of family and community partnerships and psychoeducation.

In our continued efforts to achieve progress towards our demonstrable improvement targets, we have developed a school wide system of support. This **Multi-Tiered System of Support (MTSS)** is our collaborative, evidence-based approach to differentiating and personalizing instruction and intervention, across academic, social-emotional learning and behavior for all students.

- Developed a school-wide system of student support.
- Ensure strong core instruction occurs in safe & supportive classroom settings.
- All staff will attend professional development training on Early Warning Systems (EWS) February 16th and March 16th on how to use screening data (Early Warning Indicator, EWI) to identify students in need of additional intervention assistance. This training will be ongoing. As part of our partnership with Family Health International (FHI)
- Establish school-based teams, ISS and RTI (Response to Intervention) who will design intervention plans for at-risk students to address their social emotional, behavioral, and academic needs and monitor their intervention progress.
- Created a *Calm Space* as an intervention for students and staff and to provide SEL counseling.
- Established a community food pantry *Market Place* to service families experiencing food insecurity.
- Coordinated wrap around support with colleges, universities, health care agencies such as Northwell Health and NYU/Langone, and community outreach groups to inform families and students.
- Developed and implemented a Child Study Team (See link below)

https://hufsd-my.sharepoint.com/:w:/g/personal/cgielarowski_hempsteadschools_org/EZEO7GEUa5NBtAoqA7tocO4B0FxqMx_w4CjbRB1zRgigiQ?email=cgray%40hempsteadschools.org&e=pKh7pG |

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Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators			
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.			
Quarterly Report #2 Reflection on Activities Completed for this Indicator during October 16, 2021 – January 14, 2022			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.

#33 3-8 ELA All Students MGP — Status: Green

Lead Strategies Used (Bolded means used)

1. **Implement the IB MYP Units of Inquiry Framework**
2. **Implementing a Data Driven Instructional Model**
3. Implementation of Aligned Professional Development
4. Implementation of Community School Model

Action Steps Followed

- Conducted walkthrough and classroom visitations to support implementation of IB units of inquiry.
- Instructional Coaches continue to use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and

Evidence Used to Determine Progress and Impact

Student performance in ELA, grades 7 and 8, were examined using the iReady assessment and comparing student performance to the fall administration to determine and quarter to quarter trend.

Quarter to Quarter Comparison ELA by Grade Level

	Grade 7-ELA			Grade 8-ELA		
	Fall	Winter	Change	Fall	Winter	Change
Mid or Above Grade Level	3%	4%	+1	7%	8%	+1
Early on Grade Level	7%	7%	NC	9%	10%	+1
One Grade Level Below	7%	9%	+2	13%	13%	NC
Two Grade Levels Below	4%	9%	+5	4%	5%	+1
Three of More Grade Levels Below	78%	69%	-9	67%	64%	-3

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the use of daily focus time on constructed response writing.
- Teachers utilize i-Ready online differentiated lessons to target students' specific needs.
- Monthly discussions to identify and focus on specific skill sets revealed by the data
- Teachers are using the following programs to meet the needs of all ELA students: · NEWSELA an online reading resource that has enhanced reading comprehension passages and also measures Lexile growth, I-Ready · Digital Subscription to Pearson Realize · My Perspective · Immersive Reader within Office 365
- Implementation of Vocabulary Enhancement- In a collaborative effort to build vocabulary- word definition and sentences are announced daily during the morning announcements

Data Trends for this Quarter
- The percentage of students in both grades 7 and 8 who were performing in three or more grade levels below decreased. The change was a decrease of 9 percentage points in grade 7 and 3 on grade 8. The decrease in this category led to increases in the one and two grade levels below categories.
- There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each)

Future Action Steps
- The ELA instructional coach will continue PLCs to use data in assisting ELA teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th and 8th grade data.

Description of Adjustments Made to Continuation Plan (If Any)
No adjustments were needed at this time.

#39 3-8 Math All Students MGP

Lead Strategies Used (Bolded and underlined means used)
1. Implement the IB MYP Units of Inquiry Framework
2. **Implementing a Data Driven Instructional Model**
3. Implementation of Aligned Professional Development
4. Implementation of Community School Model

Evidence Used to Determine Progress and Impact

Grade 7
Student performance is examined using the iReady for grade 7 math.

Quarter to Quarter Comparison Math by for Grade 7

	Grade 7-Math		
	Fall	Winter	Change
Mid or Above Grade Level	0%	2%	+2
Early on Grade Level	5%	8%	+3

Action Steps Followed

- Instructional Coaches use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.
- Math coach uses data from Right Path and Delta Math Assessments to assist math teachers with developing strategies to address deficiencies, as well as working with the data coach to assist teachers in accessing and interpreting student data.
- Delta Math digital online version and Go-Math consumable workbooks are being used for differentiated instruction, AIS, and RTI.

One Grade Level Below	19%	22%	+3
Two Grade Levels Below	14%	16%	+5
Three of More Grade Levels Below	62%	53%	-9

Data Trends for this Quarter

- The percentage of students who scored at early and mid/above grade level increased by 3 and 2 percentage points respectively.
- The percentage of students who scored three or more grade levels below decreased by 9 percentage points. The decrease in this category led to increases in the one and two grade levels below categories.

Future Action Steps:

- Math instructional coach will continue PLCs to use data in assisting math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th grade math data.

<u>**Grade 8**</u>

Student performance in grade 8 is examined using the Algebra 1 Regents Exam.

Performance on Baseline Algebra 1 Assessment Fall 2021

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Summary Chart ⓘ

Legend: ■ 1 ▨ 2
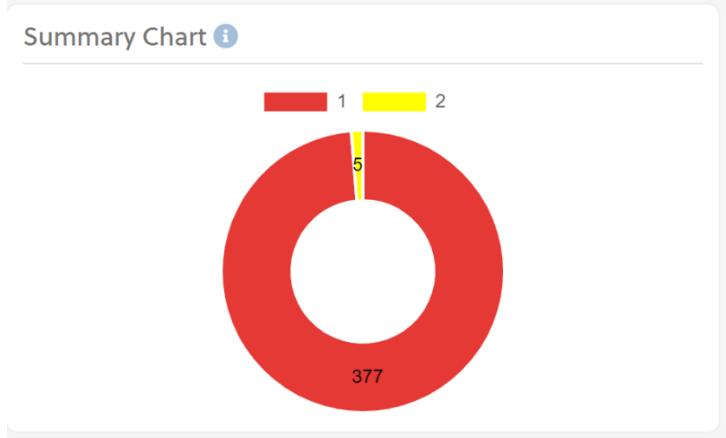
- 382 students were tested; 377 scored Level 1 and 5 scored level 2. The assessment calendar is attached with the dates for a mid and end of year/mock regents. This was a baseline assessment therefore the material is yet to be covered.

Exam	Date	Materials Required
Algebra Diagnostic	October 4-18, 2021	Laptop/Device
Algebra Midyear	January 24-28, 2022	Graphing Calculator
Algebra Mock (End of Year/PreRegents)	May 16-20, 2022	Scrap Paper
Benchmark 1	December 6, 2021	Pencil/Pen
Benchmark 2	April 11, 2022	
Algebra Regents	June 16, 2022 @9:15am	Graphing calculators, rulers, pens, pencils, accommodations list

- Right Path is being used for Assessment purposes in Algebra and the data will help to drive instruction.

Number of students tested: 382

Performance Level	Number of Students	Percentage of Students
1	377	98.6%
2	5	1.4%
3	0	
4	0	
5	0	

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Performance on Benchmark 1, Winter, December 6, 2021
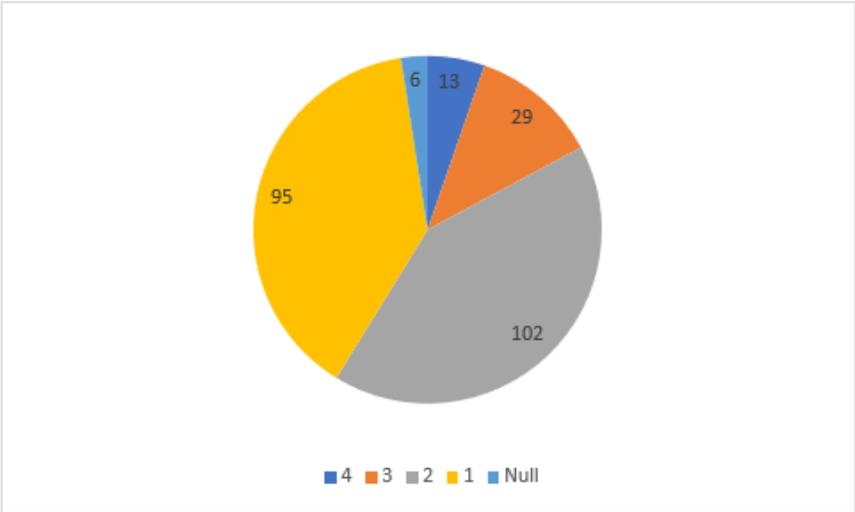
Percentages	Levels	Total
90 – 100	4	13
81 – 89	3	29
53 – 80	2	102
0 – 52	1	95
	Null	6

Data Trends for this Quarter

A total of 106 students passed the 1st Benchmark with scores between of 65 – 100 (43%), 36 students were near failing with scores between 55 – 64 (15%), 97 students failed with scores between 0 – 54 (40%) and 2% of the students did not finish the assessment.

Data Trends for this Quarter
- The standards assessed include A.REI.3, N.RN.3, and prerequisite standards 8EE7, 8NS1, 8NS2. 17% of students performed at mastery of 81 or higher. 42% scored between a 53 and an 80% and 39% scored below a 50.

Future Action Steps:
- Math instructional coach will continue to use PLC time to assist math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies.
- Teachers continue to review equations as part of their daily instruction while teaching current topics.

Description of Adjustments Made to Continuation Plan (If Any)
No adjustments were needed at this time.

#100 3 -8 ELA All Students Core Subject Performance Index

Lead Strategies Used (Bolded and underlined means used)
1. Implement the IB MYP Units of Inquiry Framework
2. **Implementing a Data Driven Instructional Model**
3. Implementation of Aligned Professional Development
4. Implementation of Community School Model

Action Steps Followed

- Walkthrough and classroom visitations to support implementation of IB units of inquiry.
- Instructional Coaches continue to use free periods to hold content and grade

Evidence Used to Determine Progress and Impact
Quarter to Quarter Comparison ELA by Grade Level

	Grade 7-ELA			Grade 8-ELA		
	Fall	Winter	Change	Fall	Winter	Change
Mid or Above Grade Level	3%	4%	+1	7%	8%	+1
Early on Grade Level	7%	7%	NC	9%	10%	+1
One Grade Level Below	7%	9%	+2	13%	13%	NC
Two Grade Levels Below	4%	9%	+5	4%	5%	+1
Three of More Grade Levels Below	78%	69%	-9	67%	64%	-3

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specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.

- *Actively Learn,* is a newly implemented online digital media resource that replaced the need for physical class sets novels. As mentioned previously, NewsELA, and Pearson Ed. Teachers use this tool for students to access digital novels used during instruction
- Implemented vocabulary enhancement- In a collaborative effort to develop vocabulary- word definition and sentences are announced daily during the morning announcements
- The following non-negotiable non-fiction reading strategies will be implemented across all content areas.

    o Pre-Reading
        - Build background knowledge before beginning to read.
        - Know the purpose for reading *(chronological information, compare & contrast, etc.)*
        - Identifying main idea- Ask what the text is about
        - Preview (the pictures, title, heading, boldface quotes, repeated words, graphs, etc.)
        - Make prediction (who, what, where, when, why and how)

Data Trends for this Quarter

- The percentage of students in both grades 7 and 8 who were performing in three or more grade levels below decreased. The change was a decrease of 9 percentage points in grade 7 and 3 on grade 8. The decrease in this category led to increases in the one and two grade levels below categories.
- There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each)

Future Action Steps:

- Instructional Coaches will continue to use free periods to hold content and grade specific meetings that address the use of best practices and the use of daily focus time on constructed response writing. All students will be exposed to constructed response questions weekly.
- Students will be assessed on constructed response questions for measurement purposes and to inform instruction.
- Continue to use *Actively Learn* digital media resource progress monitor usage and impact on vocabulary.

Description of Adjustments Made to Continuation Plan (If Any)

No adjustments were needed at this time.

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		• Break text into manageable chunks.
		
		○ During Reading
		  • Give complete attention to the reading task.
		  • Keep the purpose in mind.
		  • Self-monitor comprehension.
		  • Annotate text
		  • Re-read for understanding.
		  • Connect with text-compare learning with what he/she already knows. Has opinion about reading. (Text to Self)
		  • Ask what author is trying to say. (Identifying Author's Purpose)
		  • Using inference skills to make predictions
		  • Generate questions and seek answers.	

#110 3 -8 Math All Students Core Subject Performance Index

Lead Strategies Used (Bolded and underlined means used)
1. Implement the IB MYP Units of Inquiry Framework
2. **Implementing a Data Driven Instructional Model**
3. Implementation of Aligned Professional Development
4. Implementation of Community School Model

Action Steps Followed

Evidence Used to Determine Progress and Impact Grade 7
Student performance is examined using the iReady for grade 7 math.

Quarter to Quarter Comparison Math by for Grade 7

	Grade 7-Math		
	Fall	Winter	Change
Mid or Above Grade Level	0%	2%	+2
Early on Grade Level	5%	8%	+3
One Grade Level Below	19%	22%	+3

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- Instructional Coaches will continue to use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.
- Math coach continues to assist the Math team with developing strategies to address deficiencies as well as working with the data coach to assist teachers with locating and interpreting student data.
- The Math Coach continues to support professional learning to build capacity and enhance pedagogy amongst teachers.
- Delta Math digital online version and Go-Math consumable workbooks are being used for differentiated instruction, AIS and RTI.

Two Grade Levels Below	14%	16%	+5
Three or More Grade Levels Below	62%	53%	-9

Data Trends for this Quarter
- The percentage of students who scored at early and mid/above grade level increased by 3 and 2 percentage points respectively.
- The percentage of students who scored three or more grade levels below decreased by 9 percentage points. The decrease in this category led to increases in the one and two grade levels below categories.

Future Action Steps:
- Math instructional coach will continue to use PLC time to assist math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies.
- Teachers continue to review skills and content as part of their daily instruction while teaching current topics.

Grade 8
Student performance in grade 8 is examined using the Algebra 1 Regents Exam.

Performance on Baseline Algebra 1 Assessment
Number of students tested: 382

Performance Level	1st Administration	2nd Administration	
1	98.6%	TBA	
2	1.4%		
3	0		

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| 4 | 0 | | |
| 5 | 0 | | |

- **Future Action Steps**: Math instructional coach will continue to use PLC time to assist math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies.
- Teachers continue to review equations as part of their daily instruction while teaching current topics.

#150 Grades 4 and 8 Science All Students

Lead Strategies Used (Bolded and underlined means used)
1. **Implement the IB MYP Units of Inquiry Framework**
2. **Implementing a Data Driven Instructional Model**
3. Implementation of Aligned Professional Development
4. Implementation of Community School Model

Action Steps Followed
- Grade-level teams are aligning IB Units of inquiry to NYS Learning, Regents, and Next Generation Learning Standards.
- Collaborative creation of Scope and Sequence including recommended pacing.
- Walkthroughs and visitations continue to ensure consistency and continuity in instruction and social emotional learning.

Evidence Used to Determine Progress and Impact
Student performance is examined using baseline Grade 8 Living Environment Assessment created in Castle Learning which is an online program where teachers can search for content related questions to create their own assignments and assessments.

8th Grade Living Environment

	Standard 1.3.1	Standard 4.1.2	Standard 4.1.3	Standard 4.5.1	Standard 4.6.1	Standard App A	Standard (HS.LS1.A)	Standard (HS.LS1.C)
Fall Benchmark % Student Mastery	35%	26%	25%	42%	34%	30%	30%	36%
Winter Benchmark % Student Mastery	68%	59%	64%	55%	73%	57%	60%	48%
Percent Change	94%	127%	156%	31%	115%	90%	100%	33%

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- Implementation of nonfiction reading strategies with a focus on content specific vocabulary.
- Introduction of Webb's DOK (Depth of Knowledge) to ensure rigorous core instruction.

- There was over a 30% increase in student mastery of standards that were assessed for Grade 8 Living Environment.
- The data shows that standards 4.5.1 and HS.LS.C showed the least amount of growth and will be the focus of strategies to increase student mastery percentage.

Future Action Steps
- Science anchor charts will be developed and posted in each classroom
- Ensuring instructional time is scheduled for support and completion of quarterly projects.
- Posting of interactive student lab charts in each classroom indicating student current lab minutes and progress towards completion of total state lab minutes.

Description of Adjustments Made to Continuation Plan (If Any)

No adjustments were needed at this time.

#160 Chronic Absenteeism -All students

Lead Strategies Used (Bolded and underlined means used)
1. Implement the IB MYP Units of Inquiry Framework
2. **Implementing a Data Driven Instructional Model**
3. **Implementation of Aligned Professional Development**
4. Implementation of Community School Model

Action Steps Followed
- All staff attended Professional Development on Early Warning Systems to specifically target chronic absenteeism
- Collaborating with lead agency FHI 360 (formerly Family Health International) and ABGS Administrative team, in

Evidence Used to Determine Progress and Impact

ABGS Student Attendance 2021-2022: Grade 7

Enrollment	Daily Percent of Students Absent	Number of Students Chronically Absent	Percent of Students Chronically Absent
503	12%	184	36%

ABGS Student Attendance 2021-2022: Grade 8

Enrollment	Daily Percent of Students Absent	Number of Students Chronically Absent	Percent of Students Chronically Absent

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		conjunction with Parent University to increase: • Attendance awareness • Monitoring daily attendance • Implementation of initiatives around identifying students displaying early warning indicators. • Establishing mentoring cohorts.	542	12%	238	44%

Description of Adjustments Made to Continuation Plan (If Any)
No adjustments were needed at this time.

Part III – *Demonstrable Improvement Indicators-Level 2*

Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.

Quarterly Report #2 Reflection on Activities Completed for this Indicator during October 16, 2021 – January 14, 2022			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
#2 Plan for and Implement Quality Community School Model		**Lead Strategies Used (Bolded and underlined means used)** 1. Implement the IB MYP Units of Inquiry Framework 2. Implementing a Data Driven Instructional Model 3. **Implementation of Aligned Professional Development**	**Evidence Used to Determine Progress and Impact** | Number of Students who Attended the Calm Space		Number of Families Served by Market Place	| |---|---|---|---| | Q1 | Q2 | Q1 | Q2 |

104	150	140	N/A

4. Implementation of Community School Model

Action Steps Followed

The strategies and actions that were implemented to support progress for the Community School implementation have been through an ongoing collaboration between Administration, the Community Engagement Team, and their Lead Partner FHI 360. During this period students were not in attendance for general education from July to August. Students resumed full instruction in-person in September. Collaborative effort of Community School implementation has been intentionally geared towards providing support in specific areas:

- **Mental Health Supports-**
  - Through our partnership with Adelphi University in facilitating the Derner Hempstead Child Clinic the school community had access to year-round telehealth services and support. Households will receive telehealth services in reference to individual and group counseling inclusive of parent support groups. In addition, Derner Child clinic has increased their capacity in which they will also support parents in the form of support groups.
- **Partnerships-**
  - Through our partnership with varying community-based organizations and state funded programs students will be able to take advantage of remote extra-curricular activities that were geared towards mentorship, character development, career readiness and financial awareness.
- **Food Security-**
  - In partnership with the lead agency FHI360, the ABGS middle school was successful in securing a school-based pantry (referenced ABGS

Data Trends for this Quarter

Currently we do not have enough data to identify trends

Future Action Steps

- Continue to promote students utilizing the calming space to support SEL .
- Continue community outreach to inform of food pantry.

Description of Adjustments Made to Continuation Plan (If Any)

No adjustments were needed at this time.

Marketplace) contract. The Marketplace will not only provide perishable and non-perishable items but also social service screening in efforts to support student households with ongoing support and services.

- **Parent Engagement-**
  - Through partnerships with community-based organizations such as Ramapo for Children and the Derner Child Hempstead Clinic, monthly parent engagement opportunities will be provided to the parent community on a rotation basis that results in parent workshops.
- **Mentorship-**
  - Through the support of our newly onboard Family Engagement Coordinator, ABGS middle school has made great gains in mentorship of 7th and 8th grade students. Through our partnerships with New York State My Brothers Keeper via HUFSD, over 200 students are dispersed between middle school and high school.

The school administration also facilitated 4 virtual parent engagement opportunities geared toward progress updates for students and those in need of support and services.

#35 3-8 ELA Black Students MGP		

Lead Strategies Used (Bolded and underlined means used)

1. **Implement the IB MYP Units of Inquiry Framework**
2. **Implementing a Data Driven Instructional Model**
3. Implementation of Aligned Professional Development
4. Implementation of Community School Model

Action Steps Followed

Evidence Used to Determine Progress and Impact

African American/Black student performance in ELA, grades 7 and 8, were examined using the iReady assessment and comparing student performance to the fall administration to determine and quarter to quarter trend.

African American/Black Quarter to Quarter ELA Comparison

	Grade 7-ELA			Grade 8-ELA		
	Fall	Winter	Change	Fall	Winter	Change
Mid or Above Grade Level	3%	3%	NC	6%	13%	+7

Early on Grade Level	7%	4%	-3	13%	10%	-3
One Grade Level Below	11%	14%	+3	13%	14%	+1
Two Grade Levels Below	5%	8%	+3	10%	2%	-8
Three of More Grade Levels Below	74%	71%	-3	59%	62%	+3

- Implementing the framework Through curriculum with IB units of Inquiry.
- Walkthroughs and classroom visitations ensure teachers are utilizing IB units of inquiry.
- Teachers are using the following programs to meet the needs of all ELA students: · NEWSELA · I-Ready · Digital Subscription to Pearson Realize · My Perspective· Immersive Reader within Office 365
- The following non-negotiable non-fiction reading strategies will be implemented across all content areas.

  o Pre-Reading
    - Build background knowledge before beginning to read.
    - Know the purpose for reading *(chronological information, compare & contrast, etc.)*
    - Identifying main idea- Ask what the text is about
    - Preview (the pictures, title, heading, boldface quotes, repeated words, graphs, etc.)
    - Make prediction (who, what, where, when, why and how)
    - Break text into manageable chunks.

  o During Reading
    - Give complete attention to the reading task.
    - Keep the purpose in mind.
    - Self-monitor comprehension.
    - Annotate text
    - Re-read for understanding.
    - Connect with text-compare learning with what he/she already knows. Has opinion about reading. (Text to Self)

Data Trends for this Quarter and Future Action Steps

- There was an increase in the percentage of students who scored mid or above grade level (an increase of 1 percentage point.)
- There was a decrease of 3 percentage points in the number of students who performed at two grade levels below.

Description of Adjustments Made to Continuation Plan (If Any)

No adjustments were needed at this time.

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		▪ Ask what author is trying to say. (Identifying Author's Purpose) ▪ Using inference skills to make predictions ▪ Generate questions and seek answers.	

# 37 3-8 ELA ELL Students MGP		**Lead Strategies Used (Bolded and underlined means used)** 	
		1. Implement the IB MYP Units of Inquiry Framework
		2. **Implementing a Data Driven Instructional Model**
		3. Implementation of Aligned Professional Development
		4. Implementation of Community School Model
		
		Action Steps Followed
		● We will utilize the ENL instructional coach to provide PLCs and professional development to staff on strategies that engage ELL students.
		● All ELLs and students with IEPs are ELA students. Use data from NYSESLAT, I-Ready, and NYS ELA aligned local assessments to develop best instructional strategies to increase achievement and differentiate the learning.
		● The following non-negotiable non-fiction reading strategies will be implemented across all content areas.
		
		    ○ Pre-Reading
		        ▪ Build background knowledge before beginning to read.
		        ▪ Know the purpose for reading *(chronological information, compare & contrast, etc.)*
		        ▪ Identifying main idea- Ask what the text is about
			Evidence Used to Determine Progress and Impact
			ELL student performance in ELA, grades 7 and 8, were examined using the iReady assessment and comparing student performance to the fall administration to determine and quarter to quarter trend.

ELL Quarter to Quarter ELA Comparison

	Grade 7-ELA			Grade 8-ELA		
	Fall	Winter	Change	Fall	Winter	Change
Mid or Above Grade Level	1%	0%	-1	0%	1%	+1
Early on Grade Level	1%	4%	+3	1%	2%	+1
One Grade Level Below	1%	2%	+1	2%	2%	NC
Two Grade Levels Below	2%	5%	+3	2%	2%	NC
Three of More Grade Levels Below	95%	89%	-6	95%	93%	-3

Data Trends for this Quarter and Future Action Steps
- There was an increase in the percentage of students who scored early on grade level (an increase of 1 percentage point.)
- The percentage of ELL students in both grades 7 and 8 who were performing in three or more grade levels below decreased by 4 percentage points.

Description of Adjustments Made to Continuation Plan (If Any)
No adjustments were needed at this time.

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		▪ Preview (the pictures, title, heading, boldface quotes, repeated words, graphs, etc.) ▪ Make prediction (who, what, where, when, why and how) ▪ Break text into manageable chunks. o During Reading ▪ Give complete attention to the reading task. ▪ Keep the purpose in mind. ▪ Self-monitor comprehension. ▪ Annotate text ▪ Re-read for understanding. ▪ Connect with text-compare learning with what he/she already knows. Has opinion about reading. (Text to Self) ▪ Ask what author is trying to say. (Identifying Author's Purpose) ▪ Using inference skills to make predictions ▪ Generate questions and seek answers.	

#43 3 -8 Math ELL Students MGP

Lead Strategies Used (Bolded and underlined means used)

1. Implement the IB MYP Units of Inquiry Framework
2. Implementing a Data Driven Instructional Model
3. **Implementation of Aligned Professional Development**
4. Implementation of Community School Model

Action Steps Followed

- Utilize the ENL instructional coach to provide PLCs and professional development to staff on strategies that engage ELL students.

Evidence Used to Determine Progress and Impact

Grade 7

ELL Quarter to Quarter Math Comparison

	Grade 7-Math		
	Fall	Winter	Change
Mid or Above Grade Level	0%	0%	NC
Early on Grade Level	0%	1%	+1
One Grade Level Below	7%	14%	+7
Two Grade Levels Below	8%	18%	+10

Three of More Grade Levels Below	85%	68%	-17

- All ELLs and IEPs students are Math students. Use data from NYSESLAT, I-Ready, and Local Assessment exams to develop best instructional strategies to increase achievement and differentiate the learning.

Data Trends for this Quarter
- The percentage of students in grade 7 who were performing in three or more grade levels below decreased. The change was a decrease of 17 percentage points. The decrease in this category led to increases in the one, two, and early on grade level categories.
- There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each)

Future Action Steps
- Math instructional coach will continue to use PLC time to assist math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies.
- Teachers continue to review equations as part of their daily instruction while teaching current topics.

Grade 8

ELL Quarter to Quarter Grade 8 Math Comparison

Performance Level	Number of Students	Percentage of Students
1	377	98.6%
2	5	1.4%
3	0	
4	0	
5	0	

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		Future Action Steps • Math instructional coach will continue to use PLC time to assist math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies. • Teachers continue to review equations as part of their daily instruction while teaching current topics. **Description of Adjustments Made to Continuation Plan (If Any)** No adjustments were needed at this time.
#48 3 -8 ELA ELL Level 2 and above Gap with non - ELL Students		**Lead Strategies Used (Bolded and underlined means used)** 1. Implement the IB MYP Units of Inquiry Framework 2. Implementing a Data Driven Instructional Model 3. **Implementation of Aligned Professional Development** 4. Implementation of Community School Model **Action Steps Followed** • Utilize the ENL instructional coach to provide PLCs and professional development to staff on strategies that engage ELL students. • All ELLs and IEPs students are Math students. Use data from NYSESLAT, I-Ready, and Local Assessment exams to develop best instructional strategies to increase achievement and differentiate the learning	**Evidence Used to Determine Progress and Impact** (see tables below)

ELL/Non-ELL Quarter to Quarter Comparison ELA by Grade 7

	ELL			Non-ELL		
	Fall	Winter	Change	Fall	Winter	Change
Mid or Above Grade Level	1%	0%	-1	5%	7%	+2
Early on Grade Level	1%	4%	+3	13%	9%	-4
One Grade Level Below	1%	2%	+1	15%	17%	+2
Two Grade Levels Below	2%	4%	+2	6%	16%	+10
Three of More Grade Levels Below	96%	90%	-6	61%	51%	-9

ELL/Non-ELL Quarter to Quarter Comparison ELA by Grade 8

	ELL			Non-ELL		
	Fall	Winter	Change	Fall	Winter	Change
Mid or Above Grade Level	0%	1%	+1	12%	13%	+1

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Early on Grade Level	1%	2%	+1	15%	15%	NC
One Grade Level Below	2%	3%	+1	20%	20%	NC
Two Grade Levels Below	3%	2%	-1	7%	7%	NC
Three of More Grade Levels Below	95%	92%	-3	48%	46%	-2

Data Trends for this Quarter

- The percentage of ELL students in both grades 7 and 8 who were performing three or more grade levels above decreased. The change was a decrease of 6 percentage points in grade 7 and 3 in grade 8. The decrease in this category led to increases in the one and two grade levels below categories.
- The percentage of Non-ELL students in both grades 7 and 8 who were performing in three or more grade levels above decreased. The change was a decrease of 9 percentage points in grade 7 and 2 in grade 8. The decrease in this category led to increases in the one and two grade levels below categories.
- The percentage of ELLs mid or above grade level decreased by 1 percentage point in grade 7 and there was no change in the grade 8 Non-ELLs who were two, one, and early on grade level.
- There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each)

Future Action Steps

- Math instructional coach will continue to use PLC time to assist math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies.

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		• Teachers continue to review equations as part of their daily instruction while teaching current topics **Description of Adjustments Made to Continuation Plan (If Any)** No adjustments were needed at this time.

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)

The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school's improvement plan, should be addressed in response to the prompts below.

Report Out of 2021-22 CET Plan Implementation	
• List the categories of stakeholders that have participated as members this reporting period. • Include any changes made to the CET's membership since the development of the Quarter #1 Report. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.

Stakeholders:
• Superintendent and Cabinet
• Principal Administrative Team
• Community Members
• Community Based Organizations such as: Derner Hempstead Child Clinic
• School staff inclusive of:
   o Deans, Teachers, School Clinical Team, School Counselors (Both General and Special Education)
   o Media Specialist
   o Family and Community Engagement Coordinator
District facilities representative
	Through the recommendations made by the CET during the 2021-22 school year, the Schools Improvement Plan reflects an extensive response to strategically addressing and supporting the students as they transition back into a completely in-person classroom setting. This targeted support will consist of:
	• Social/emotional learning for students and staff
	• Ongoing professional development for staff
	• Parental support workshops by various community-based organizations
	• Ongoing promotion of social emotional learning through various methods such as publication, social media platform, electronic announcements, and school newsletter and website.
	• Collaborative round table to brainstorm supporting the school administration to reach demonstrative indicator targets.
	Ongoing student representation and collaboration geared towards promotion of social emotional learning through student government, coffee with the principal initiative, student publication and International Baccalaureate initiatives.

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Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

The Receiver has utilized her authority to ensure that students' academic needs are consistently met by requesting support from the Commissioner on the following

arbitrated issues with the teacher union:

· 80-minute block scheduling

· Creating protocols to address teacher attendance

· Instructional coaches will be able to participate in peer mentoring

The Receiver also negotiated a Memorandum of Agreement to hire and sustain administrators with bilingual credentials to address the growing bilingual student population's academic

and socio-emotional needs.

In August 2021, a response from the NYSED Commissioner concerning the request for support yielded favorable supports. The request for block scheduling, teacher

assignment, and peer mentoring were all supported by the NYSED Commissioner. The other areas were viewed as contractual issues answered in the language of the

teachers' contract and mentioned to be considered similar to the Receiver's perspectives. The Receiver will continue to make decisions and take actions that immediately

address the wellbeing of the entire ABGS community.

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Part VI – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print): Ms. Regina Armstrong
Signature of Receiver:
Date: 1/28/2022

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): Ms. Linda St. John
Signature of CET Representative:
Title of CET Representative: IB Coordinator
Date: 1/28/2022