2021-2022 Receivership School Final Report and 2022-2023 Continuation Plan

Final Report: *April 15, 2022, to June 30, 2022*
Continuation Plan for the 2022-2023 School Year

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

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 submitted under the "2022-2023 School Year Continuation Plan" heading should directly align with, or be adaptations to, the previously approved intervention plans and **require explicit engagement and input from community engagement teams (CET).**

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
Alverta B. Gray Schultz				7-8	1055	37%	12%	5%

Regina Armstrong Superintendent of Schools	Mr. Carey Gray	Reina Jovin School Implementation Manager						
	Appointment Date: 01/06/20							

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. 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_. Any links included must be made publicly available prior to submitting the report.

The Alverta B. Gray Schultz Middle School community members 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

A.B.G.S. has completed the final authorization process and as of June 6, 2022, is now an authorized International Baccalaureate (IB) World School for the Middle Years Programme (MYP). As an IB MYP World School, the MYP will continue to serve as the foundation for inquiry- based instruction and transformational practices. The A.B.G.S. administrative team will continue aligning our practices to the IB framework, which has produced a systemic approach to inquiry-based instruction and provided a framework of student-centered learning to drive instruction and improve academic achievement.

Monthly data meetings continue to be held 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. Instructional Coaches use PLCs to support teachers in analyzing formative and summative assessment data and to implement instructional modifications to minimize gaps and support the differentiated needs of all students. The Principal 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 meetings with the student body and facilitate parent meetings in addition to scheduled Parent-Teacher Conferences.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter and to identify the key strategies that will be addressed in the 2022-2023 Continuation Plan.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter **4 to assess the impact** of strategies implemented on student learning outcomes.

- When responding to prompts pertaining to the *2022-23 School Year Continuation Plan*, include processes for **assessing impact** on student learning outcomes that will be implemented during the new school year.

The 2022-2023 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year and is intended to create a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The district should ensure that the implementation of lead strategies addresses 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		
Include 3-4 core lead strategies that are central to the school's improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.		
Final Report and Reflection on Lead Strategies Applied during April 15, 2021 - June 30, 2022		**Lead Strategies that will Guide the 2022-23 School Year Continuation Plan**
List the lead strategies that guided the school's improvement work during the 2021-22 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead	List the lead strategies that will guide the school's improvement plan during the 2022-23 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.

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strategy will be maintained during the next school year.	
1. IB MYP Units of inquiry framework	**1. IB MYP Units of inquiry framework**
The mission of the International Baccalaureate Programme is to develop inquiring, knowledgeable young people who are immersed in inquiry -based instruction that combines relevant knowledge, experience, and critical thinking to solve problems.	The mission of the International Baccalaureate Programme is to develop inquiring, knowledgeable young people who are immersed in inquiry -based instruction that combines relevant knowledge, experience, and critical thinking to solve problems.
As an authorized IB MYP World 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 build relationships.	As an authorized IB MYP World 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 build relationships.
Using the IB framework, students will realize that learning can be fun and is not limited to school but happens everywhere and all the time. This strategy will be maintained for the 2022-2023 school year.	Using the IB framework, students will realize that learning can be fun and is not limited to school but happens everywhere and all the time. This strategy will be maintained for the 2022-2023 school year.
2. Data Driven Instruction	**2. Data Driven Instruction**
The collection of data to drive instruction would encompass the elements of meaningful learning and agency. Every child is engaged in meaningful learning that is relevant to them and allows them to self-reflect and self-assess and take ownership of their learning.	Based on the 2021-2022 school data, a continuous cycle for improvement through the examination of data to identify patterns and trends to inform instruction and support is warranted, which encompasses the following:
As an IB MYP World School self-reflection and assessment are pivotal to the development of inquiry- based units. The inquiry-based units ask students and teachers to self-assess and self-reflect before and after each unit.	• Reviewing data from the previous school year and continue to use PLCs to review data and establish student and class specific goals. • Teachers will continue to analyze data to inform conversations about best practices and implementation of short

	This strategy will be maintained for the 2022-2023 school year.	and long-term goals. Continuing the building-wide tiered intervention and reassessment plan for areas of challenges. • Early Warning Indicator (EWI) Child Study Team
3. Professional Development	When teachers receive meaningful l professional development, it directly affects student achievement. Increased professional development was connected to student data, promoting IB readiness school wide, vertical alignment, and technology usage across grades. Professional opportunities for staff consisted of curriculum, instruction, assessment, and topics related to diversity, equity, and inclusion; and implementation of IB practices in the classroom. This strategy will be maintained for the 2022-2023 school year.	3. Professional Development
		Based on School Comprehensive Educational Plan (SCEP) surveys, teachers have voiced the concern for the need of more targeted professional development. In addition, based on evaluative instructional practices by the administrative team, more prescriptive professional development is needed. Professional development is vital to the growth of staff, building connections with the community, and ensuring vertical alignment occurs throughout the building. Instructional Coaches will facilitate summer curriculum writing workshops within content areas. All professional development supports the IB MYP World School framework.
4. Implementation of Community School Model • Social Emotional Learning (SEL) • Family Community Partnerships • Coordinated and Integrated Wraparound Supports	In order to develop students who are productive citizens that face challenges as they arise, ABGS Middle School believes in educating the whole child. As an IB MYP World School, our goal is to strive to create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration. This strategy will be maintained for the 2022-2023 school year.	4. Implementation of Community School Model • Social Emotional Learning (SEL) • Family Community Partnerships • Coordinated and Integrated Wraparound Supports
		Students shared in the SCEP survey the following Social, Emotional, and Learning (SEL) concerns: the need for staff to be more sociable, speak with students about their opinions, take time to ask how they are doing in school/home and to listen to their concerns. In order to develop students who are productive citizens that face challenges as they arise, ABGS Middle School believes in educating the whole child. As an IB MYP World School we

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will continue to strive to enhance social and emotional competencies including improving self- esteem and developing empathy and respect for each other, thus supporting the IB MYP goal of preparing students to build their capacity to participate in the world around them.	
The school found a need for improvement in fostering relationships with families using a variety of measures. We will work in collaboration with community organizations to support inquiry- based learning, the development of 21st Century skills, and promote school improvement.	

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 will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.

Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021- June 30, 2022	2022-2023 School Year Continuation Plan for Meeting this Indicator
	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 period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities**, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? • Provide a data-informed rationale for the strategies and action steps indicated. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.

#33 3-8 ELA All Students MGP	For the 2021-2022 school year, Alverta B. Gray Schultz Middle School continued to focus on skills. Through weekly meetings, the ELA Instructional Coach provided teachers with support by facilitating Professional learning Communities (PLC's), that support peer collaboration and training in the use of data, to drive instruction.	The specific strategies and action steps we will implement for the 2022-2023 school year are as follows
	• Administrators and IB Coordinator continued to collaborate with the ELA instructional coach and ELA Team, utilizing an established framework that outlined dates for assessments. Quarterly Benchmark assessments were used to monitor the progress of students • Implemented the full IB framework by ensuring uniform usage of IB Units of Inquiry • We continued to use our prep-time that is designated for the ELA coach to hold content and grade specific meetings that addressed the use of best practices within the classroom and the use of daily focus time on constructed response writing. • ELA coach continued to assist the ELA team with developing strategies to address deficiencies as well as working with the data coach to assist teachers with locating and interpreting student data. • Through PLCs the ELA coach continued to support professional learning to build capacity and enhance pedagogy amongst teachers. • Administrators, IB Coordinator, and Instructional Coaches offered content specific training through Extended Wednesday workshops and online workshops, and webinars **Enhancement** • Enhanced training in Microsoft office TEAMS learning platform • Digital Subscription to Savvas Learning ELA resource "My Perspectives" • Follow up professional development was provided to teachers to reinforce understanding and usage of the program. • Ongoing ELA based Professional Learning to build capacity and enhance pedagogy. Teachers used the following programs to meet the needs of ELA students: • Newsela • Vocabulary.com • *Booknook* – One to one reading tutorial	• Instructional Coaches will facilitate summer curriculum writing workshops within content areas from July 5, 2022 – August 15, 2022. • Continuing use of the IB Units of Inquiry to ensure uniform instructional practices. • Walk throughs and observations of instruction to ensure teachers are utilizing IB units of inquiry. • Provide teachers and staff with ongoing feedback and support to improve instructional practices. • School master schedule will reflect dedicated time for weekly vertical and horizontal collaborative planning of IB Units of Inquiry. • Teachers will utilize I-Ready online differentiated lessons to target students' specific needs. • Monthly data meetings will be held to monitor student usage of I-Ready and monitor student progress and growth h. • leadership team will meet quarterly to analyze data from I-Ready student Baseline, Benchmark, and Summative Assessments to determine next steps. • Ongoing ELA/Math based Professional Learning to build capacity and enhance pedagogy. • Teachers and staff will attend Weekly Extended Wednesday professional development workshops facilitated by curriculum consultants, IB Coordinator, Instructional Coaches, and School Leaders. • Teachers will receive ongoing training on how to access, analyze and interpret student data. • Baseline assessment data will determine the student pathway lessons, RTI and AIS interventions. • Teachers will have data discussions with students based on their diagnostic results and set short- and long-term goals. **Enhancements we will continue to use for the 2022-2023 school year** • Digital Subscription to Savvas Learning ELA resource "My Perspectives" • Continue to monitor teacher usage and understanding of enhancement programs to inform the need for further professional development. • Ongoing ELA based Professional Learning to build capacity and enhance pedagogy. Teachers will continue to use the following programs to meet the needs of all ELA students: • Newsela • Vocabulary.com

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- *Actively Learn* – online digital media resource that replaced class sets of novels.
- I-Ready to monitor student improvement
- Digital Subscription to Savvas Realize Learning Management System
- Immersive Reader within Office 365

The tables below compare the students grade level scores on the I-Ready Diagnostic for Reading in grades 7 and 8, and Math in grade 7. The data compares the Diagnostic scores from Fall 2021 to scores in Spring 2022. The data tables include the percent of students that scored in each category and the percentage of students that tested.

Grade 7 Reading Diagnostic Data	Mid or Above Grade Level	Early on Grade Level	1 Grade Level Below	2 Grade Levels Below	3 or more Grade Levels Below
Fall 2021	3%	8%	8%	5%	76%
Spring 2022	6%	7%	9%	7%	71%
Percent Change	3%	1%	1%	2%	5%

Total Tested:	Percent Tested
488/503	97%

Grade 7: Reading
- Decrease of 5% of students that are 3 or more grade levels below
- Increase of 2% in students that are 2 grade levels below
- Increase of 1% in students that are 1 grade level below
- Decrease of 1% in students that are early on grade level

- *Booknook* – One to one reading tutorial
- *Actively Learn* – online digital media resource that replaced class sets of novels.
- I-Ready to monitor student improvement
- Digital Subscription to Savvas Realize Learning Management System
- Immersive Reader within Office 365

Benchmark data and standard based assessments will help to monitor and gauge growth.
- Utilize benchmarks and standards-based assessment data to drive instruction and for students to self-reflect on their learning:
- Administer I-Ready adaptive diagnostic three times a year in math and reading.
- Science and Individuals & Societies will provide a Baseline, Mid-Term, and Summative standards -based assessment.
- Teachers will attach standards to assessments in Schoology to gather data on whether students are meeting the standards in each unit.

Establish School Data Team:
- A school data team comprised of teachers, instructional coaches, and administrators will meet monthly to hold discussions on data and develop shared strategies that can be implemented to improve instruction. Review data from previous school year and have vertical PLCs to set up student and class specific goals. Data will be used to calibrate instructional practices, procedures, and next steps on how to move forward.
- Content -areas will agree on a specific skill set to focus on monthly. A building-wide intervention and reassessment plan will be created and used as a tool for areas of weakness.
- Create teams to align skill sets and best practices. Teachers will collaborate across grade levels to share resources and plans for addressing the needs of students.
- All ELLs and IEP students are ELA students. Use data from NYSESLAT, I-Ready, and NYS ELA exams to develop best instructional strategies to increase achievement.

Continue Early Warning Indicator (EWI) Child Study Team
- Provide consultative, evaluative, and prescriptive services for students who are experiencing. academic and social and emotional difficulties utilizing community partnerships.
- EWI team shall consist of teachers, administrators, psychologists, social workers, a special education teacher, a teaching assistant, one special area teacher, a health teacher, community aide, nurse, school counselor

- Increase of 3% of students that are middle or above grade level

- Data from EWI Child Study Team will be used to inform the development of building wide Multi-Tiered Systems of Support
- Monthly or bi-monthly meetings will occur to discuss students and the school climate

Professional Development

- To increase student achievement across all subgroups, professional development in relation to diversity, equity, and inclusion will be provided to all teachers and staff
- Provide students and staff with surveys related to diversity and how they feel about diversity within the school. The results of the surveys will gauge the attitudes of staff and students.
- To increase class participation of ELLs and IEP students, utilize the ENL curriculum coach to provide PLCs and professional development to staff on strategies that engage ELL students
- Provide PLCs and professional development to staff on strategies that engage ELL students.
- The technology coach will provide professional development training for the staff on the platforms and programs used by the school district. This will promote an increase in the use of the various platforms used by the district (e.g., I-Ready, Schoology, Microsoft Teams, Savvas, etc.) to increase student engagement and achievement

The specific strategies and action steps we will implement for the 2022-2023 school year are as follows:

- Administrators and IB Coordinator will continue to collaborate with the Math Instructional coach and Math Team, utilizing an established framework that outlined

Grade 8 Reading Diagnostic Data

Grade 8	Mid or Above Grade Level	Early on Grade Level	1 Grade Level Below	2 Grade Levels Below	3 or more Grade Levels Below
Fall 2021	6%	8%	13%	5%	68%
Spring 2022	10%	12%	14%	6%	58%
Percent Change	4%	4%	1%	1%	10%

Total Tested:	Percent Tested
514/544	94%

Grade 8 Reading:

- Decrease of 10% in students that are 3 or more grade levels below
- Increase of 1% in students that are 2 grade levels below and 1 grade level below
- Increase of 4% in students that are early on grade level
- Increase of 4% in students that are mid or above grade level

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#39 3-8 Math All Students MGP

For the 2021-2022 school year, Alverta B. Gray Schultz Middle School continued to focus on skills. Through weekly meetings, the Math Instructional Coach provided teachers with support by facilitating Professional Learning Communities (PLCs), that support peer collaboration and training in the use of data to drive instruction.

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- Administrators and IB Coordinator continued to collaborate with the Math Instructional coach and Math Team, utilizing an established framework that outlined dates for assessments. Quarterly Benchmark assessments were used to monitor progress of students.
- Implemented the full IB framework by ensuring uniform usage of IB Units of Inquiry
- We continued to use prep-time that is designated for the Math coach to hold content and grade specific meetings that addressed the use of best practices within the classroom and the use of daily focus time on constructed response writing.
- Math coach continued 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 through PLCs continued to support professional learning to build capacity and enhance pedagogy amongst teachers.
- Administrators, IB Coordinator, and Instructional Coaches offered content specific training through Extended Wednesdays and online webinars.

Enhancement
  o Enhanced training in Microsoft office TEAMS learning platform
  o Digital Subscription to Savvas enVison Math
  o Follow up professional development was provided to teachers to reinforce understanding and usage of the program.
  o Quarterly benchmark assessments to progress monitor student improvement

Teachers used the following programs to meet the needs of Math students:
- PLC Content and grade specific meetings
- Targeted professional learning and monthly data meetings.
- Ongoing Math based Professional Learning to build capacity and enhance pedagogy.
- Use of Restate, Analyze, Cite, Explain (RACE) Strategy for constructed response (Writing Across Content Areas)
- Online programs Acellus and Delta Math was used for differentiated instruction, AIS, and RTI

dates for assessments. Quarterly Benchmark assessments will be used to monitor progress of students.
- Continue use of the IB Units of Inquiry to ensure uniform instructional practices.
- Math coach will continue to use designated prep-time to facilitate 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 will continue to assist the Math team with developing strategies to address deficiencies and gaps in learning and will work with the data coach to assist teachers with locating and interpreting student data.
- Math Coach will continue to use PLCs to support professional learning to build capacity and enhance pedagogy amongst teachers.
- Administrators, IB Coordinator, and Instructional Coaches will offer content specific training through Extended Wednesdays and online webinars.

Enhancements we will continue to use for the 2022-2023 school year
  o Digital Subscription to Savvas enVison Math
  o Follow up professional development was provided to teachers to reinforce understanding and usage of the program.
  o Quarterly benchmark assessments to progress monitor student improvement

Teachers will continue to use the following programs to meet the needs of all Math students:
- PLC Content and grade specific meetings
- Targeted professional learning and monthly data meetings.
- Ongoing Math based Professional Learning to build capacity and enhance pedagogy.
- Use of R.A.C. E. Strategy for constructed response (Writing Across Content Areas)
- Online programs Acellus and Delta Math will continue to be used for differentiated instruction, AIS, and RTI

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Grade 7

Math Diagnostic Data

	Mid or Above Grade Level	Early on Grade Level	1 Grade Level Below	2 Grade Levels Below	3 or more Grade Levels Below
Fall 2021	1%	4%	19%	13%	64%
Spring 2022	4%	10%	16%	11%	60%
Percent Change	3%	6%	3%	2%	4%

Total Tested:	Percent Tested
488/503	97%

Grade 7 Math:

- Decrease of 4% in students 3 or more grade levels below
- Decrease of 2% in students 2 grade levels below
- Decrease of 3% in students that are 1 grade level below
- Increase of 6% in students early on grade level
- Increase of 3% in students mid or above grade level

#100 3-8 ELA All Students Core Subject	• ELA Instructional coach worked with teachers and facilitated regular meetings with the ELA department and Professional Learning Communities (PLC's) to support, the implementation of the IB inquiry -based curriculum.	See Indicator #33 Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP)

Performance Index	

	• ELA Instructional Coach and the IB Coordinator supported teachers with the incorporation of IB principles and practices in their lesson and instructional plans.
	
	 • ELA teachers collaborated during PLCs with the support of Administration, IB Coordinator, Curriculum Writers, and the Instructional Coach, to align curriculum IB framework, build capacity, and enhance pedagogy, to meet the needs of the students.
	
	 • Quarterly Benchmark assessments were used to monitor student progress. ELA teachers received instructional support from both the ENL and Data coaches to address the needs evidenced from the data.
	
	 • Monthly data meetings were held to review data that was used to support instruction.
	
	 • Coordinated planning and collaboration with ENL Coach assisted teachers in developing strategies that support ENL students in the mainstream classroom.
	
	 Teachers used the following programs to meet the needs of ELA students:
	    ○ Newsela
	    ○ Vocabulary.com
	    ○ *Booknook* – One to one reading tutorial
	    ○ *Actively Learn* – online digital media resource that replaced class sets of novels.
	    ○ I-Ready to progress monitor student improvement
	    ○ Immersive Reader within Office 365
	    ○ Digital Subscription to Savvas Realize, My Perspectives

| #110 3-8 Math All Students Core Subject Performance Index | • Quarterly Benchmark assessments
• Performance-based groupings and daily focus time on constructed response writing.
• PLC Content and grade specific meetings
• Targeted professional learning and monthly data meetings.
• Ongoing math based professional learning to build capacity and enhance pedagogy
• Digital subscriptions to Savvas Math enVision
• Extended Wednesday professional development across all content areas in best practices
• Developed an instructional math pacing guide to provide comprehensive and consistent instructional alignment for grades 6-12
• 100% of all 8th grade students are enrolled in Algebra 1 Regents Course
• 67% of all 8th grade students have earned NYS Regents credit
• 28% of all students scored proficient level (65+)
• 12% of ENL students scored proficient level (65+)
• 15% of SWD's scored proficient level (65+)
• 33% of students are eligible for appeal (50-64%) | See Indicator #39

Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP) |
| #150 Grades 4 and 8 Science All Students | Continuation of the Implementation of inquiry-based curriculum and instruction and IB principles and practices.
• Performance-based groupings and daily focus time on constructed response writing.
• PLC meetings, professional learning and data meetings
• Quarterly Benchmark assessments
• Continuation of PLC Content and grade specific meetings
• Targeted professional learning and monthly data meetings.
• Implementation and ongoing Science based Professional Learning to build capacity and enhance pedagogy.
• Instructional support via ENL, Data, and Science Instructional Coaches
• Digital subscription to HMH Science Dimensions instructional resource
• Virtual Secondary articulation meetings.
• Develop an instructional pacing plan to provide comprehensive and consistent instructional alignment for grades 8-12
• Academic Intervention Service was used to assist students in making the maximum growth for the 2022-2023 school year | The specific strategies and action steps we will continue for the 2022-2023 school year are as follows
• Summer Curriculum Writing from July 5, 2022 – August 15, 2022, to provide professional development across all content areas to improve instructional practices and social emotional learning.
• Continue to use the IB inquiry-based framework to ensure uniform usage of IB Units of Inquiry.
• Walk throughs and observations of instruction to ensure teachers are utilizing IB units of inquiry.
• School master schedule will reflect dedicated time for weekly vertical and horizontal collaborative planning of IB Units of Inquiry.
• Teachers will utilize standards-based lessons to target students' specific needs.
• Monthly data meetings will be held to monitor student progress and growth.
• Leadership team will meet quarterly to analyze data from I-Ready student Baseline, Benchmark and Summative Assessments to determine next steps.
• Ongoing professional development to build capacity and enhance pedagogy. |

	• 100% of all 8ᵗʰ grade students are enrolled in the Living Environment Regents Course • 67% of all 8ᵗʰ grade students have earned NYS Regents credit • 39% of all students scored proficient level (65+) • 17% of ELL students scored proficient level (65+) • 10% of SWD's scored proficient level (65+) • 34% of students are eligible for appeal (50-64%)	• Teachers and staff will attend Extended Wednesdays professional development workshops facilitated by curriculum consultants, IB Coordinator, Instructional Coaches, and School Leaders. • Teachers were surveyed on how to access, analyze, and interpret student data to assess current knowledge. • Baseline assessment data will determine the student pathway lessons, RTI, and AIS interventions. • Teachers will have data discussions with students based on their standards-based results and set short and long term goals. • Benchmark data and standard based assessments will help to monitor and gauge growth. • Utilize benchmarks and standards-based assessment data to drive instruction and for students to self-reflect on their learning. • Science and Individuals & Societies will administer a Baseline, Mid-Term, and Summative standards-based assessment. • Teachers will attach standards to assessments in Schoology to gather data on whether students are meeting the standards in each unit.
#160 Chronic Absenteeism All Students	Collaborative efforts between lead agency FHI 360, Early Warning Indicators (EWI) consultant, ABGS Administrative team, and the PTSA resulted in an increase in: • Attendance awareness • Monitoring of daily attendance • Implementation of initiatives around identifying students in the early stages of absences; establishing mentoring cohorts • Established Multi-Tiered Systems of Support (MTSS) committee • Chronic Absenteeism Rate for 2021-22: 44.6% • Attendance rate for 2021-22: 87.5% Chronic Absenteeism and Attendance Rate Report 2021-22 📄 Chronic absenteeism and attendance rate.p	Grade level administrators will continue to monthly parent outreach meetings to increase student attendance 2022-2023 • Bi-monthly attendance committee meetings with Assistant Principals, Deans, Attendance officers, Counselors, Clinicians, and Community School Director. • Weekly outreach and student home visits by the attendance office in addition to teacher (email, phone calls, etc.) • Daily monitoring and tracking of student attendance • Continuation of parent meetings and targeted parent workshops • Monthly PTSA and SEPTA parent engagement meetings • Established Multi-Tiered Systems of Support (MTSS) committee • Enhancement of attendance awareness among all stakeholders

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8th Grade Attendance

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 and actions will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.

Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021 - June 30, 2022	2022-23 School Year Continuation Plan for Meeting this Indicator
	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 period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities**, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? • Provide a data-informed rationale for the strategies and action steps indicated. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.
#2 Plan for and Implement Quality	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. Through this collaboration there has been an ongoing assessment of needs	• Monitoring and tracking of attendance and participation rates. • Collaboration with Administration in reviewing and addressing Early Warning Indicators.

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Community School Model	and trends in efforts to better support the capacity of the student body, which is 1055. Considering the COVID-19 pandemic, through this collaborative effort implementation has been intentionally geared towards providing support in specific areas: ● **Student Academic Development** – Through the leadership of the middle school and instruction of the teachers, Administration has been successful in identifying students in need of additional academic support which has resulted in increased enrollment in their Academic Intervention Services (AIS) ● **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 supports. Over 40 households received telehealth services in reference to individual and group counseling inclusive of parent support groups. ● **Partnerships** – Through our partnership with varying community-based organizations and state funded programs students were able to take advantage of attending a week-long outdoor camping field trip in upstate New York. ● **Food Security** – In partnership with the lead agency FHI360, the ABGS middle school was successful in securing a school-based pantry (referenced ABGS Marketplace) contract. The Marketplace will provide perishable and non-perishable items and social service screening in efforts to support student households with ongoing social services. ● **Parent Engagement** 　○ Through partnerships with community- based organizations such as Ramapo for Children and the Derner Child Hempstead Clinic, monthly parent engagement opportunities were provided to the parent community on a rotation basis that resulted in informative parent workshops. 　○ The school administration also facilitated **4** virtual parent engagement opportunities geared toward progress updates for students and those in need of support and services.	● Continuation of a multitude of targeted services to meet students' academic and social and emotional needs. ● Continue to monitor the impact of attendance, behavior, and coursework ● Management of partnerships and additional community-based resources. ● Ongoing promotion of Community Engagement Team (CET) in efforts to promote open discussion, collaboration and decision making. ● Continued maintenance of school website. ● Continuation of Parent meetings and workshops to bridge the gap between the school and community. ● Oversight of ABGS Marketplace (food pantry) ● Increase social emotional l supports and services capacity to support the student population with more than 20% participation. ● Established Multi-Tiered Systems of Support (MTSS) committee
#35 3 – 8 ELA Black Students	● Administrators and IB Coordinator continued to collaborate with the ELA instructional coach and ELA Team, utilizing an established framework that outlined dates for assessments. Quarterly Benchmark assessments were used to monitor the progress of students	See Indicator # 33 Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP)

- Implemented the full IB framework by ensuring uniform usage of IB Units of Inquiry
- Continued use of prep-time designated for ELA coach to hold content and grade specific meetings that addressed the use of best practices within the classroom and the use of daily focus time on constructed response writing.
- ELA coach continued to assist the ELA team with developing strategies to address deficiencies as well as working with the data coach to assist teachers with locating and interpreting student data.
- Through PLCs the ELA coach continued to support professional learning to build capacity and enhance pedagogy amongst teachers.
- Administrators, IB Coordinator, and Instructional Coaches offered content specific training through Extended Wednesday workshops and online workshops, and webinars

Enhancement

- Enhanced training in Microsoft office TEAMS learning platform
- Digital Subscription to Savvas Learning ELA resource "My Perspectives"
- Follow up professional development was provided to teachers to reinforce understanding and usage of the program.
- Ongoing ELA based Professional Learning to build capacity and enhance pedagogy.

Teachers used the following programs to meet the needs of ELA students:

- Newsela
- Vocabulary.com
- *Booknook* – One to one reading tutorial
- *Actively Learn* – online digital media resource that replaced class sets of novels.
- I-Ready to progress monitor student improvement
- Digital Subscription to Savvas Realize Learning Management System
- Immersive Reader within Office 365

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Grade 7&8 Reading Black No- Hispanic or Latino

Reading i-Ready Diagnostic Data

	Mid or Above Grade Level	Early on Grade Level	1 Grade Level Below	2 Grade Levels Below	3 or more Grade Levels Below
Fall 2021	5%	8%	13%	6%	68%
Spring 2022	8%	8%	15%	6%	63%
Percent Change	3%	0%	2%	0%	5%

Grade 7&8 Reading Non-Hispanic or Latino:

- Decrease of 5% in students 3 or more grade levels below
- No change in students 2 grade levels below
- Increase of 2% in students that are 1 grade level below
- No Change in students early on grade level
- Increase of 3% in students mid or above grade level

37 3-8 ELA ELL Students MGP

- ENL Instructional Coach facilitated PLC meetings to support peer collaboration and training in the use of data to drive instruction.
- PLC meetings were held to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS).
- ENL teachers participated in technology training on the use of learning platforms as a language acquisition tool.
- Summer Curriculum Writing was planned to support inquiry-based instructional practices for ELLs.

The ENL department's primary objective is to improve the literacy skills in English of the four modalities (listening, reading, writing, speaking). To meet the needs of

See Indicator #33

Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP)

our ELL students, teachers will used the following strategies.

- Use of videos, visuals, pictures, and anchor charts to provide students with a better understanding of new vocabulary and content area material
- Pre-teach vocabulary
- Scaffold vocabulary
- Provide sentence starters, sentence frames for writing instruction
- Use graphic organizers
- Utilize RACE and Role, Audience, Format, and Topic (RAFT) strategies and rubrics consistently
- IB Inquiry based questioning; factual, conceptual, a n d debatable are embedded in lesson planning.

To meet the needs of our ELL students, teachers used the following programs for instruction/assessments.

- Newsela
- I-Ready progress monitoring
- Teacher created assessments
- Flocabulary
- BrainPOP
- Booknook
- Scholastic Digital Magazine Subscriptions
- Vocabulary.com
- Immersive Reader (Microsoft Office feature)
- MS Office 365
- Microsoft Teams/Schoology

Additional instructional support for ELL students included afterschool Academic Intervention Services (AIS) and the Newcomers Academy for students that have been in this country less than one year.

| #43 3-8 Math ELL Students MGP | The Instructional Coaches provided support to teachers by facilitating Professional Learning Communities (PLC), and supported peer collaboration and training in the use of data to drive instruction. | See Indicator #39

Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP) |

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Math teachers used PLC time to discuss implementing instructional practices aligned to Next Generation Learning Standards (NGLS). Teachers participated in technology training on how to use learning platforms as a language acquisition tool.

The math department's primary objective is to improve the problem-solving skills and number sense in English. To meet the needs of our ELL students, teachers will use the following strategies:

- Use of videos, visuals, pictures, and anchor charts to provide students with a betterunderstanding of new vocabulary and content area material
- Pre-teach vocabulary
- Scaffold vocabulary
- Vocabulary banks
- Provide sentence starters, sentence frames for writing instruction
- Use graphic organizers
- Utilize RACE and RAFT strategies consistently
- IB Inquiry based questioning; factual, conceptual, and debatable are embedded in lesson planning.

To meet the needs of our ELL students, teachers used the following programs for instruction/ assessments.

- Pearson Envisions (Digital Subscription)
- Newsela
- I-Ready
- Teacher created assessments
- Flocabulary
- BrainPOP Vocabulary.com
- Immersive Reader (Microsoft Office feature)
- Delta Math
- Khan Academy
- Acellus
- Gizmos
- Office 365

- Microsoft
  Teams/Schoology

Additional instructional support for ELL students included afterschool Academic Intervention Services (AIS) and the Newcomers Academy for students that have been in this country less than one year.

Teachers continued to participate in PLC meetings facilitated by Instructional Coaches.

Grade 7 Math ELL					
Math i-Ready Diagnostic Data					
	Mid or Above Grade Level	Early on Grade Level	1 Grade Level Below	2 Grade Levels Below	3 or more Grade Levels Below
Fall 2021	0%	0%	5%	7%	88%
Spring 2022	1%	2%	7%	11%	79%
Percent Change	1%	2%	2%	4%	9%

Grade 7 Math ELL Data:

- Decrease of 9% in students 3 or more grade levels below
- Increase of 4% in students 2 grade levels below
- Increase of 2% in students that are 1 grade level below
- Increase of 2% in students early on grade level
- Increase of 1% in students mid or above grade level

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#48 3-8 ELA ELLs Level 2 and above Gap with non – ELL Students	The Instructional Coaches facilitated on-going meetings, provided support to teachers by facilitating Professional Learning Communities (PLC), supported peer collaboration and training in the use of data to drive instruction.	See Indicator #33
	ELA and ENL teachers collaborated as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS).	Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP)
	EIA and ENL teachers participated and engaged in technology training provided in using learning platforms as a language acquisition tool.	
	A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms.	
	The ENL department's primary objective is to improve the literacy skills in English of the four modalities (listening, reading, writing, speaking). To meet the needs of our ELL students, teachers used the following strategies • Use of videos, visuals, pictures, and anchor charts to provide students with a better understanding of new vocabulary and content area material • Pre-teach vocabulary • Scaffold vocabulary • Provide sentence starters, sentence frames for writing instruction • Use graphic organizers • Utilize RACE and RAFT strategies and rubrics consistently • Higher Order Thinking Questions: factual, conceptual, debatable questions In order to best meet the needs of our ELL students, teachers used the following programs for instruction/assessments. • Newsela • I-Ready • Pearsons My Perspectives (Digital Subscriptions)	

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	• Teacher created assessments • Flocabulary • BrainPOP • Scholastic Digital Magazine Subscriptions • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Office 365 • Microsoft Teams/Schoology Additional instructional support for ELL students included the implementation of co-teaching model in ELA to provide support for the ELL students at the Transitioning, Expanding, and Commanding language proficiency levels and afterschool Academic Intervention Services (AIS).	
#53 3 – 8 Math ELL Level 2 and above Gap with non-ELL Students	The Instructional Coaches continued to work with teachers and facilitate on-going meetings and support Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction. Mathematics teachers collaborated as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). Teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. The mathematics department's primary objective was to improve the problem-solving skills and number sense in English. To best meet the needs of our ELL students, teachers will use the following strategies: • Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material • Pre-teach vocabulary • Scaffold vocabulary	See Indicator #39 Note to reader: These principles and strategies fall in alignment with the IB MYP World School framework as well as our School Comprehensive Education Plan (SCEP)

- Vocabulary banks
- Provide sentence starters, sentence frames for writing instruction
- Use graphic organizers
- Utilize RACE and RAFT strategies consistently
- Higher Order Thinking Questions: factual, conceptual, debatable questions

To best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments:

- Savvas Learning enVisions (Digital Subscription)
- Newsela
- I-Ready
- Teacher created assessments
- Flocabulary
- BrainPop
- Vocabulary.com
- Immersive Reader (Microsoft Office feature)
- Delta Math
- Khan Academy
- Acellus
- Gizmos
- Microsoft Office 365
- Microsoft Teams/Schoology

Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS).

During Remote instruction, teachers continued to participate in PLC meetings held virtually by Instructional Coaches.

The hybrid/blended model of instruction, used during COVID-19, incorporated small group instruction and virtual class meetings.

#94 Providing 200 Hours of Extended Day Learning Time	Both internal and external partnerships here at the ABGS Middle School have implemented extra curricula programs and activities geared towards addressing the many facets of youth development.	Continuation of after school enrichment, intervention, and acceleration programs with monitoring, surveys, and impact assessments. The Community School Director will work closely with Administration to increase access and enrollment of the student body to all programs.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the Community Engagement Team *is to develop recommendations for school improvement by **soliciting input through public engagement**.*

*Recommendations made by the CET, including how the school community **and community and community at-large** were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.*

Report Out of 2021-2022 CET Plan Implementation	Plan for Use of CET Recommendations in 2022-2023
Describe how recommendations made by the CET during 2021-2022 were used to inform implementation of the school's improvement plan.	Describe how recommendations made by the CET during 2022 -2023 will be used to inform implementation of the school's improvement plan.
• List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET's membership since the last reporting period. • Include links, or embed, real time artifacts such as meeting agendas, membership lists, signed attendance lists, etc.	• Include any changes that will be made to CET membership for the 2022-2023 school year. Include the role/title of any new members.

Through the recommendations made by the CET during the 2021-2022 school year the Schools Improvement Plan reflected an extensive response to strategically address and support the students as they transitioned back into a completely in-person classroom setting. This targeted support consisted of:

- Social/Emotional Learning (SEL) for students and staff
- Professional development for staff prior to school opening
- 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 webpage.
- Collaborative round table meetings to brainstorm ways to support school administration in reaching demonstrative indicator targets.
- Ongoing student representation and collaboration was geared towards promotion of social emotional learning through student government, student publication, and International Baccalaureate initiatives.

In collaboration with the Administration Team and Community School Director, the Community Engagement Team, recommendations have been made around further continuing to support the following categories:

Social Emotional Learning Leadership Team and Response to Intervention Team

- The team consist of a grade level teacher, an administrator, psychologist, social worker, one special education teacher, a teaching assistant, one special area teacher, a health teacher, community aide, nurse, school counselor (September)
- Hold monthly meetings to discuss students and the school climate
- Create a monthly survey to be given to staff and students to discuss concerns/climate
- Analyze surveys and set monthly goals
- Scheduled meetings with a common time for all stakeholders
- Utilize the SEL State Standards to inform meetings

- Collaborative round table meetings to brainstorm ways to support school administration in reaching demonstrative indicator targets.
- Ongoing student representation and collaboration was geared towards promotion of social emotional learning through student government, student publication, and International Baccalaureate initiatives.

Artifacts:

- CET Meeting Agendas

  2022agendas.pdf

- 2022-23 CET Meeting Dates

  ABGS MIDDLE
  SCHOOL CET MEETIN

Program /Service Providers Accessibility

- Continuing to ensure telehealth services by the Derner Hempstead Child Clinicare remains fully operational in their telehealth supports and ensuring access to computers in efforts to gain parental consent or services.
- Continuing to promote telehealth services to the school community using various platforms such as flyers, electronic notifications, and school webpage.

Creating a Student Leadership Council/Student Government

- Council will consist of students interested in providing input on school decisions, building school culture, and supporting the community through service
- Hold weekly meetings and conduct surveys to gain student input

CET Monthly Meetings

- CET Meetings are held monthly via Zoom. The Community School Director creates an agenda for each meeting which begins with a school update from the school principal. Topics include but are not limited to attendance, chronic absenteeism, test scores, etc.

The meetings are also often attended by other members from the following groups

- Superintendent and Cabinet
- Principal Administration Team
- Community members
- Community based organizations such as: FHI360, Derner Hempstead Child Clinic
- School staff inclusive of:
  - Deans, Teachers, School Clinical Team, School Counselors (both General and Special Education)
  - Media Specialist
  - Family and Community Engagement Coordinator
  - District facilities representative

Part V - Receivership Powers

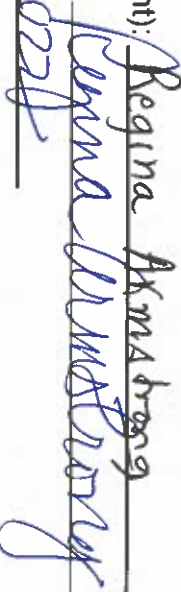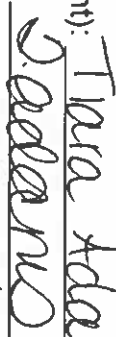| Powers of the Receiver	
Powers of the Receiver Provide a summary of the use of the School Receiver's powers during 2021-2022 school year.	**Describe the anticipated use of the School Receiver's powers during the 2022-2023 school year (pursuant to those identified in Commissioners Regulation §100.19).**

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Part VI – 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 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): _Regina Armstrong_

Signature of Receiver: _Regina Armstrong_

Date: _7/15/2022_

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 to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.*

Name of CET Representative (Print): _Tiara Adams_

Signature of CET Representative: _Tiara Adams_

Title of CET Representative: _Community School Director_

Date: _7/18/2022_

*The CET Attestation must be signed by a CET member <u>other than</u> a school administrator.

Revised June 1, 2022