

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Alverta B. Gray Schultz	280201030010	Hempstead Union Free School District	FHI 360	Check which plan below applies:			
				SIG			SCEP
				Cohort (5, 6, or 7):			
Model: N/A							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Regina Armstrong, Interim Acting Superintendent of Schools	Adrian C. Manuel, Ed.D	Reina Jovin School Implementation Manager		6-8	28%	17%	1494
	Appointment Date:7/17						

Executive Summary
<p>Please provide a <i>plain-language summary</i> of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to <i>no more than 500 words</i>.</p>
<p>Alverta B. Gray Schultz Middle School’s index for the 2017-18 school year was 83% which resulted in demonstrable improvement. In addition, the school exceeded the targets set for ELA (level 2 and above and MGP). The principal, school leadership and the Community Engagement Team (CET) will continue to collaborate to streamline implementation of the transformational practices that have impacted our improvement efforts while strategically targeting closing the gaps in 8th grade science performance and all students in 6-8 math scoring above level 2.</p>



For school year 2018-19, ABGS embarked on a rigorous journey of high expectations and academic excellence as a candidate of the International Baccalaureate (IB) Middle Years Programme. To ensure a successful candidacy, the adoption of a small learning communities (SLCs) model was adopted to provide a school-wide foundation and approach to learning embedded in inquiry-based learning and interdisciplinary planning which are the core attributes of each of the following four (SLCs):

- **(LACASA):** Learning and Community Aiding Service Academy
- **(REAL Scholars Academy):** Research, Entrepreneurship, Athletics and Leadership
- **(GLOBAL Scholars Academy):** approaching learning as a “service as action, through community service”
- **(LEAP Academy):** Learning through Engagement and Projects

Each SLCs consists of approximately 325-375 students in grades 6-8 and is in the initial stages of establishing inquiry based classroom with a focus on student centered learning through the lens of questioning, exploration and research. Each SLC has a dedicated leadership team comprised of an assistant principal, guidance counselor, social worker, psychologist, community school director, dean of students, lead teacher, community partners and a core team of 15-20 teachers. The SLCs is a three-year program for students that focuses on transition in middle years and preparation for high school in alignment with the tenets of the IB MYP Programme. Each SLC provides an accelerated pathway for all 8th grade students to take Regents Algebra in addition to a Regents level science course and as a result 68.6% of students scored within the level-3-5 range on the Regents Common Core Algebra I Exam during school year 2017-18.

The newly appointed interim principal has continued the work with the CET to continue to lay the foundation to establish ABGS as a community school model. Furthermore, the interim principal meets regularly with the school leadership, ENL and Data coaches, lead teachers, school support team, and school security to determine the needs of all stakeholders to ensure there is sustainability of systems and structures. The interim principal will continue to work closely with all stakeholders to develop evidence-based and data driven practices to meet and/or exceed the DI targets for school year 2018-19 by streamlining instructional and cultural best practices, implementing new assessment cycles and data analysis protocols within and across SLCs. The school leadership team in collaboration with district leadership will continue to work towards accomplishing the recommendations from the DTSDE site review as a framework for continuous improvement as outlined below:

1. **(School Leader Practices & Decisions)** By January 28, 2019, collaboration amongst the school leadership team, ENL and data instructional coaches to develop a plan to support teachers as they collect and analyze formative and summative assessment data. With the support of the leadership team, teachers will plan interventions and student groupings to address student needs as identified during weekly grade level data meetings and monthly school-wide data meetings. In turn, school leaders will use monthly targets from



the NYSUT Teacher Practice Rubric and research-based walkthrough checklists to monitor instructional practices on a regular basis to ensure teachers are adjusting and pacing instruction.

2. **(Curriculum Development & Support)** By January 31, 2019 identify the elements of an effective lesson in order to create a systematic approach to reviewing lesson plans and providing timely and actionable feedback to teachers. As a result, school leaders continue to have a monthly focus aligned to the indicators of the NYSUT Teacher Practice Rubric and IB Profile Attributes. Using the targeted foci, school leaders will monitor teacher practices during classroom visits and provide feedback to teachers.
3. **(Teacher Practices & Decision Making)** By January 31, 2019, Identifying and create a criteria of success for an effective inquiry-based learning environment including but not limited to classroom culture, planning, teaching, and assessing. Teachers will provided with a time-bound instructional breakdown across content areas and exemplar classrooms across SLCs will be identified as models. In addition, authentic student work will be posted in classroom in alignment with the Common Core State Standards.
4. **(Student Social & Emotional Developmental Health)** By February 15, 2019, revisit the community resource map with school leaders and instructional support team to perform an audit of the support services provided to students including but not limited to which students are receiving services, how students are recommended to the program, and what impact the programs have on student success.
5. **(Family & Community Engagement)** By February 28, 2019, revisit the administered needs assessment for parents which identified in which areas the school could offer additional support to parents. In turn, school leaders, teachers, and staff will prioritize the needs to design and deliver targeted programs to aid parents in support their child's achievement.

Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety	37	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Y	The school has been organized into four small learning communities (SLCs). The SLCs consist of 325-375 students. Each SLC has a core team of teachers (15-20) and a dedicated leadership/support team. The SLCs are also located in distinct areas of the campus in order to generate a community oriented atmosphere consistent with the attributes and mission of IB MYP Programme. The following features of the SLC model will specifically enhance school safety: <ul style="list-style-type: none"> ➤ SLCs located in distinct areas of the building to promote community, student safety and structured visibility by each SLC assistant principal and dean of 	<ul style="list-style-type: none"> ➤ VADIR reports ➤ EWI dashboard for behavior monitoring ➤ Disciplinary referrals ➤ Incident reports ➤ In school and out of school suspension data 	<ul style="list-style-type: none"> ➤ Serious incidents YTD: 0 ➤ Current school suspension rate (Quarter 3) ➤ In school suspension rate (Quarter 2). ➤ EWI meetings have been implemented within each SLC and the progress tracking of individual students has begun



				<p>students to proactively monitor behavior and provide feedback to students and staff.</p> <ul style="list-style-type: none">➤ A dedicated support team that meets weekly to monitor academic/behavioral performance and address improvement needs➤ Weekly grade team meetings to engage in collaborative inquiry and conduct early warning indicator (EWI) system meetings➤ AIS and advisory programs to address academic/behavioral intervention and targeted academic intervention➤ Coordination with the school leadership team to identify distinct partnerships, resources and programs to address the intervention, enrichment and acceleration of students within the SLCs.➤ A 2nd Dean of Students has been added to the administrator team resulting in clarity of roles and responsibilities by SLC. <p>The school has implemented an Early Warning Indicator System (EWI) in partnership with Talent Development. The EWI meetings are conducted weekly within each SLC. The meetings focus on a tiered approach to academic & behavioral monitoring and</p>		
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				<p>intervention. School teams actively analyze and plan collaborative strategies to improve student performance. The data is also reviewed by administrative teams.</p> <p>For 2018-19, the school has introduced a new set of hallway transition patterns which allow for less travel distance across campus locations. Students travel as SLC cohorts and there is a drastic decrease in large numbers of students co-mingling during transitions.</p> <p>Town hall meetings with each SLC is held to address/reiterate school-wide expectations relating to dress code, cell phones and hallway transitions. A school-wide expectation was established to promote structured visibility by school leadership and teachers. The school safety plan was updated with reassignment of security posts and responsibilities.</p> <p>Investments in social and emotional extended learning programs and community partnerships will aid in fostering a positive school tone and culture. The community school director is actively working with community agencies and established partners to provide wrap around services to students and families.</p> <p>New video cameras have been installed across the campus that will allow for</p>		
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					broader monitoring of spaces and a better resolution for reviewing video.		
#9 3-8 ELA all students Level 2 & above	40.2%	Pending ESSA Reconfiguration	Y	Y	<p>To determine data points for this target, the school is analyzing the performance of students within the identified subgroups. The academic performance of these students in class and on summative assessments are used as predictors of how students will perform on their NYS assessment and ultimately progress toward meeting/exceeding targets.</p> <p>Each SLC will continue to meet in order to align curricular work, build capacity in teaching the Common Core State Standards, and conduct assessment/data cycles to improve student performance. MasteryConnect will be used to design and administer common formative assessments and performance tracking. The performance data will drive instructional planning and execution, AIS program, extended day supports and interdisciplinary planning to support literacy and writing across content areas.</p> <p>This year, we have greatly expanded our AIS program. All students receive a minimum of 75 minutes (45 annual hours) and a maximum of 125 minutes (75 annual hours) of weekly AIS support in math and ELA in their schedule. Approximately a third of our 6th grade population receives an additional</p>	<ul style="list-style-type: none"> ➤ NYS Mock exam results for ELA, Math, and Science ➤ EWI dashboard for ELA performance and intervention monitoring ➤ Grade level Benchmark assessments (Quarter 3) ➤ Prescriptive Reading Assessment (PRA)- to be administered to all students in Quarter 3 ➤ ELA GPA index 	<ul style="list-style-type: none"> ● Benchmark assessment data (Quarter 3) ● Reading level assessment administered to be administered in March ● Quarter 3 coursework data for grades 6-8 ● EWI meetings have launched across all SLCs ● NewsELA assessment data



				<p>reading support program on a daily basis.</p> <p>Each of the SLCs have plans in place to enhance the literacy engagement of students. Specific initiatives are listed below:</p> <ul style="list-style-type: none">-LACASA Academy-offers a 75-minute daily humanities block and a daily reading program-REAL Scholars Academy-Tiger Extreme Writing Program for all students-LEAP Academy-Literacy through the project-based learning-Global Scholars Academy-Drop Everything and Read (DEAR) program <p>All SLCs have prioritized target standards to be integrated across the instructional program using the Test Blueprint from the NYS Testing Program Educator’s Guide which shows the percentage of points that relate to Reading, Language, and Writing Standards</p> <p>Implementation of NewsELA across content areas provides targeted intervention for students at their independent reading level. Students received a minimum of 50 minutes per week. Teachers have received training to support student learning in the areas of identifying text complexity, argumentative writing and close reading strategies.</p>		
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#39 3-8 Math All students	39.83	Pending ESSA Reconfiguration	Y	Y	<p>We are currently implementing year #3 of Go Math curriculum for grades 6-8. In addition, teachers have integrated NYS math learning modules to supplement portions of the curriculum to scaffold instruction. Algebra is now offered to 425 students (90 bilingual) of our 8th grade students. We expanded our Algebra program based on success of 68.6% of students scoring within the level-3-5 range on last year's assessments.</p> <p>To determine data points for this target, the school is analyzing the performance of students within the identified subgroups. The academic performance of these students in class and on summative assessments are used as predictors of how students will perform on their NYS assessment and ultimately progress toward meeting/exceeding targets.</p> <p>An ENL/Bilingual instructional coach and data coach will support instructional planning and data analysis. The master schedule was modified to restructure ENL/Bilingual programming in alignment with NYSESLAT scores and coursework performance to provide ability based interventions and smaller class sizes.</p> <p>Professional Development sessions for the ENL and Bilingual Teachers will be held on February 4th, 8th, 11th, and</p>	<ul style="list-style-type: none"> ➤ Interim assessment data (Quarter 3) ➤ EWI dashboard on grade level performance, growth and intervention monitoring ➤ Math GPA index ➤ Math AIS performance ➤ Math simulation exams (mid-winter) 	<ul style="list-style-type: none"> ● Grade Level Benchmark Assessment (Quarter 3) administered January ● 3rd Quarter Math pass rate ● EWI meetings have launched across all SLCs
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				<p>14th to support meeting the needs of all students.</p> <p>Teachers use weekly common planning time to discuss pacing and planning. benchmark assessments will be administered in all math courses. Math coaches and grade leads have received training in facilitating protocol- based meetings for data analysis and looking at student work. The math department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p> <p>Each SLC will continue to meet in order to align curricular work, build capacity in teaching the Common Core State Standards, and conduct assessment/data cycles to improve student performance. MasteryConnect to design and administer common formative assessments and performance tracking. The performance data will drive instructional planning and execution, AIS program, extended day supports and interdisciplinary planning to support literacy and writing across content areas.</p> <p>This year, we have greatly expanded our AIS program. All students receive a minimum of 75 minutes (45 annual hours) and a maximum of 125 minutes (75 annual hours) of weekly AIS support in math and ELA in their schedule. Approximately a third of our 6th grade</p>		
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					<p>population receives an additional reading support program on a daily basis.</p> <p>All SLCs have prioritized target standards to be integrated across the instructional program using the Test Blueprint from the NYS Testing Program Educator’s Guide which shows the percentage of of points that relate to Reading, Language, and Writing Standards</p>		
#33 3-8 ELA All Students MGP	46.47%	Pending ESSA Reconfiguration	Y	Y	<p>During this quarter, the Assistant Principal positions have been filled creating a full administrative team to provide teachers with instructional support in all academic areas. Each AP has been assigned ownership of a content area to lead data analysis and the identification of instructional priorities. The IB Coordinator also supports the inquiry-based practices and ongoing training to staff.</p> <p>The assistant principals are actively supporting and assessing curriculum and beginning round one observation rounds. In addition they are supporting teachers with effective questioning and student engagement.</p> <p>To determine data points for this target, the school is analyzing the performance of students within the identified subgroups. The academic performance of these students in class and on</p>	<ul style="list-style-type: none"> ➤ NYS Mock exam results for ELA, Math, and Science ➤ EWI dashboard for ELA performance and intervention monitoring ➤ Grade level Benchmark assessments ➤ Prescriptive Reading Assessment (PRA)- to be administered to all students(Quarter 3) ➤ ELA GPA index 	<ul style="list-style-type: none"> ➤ Benchmark assessment data ➤ Reading level assessment administered to be administered in March ➤ 3rd Quarter ELA pass rate ➤ EWI meetings have launched across all SLCs since mid-September ➤ NewsELA assessment data



				<p>summative assessments are used as predictors of how students will perform on their NYS assessment and ultimately progress toward meeting/exceeding targets.</p> <p>An ENL/Bilingual instructional coach and data coach will support instructional planning and data analysis. The master schedule was modified to restructure ENL/Bilingual programming in alignment with NYSESLAT scores and coursework performance to provide ability based interventions and smaller class sizes.</p> <p>Professional Development sessions for the ENL and Bilingual Teachers will be held on February 4th, 8th, 11th, and 14th to support meeting the needs of all students.</p> <p>Our school is in the candidacy phase of the IB MYP. This year, teachers will receive intense training on the IB MYP and begin to create units of study with a focus on questioning techniques and that align to the program expectations across all core content areas and specials.</p> <p>Each SLC will use Mastery Connect to design and administer common formative assessments and performance tracking. The performance data will drive student groupings in the classroom, the AIS program, extended</p>		
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					<p>day supports and interdisciplinary planning to support literacy across SLCs.</p> <p>Each of the SLCs have plans in place to enhance the literacy engagement of students. Specific initiatives are listed below:</p> <ul style="list-style-type: none"> -LACASA Academy-offers a 75-minute daily humanities block and a daily reading program -REAL Scholars Academy-Tiger Extreme Writing Program for all students -LEAP Academy-Literacy through the arts initiative -Global Scholars Academy-Drop Everything and Read (DEAR) program <p>All of our SLCs have prioritized literacy to be integrated into the instructional program.</p>		
#85 Grades 4 and 8 Science All Students Level 3 and above	34%	Pending ESSA Reconfiguration	Y	Y	<p>The science department (6-8) will implement new resources such as STEMscope curriculum materials and NGSS resources in order to supplement and strengthen their scope and sequence.</p> <p>Last year, earth science passing rates improved by 30%. As a result, we have expanded our science Regents offerings to Earth Science and Living Environment for the majority of 8th grade students. There is approximately 60 students in</p>	<ul style="list-style-type: none"> ➤ Science interim assessment (Quarter 3) ➤ Science benchmark assessment scores ➤ EWI dashboard for 8th grade general science cohort ➤ Science GPA index 	<ul style="list-style-type: none"> ➤ Science interim assessment (Quarter 3) performance data ➤ Science GPA index ➤ EWI cohort data ➤ General Science/Regents simulation assessments



					<p>the cohort who remain in 8th grade general science.</p> <p>AIS has been integrated into the daily schedule for all students (75-125 mins. per week). Students in 8th grade general science will receive science specific intervention support throughout the year. In addition, the after school program will provide enrichment and intervention support for 8th grade general science students.</p> <p>The science department will implement interim assessments for the 2nd year. The assessment data will be used to improve curriculum and instructional support. The school leadership team is closely monitoring the performance of the 8th grade general science cohort in order to provide timely interventions and any relevant support services.</p> <p>ABGS Middle School is committed to developing an extensive offering of STEM learning experiences. After school programs and community partners (Gear Up, STEP, Culture Play, and more) will provide STEM learning that is hands-on and multi-disciplinary.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and implement quality Community School Model	N/A	Pending ESSA Reconfiguration	G	Y	FHI 360 has been contracted as the lead agency for the community school model implementation work. A community school director was hired in August 2018. The community school director has updated the school’s needs assessment. In addition, the director has begun organizing a coherent listing of internal and external resources/services offered to students. A community resource map was created to identify and prioritize targeted partnerships and programs to aid students and families in delivering targeted support in align to the EWI	<ul style="list-style-type: none"> ➤ Updated needs assessment ➤ Resource map for students and families ➤ EWI intervention map aligned to community school strategies ➤ Extended day participation rates ➤ Family workshop participation rates ➤ Measures of increased family engagement (surveys, participation 	<ul style="list-style-type: none"> ➤ A contract for a lead agency (FHI 360) has been signed ➤ The community school director has drafted a needs assessment update ➤ Resource map has been drafted and is currently being aligned to tiered strategies for the school wide EWI program



					<p>interventions that teachers and school leaders are implementing across the campus.</p> <p>The community school director sits on the campus leadership team as well as the SLC leadership teams. The director actively works to identify strategies that support the school’s vision to address the various academic, social and emotional needs of our students.</p> <p>The community school director has actively engaged after school partners and programs in order to identify participation gaps and needs.</p> <p>The community school director will work in collaboration with the building principal to produce a strategic plan along with impact measures for short and long term community school model transformation. There will also be a school wide impact assessment of after school programs, external partnerships and initiatives.</p>	<p>rates for service providers, etc.)</p>	<ul style="list-style-type: none"> ➤ Multiple meetings have begun between community school director and current community partners as well as prospective partners ➤ A strategic plan is being drafted for impact measures for the 2018-19 SY
#94 Providing 200 Hours of quality Extended Day Learning Time (ELT)	N/A	Pending ESSA Reconfiguration	G	Y	<p>All students have access to a variety of after school enrichment, acceleration and intervention programs throughout the year. After school programs include but are not limited to the following: dance, robotics, coding, intramurals, leadership, peer mediation, boy scouts, homework help, AIS, newcomers, My Brother’s Keeper CPP (youth development) academy, 3d printing, etc...</p>	<ul style="list-style-type: none"> ➤ Student attendance rates for ELT programs ➤ School schedule ➤ Program menu of extended learning opportunities 	<ul style="list-style-type: none"> ➤ Empire After School program launched in mid-October with approximately 190 students ➤ CPP Youth Development program launched early October with 124 students ➤ My Brother’s Keeper Program launched in



					The school wide early warning indicator system (EWI) will focus on tracking participation in afterschool programs. In addition, each SLC is tracking data related to student participation and impact.		<ul style="list-style-type: none"> ➤ early October with 45 students ➤ After school AIS has 78 students currently 112 enrolled and attending ➤ After school clubs launched in later October with approximately 130 students
#98 Chronic Absenteeism	N/A	Pending ESSA Reconfiguration	Y	Y	<p>The school transformation facilitator facilitates weekly EWI meetings and tracks chronic absenteeism of all cohorts. During the meetings, teacher teams and support staff identify improvement strategies and tiered interventions for students.</p> <p>The attendance team actively works with the Student Support Team to monitor school-wide chronic absenteeism rates. The school leadership team and SLC leadership teams collaborate on a weekly basis to discuss students of concern and plan appropriate interventions.</p>	<ul style="list-style-type: none"> ➤ Attendance rates ➤ Absenteeism rates ➤ Home visit logs ➤ EWI dashboard for chronic absenteeism ➤ Truancy reports ➤ Daily attendance rates 	<ul style="list-style-type: none"> ➤ Chronic absenteeism rate YTD is 28% (Quarter 2) ➤ Attendance rates YTD is 89.6% (Quarter 2)
#4 Student Suspension Out of School	18%	Pending ESSA Reconfiguration	G	Y	The school has been organized into four small learning communities (SLCs). The SLCs consist of 325-375 students. Each SLC has a core team of teachers (15-20) and a dedicated leadership/support team. The SLCs are also located in distinct areas of the campus in order to generate a community oriented atmosphere consistent with the themes and mission of each SLC. The following features of the SLC model will specifically enhance school safety:	<ul style="list-style-type: none"> ➤ VADIR reports ➤ EWI dashboard for behavior monitoring ➤ Disciplinary referrals ➤ Incident reports ➤ In school and out of school suspension data 	<ul style="list-style-type: none"> ➤ Suspension Rate YTD 2% (Quarter 2) ➤ In school suspension rate is 18% ytd (Quarter 2). This reflects an increased attention on remediation in house as opposed to out of school suspension. ➤ Serious incidents YTD: 0 (Quarter 2)



					<ul style="list-style-type: none"> ➤ A 2nd Dean of Students was hired to support 2 of 4 SLCs to support and promote peer mediation, restorative practices and positive social interactions. ➤ Smaller grade level cohorts (4) each scheduled to a particular hallway space within their SLC ➤ A dedicated support team that meets weekly to monitor academic/behavioral performance and address improvement needs ➤ Weekly grade team meetings to engage in collaborative inquiry and conduct early warning indicator (EWI) system meetings ➤ AIS and advisory programs to address academic/behavioral intervention and proactive support ➤ Coordination with the school leadership team to identify distinct partnerships, resources and programs to address the intervention, enrichment and acceleration of students within the SLCs. <p>The school has implemented an Early Warning Indicator System (EWI) in partnership with Talent Development. The EWI meetings are conducted weekly within each SLC. The meetings focus on a tiered approach to academic/behavioral monitoring and intervention. School teams actively analyze and plan</p>	<ul style="list-style-type: none"> ➤ EWI dashboards have been setup and meetings launched in mid-September to monitor behavioral interventions and growth
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					<p>collaborative strategies to improve student performance. The data is also reviewed by administrative teams.</p> <p>The master schedule was designed with traffic flow and smoother transitions in mind. This was a direct result of data analysis conducted last year showing that most disruptive incidents occurred during hallway transitions. For 2018-19, the school has introduced a new set of hallway transition patterns which allow for less travel distance across campus locations. Students travel as SLC cohorts and there is a drastic decrease in large numbers of students co-mingling during transitions.</p> <p>Investments in social and emotional extended learning programs and community partnerships will aid in fostering a positive school tone and culture. The newly hired community school director is actively working with community agencies and established partners to provide wrap around services to students and families.</p> <p>New video cameras have been installed across the campus that will allow for broader monitoring of spaces and a better resolution for reviewing video.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>			
<ul style="list-style-type: none"> • Do not repeat strategies described in Parts I and II. • If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. • Every school must discuss the use of technology in the classroom to deliver instruction. 			
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction	Y	<ul style="list-style-type: none"> ▪ Teachers are using Mastery Connect software to create/implement assessments (paper/computer based) that can be used with cloud based mastery tracking software. ▪ Teachers are implementing the use of NewsELA as an instructional content platform to access of a differentiated set of texts in addition to monitoring the reading levels of student to increase student achievement ▪ Teachers have projector boards in classrooms to use during instruction. ▪ All classrooms have a small computer center 3-6 desktops for individualized work and research ▪ Classroom laptop sets have been ordered and will be accessible to students for classroom projects, research and work ▪ All students have a district account of Microsoft 365 which includes access to Office and a cloud drive for their work



			<ul style="list-style-type: none"> ▪ Teachers are using Newsela and other online subscriptions to enhance their literacy instruction and student engagement ▪ After school STEM programming is offered through a partnership with Culture Play
2.	Small Learning Community (SLC) Model	G	<ul style="list-style-type: none"> • School has been reorganized into four small learning communities(SLCs) (LACASA, REAL Scholars Academy, LEAP Academy and Global Scholars Academy) • Each SLC consists of approximately 350-380 students in grades 6-8 • Each SLC has a dedicated student support team as well as a core team of 15-25 teachers • Common planning is integrated daily into the teacher’s schedules • Each SLC integrates the Early Warning Indicator System (EWI) to monitor student cohorts and align appropriate interventions based on data an individual responsiveness • SLCs provide a model for stronger relationships amongst faculty and students over the course of middle school years
3.	Implement school-wide interim assessments in ELA and Math three times per year along with mastery tracking	Y	<ul style="list-style-type: none"> • Interim assessments have been created in house using the Mastery Connect platform and national item bank of CCLS questions/performance tasks • Each SLC will set growth targets to monitor after the first administration • Student performance data will be used to identify and prioritize instructional improvement and intervention alignment • An assessment calendar was created for administering exams and data analysis cycles • Each assessment creates a student “mastery tracker” that displays growth in standards mastery <p>The status is in yellow because the school has faced challenges in getting Mastery Connect implemented school-wide. Last year, instructional coaches were trained on the system and the design of formative assessments. They led their respective departments in the work to design, implement, analyze and action plan based on results. This year, instructional coaches were appointed in January 2019, there has not been school-wide capacity to implement the first cycles of interim assessments; however, there is a plan of action for Quarter 3.</p>
4.	Data driven instructional leadership	Y	<ul style="list-style-type: none"> • The administrative team’s supervisory duties and responsibilities has been structured to take ownership of a content area, data analysis and identifying instructional priorities. All administrators have been asked to schedule 1:1 data meetings with teachers and conduct daily walkthroughs using the NYSUT Teacher Practice



			<p>Rubric indicators. Assistant Principals co-lead data meeting with Talent Development to review grade level data in the area of attendance, behavior, course and student work. A plan of intervention is determined for individual students in collaboration with the Student Support Team. The</p> <ul style="list-style-type: none"> • Each SLC is led by a support team that includes the following: assistant principal, dean, guidance counselor, social worker, psychologist, lead teacher, community school director, transformation facilitator and key partners • SLCs will set performance targets and be held accountable to growth metrics by using a school wide state assessment data, Mastery Connect common assessment data and performance coursework will be used to measure the impact of the growth and proficiency of all students across SLCs. • Each small learning community, in partnership with Talent Development, has implemented weekly Early Warning Indicator (EWI) meetings to analyze data, plan for tiered interventions and monitor student improvement in academic and behavioral performance.
5.	Secondary instructional coaches and lead teachers	Y	Instructional coaches have been appointed in the areas of Data, ENL/Bilingual in addition to one lead teacher per SLC to work in collaboration with the school leadership team toward school-wide continuous improvement. The coaches will lead the implementation of year end assessment cycles, intervention and support testing coordination.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.

Status	Analysis/Report Out
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(R/Y/G)					
G	<p>The CET continues to meet twice a month. The previous principal Dr. Manuel is no longer with the district as of the end of this reporting quarter. We have presently the newly appointed interim principal, Mr. Alan Gonzalez. With the recent mid-year change in administration, the CET has committed to not losing momentum in the transformation during this transitional period. Members review and discuss progress towards established goals. The CET has been highly engaged in developing a community school model for ABGS. The team selected a lead agency last winter and a community school director in August. The Community School Director has worked closely with the CET to align her work with the vision of the team. The CET has been actively involved in the implementation of the community school grant. The team has provided input on the budget and worked with the grants office to review and continuously engage on the status of implementation. This past summer the grant provided funding for the following projects: six new science labs, remodeled bandbox, remodeled student bathrooms, security camera upgrades and much more. In early September, CET members volunteered to be part of a multi-day facilities review and assessment. Members assisted the principal in producing a comprehensive facilities improvement plan. The process allowed CET members an opportunity to explore the facilities challenges and needs of the campus. The CET is committed to the transformation plans. The CSD is currently working on strategic plans for short and long term initiatives to bring a community school model to ABGS and align with the ESSA Accountability measures.</p>				
<p><i>Powers of the Receiver</i> Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.</p>					
Status (R/Y/G)	Analysis/Report Out				
Y	<p>The Receiver continues to collaborate with the Distinguished Educator and school leadership around evaluating the effective practices implemented in the school. The Receiver, Acting Superintendent Armstrong, visits the school regularly and conducts conversations about student data, reflecting on the school’s improvement plan, checking-in on professional development efforts to improve teacher practices and student achievement. The Receiver and The Distinguished Educator accompanied the school leader to Albany to learn about the ways the new ESSA identification regulations would impact the school and district communities. Finally, the Receivership negotiations have come to a standstill and will require Commissioner’s intervention. The goal is to send the Commissioner of Education the items the District and Teachers’ Union have not agreed upon prior to February break for resolve.</p>				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)



Community Schools Grant (CSG)

As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.

Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	<p>The Alverta B. Gray Schultz (ABGS) Community School Needs Assessment Report 2018-2019 was completed in December 2018. It provides a comprehensive overview of the school’s strengths, needs and concerns, and the diverse issues affecting students’ social-emotional well-being, physical health and academic performance. It also outlined the critical role of the Community School in providing programs, services and supports to students, school staff, families and community members to address these issues. Below is a snapshot of key findings in each of the areas for students, teachers, families and the broader Hempstead community.</p> <p>1. Student Cognitive Development Perceived strengths: * EWI and increased use of data identify students who need academic supports and interventions. * Small learning communities help organize academic supports and services. Areas for improvement: * Increase student academic progress and literacy skills to help them meet grade level proficiency. * Academic challenges that result from: * Students’ chronic absenteeism, cutting classes, and lack of punctuality. * Limited accountability for homework completion and social and academic behavior. * Limited English proficiency (new to this country). * Poor student organizational skills and study skills. Potential next steps: * A multi-pronged approach to engaging instructional strategies and a cross-curriculum focus on literacy. * Academic supports needed include: * Hands-on, differentiated instruction to help teachers meet students where they are. * Extended supports for English language learners. * A re-structured AIS program. * Targeted supports, interventions, and enrichment activities built into after-school programming. * A focus on improving students’ study skills and organization skills. * Academic professional development (PD) for teachers that includes: * Supports to help teachers implement the International Baccalaureate (IB) program. * Instructional planning and pedagogical supports. * Addressing the needs of English Language Learners and special education students. * Effective instructional strategies such as team teaching, student goal-setting, student accountability, and reflective practices. * Integration of technology into the curriculum.</p> <p>2. Student Social Development Perceived strengths: * After-school activities serve as important motivators in building student interest in attending school, reducing gang activity and increasing school security. * Personal interactions with teachers and the school leadership are viewed generally as “responsive, supportive, friendly and respectful” and students feel positive about peer relationships. * The school has begun to address the issue of school safety by redistributing and redirecting student traffic patterns with the formation of its four small learning communities. Areas for improvement: * Access to more games, sports, and arts activities, computer classes and homework help at school. * Limited transportation and communication about after-school opportunities. * Safety and security have been identified as key concerns at the school. * Overcrowding and lack of lockers add further challenge. Potential next steps: * Teachers would like to see additional resources to: * Support an anti-bullying culture * Build student communication skills * Address relationships with adults * Build leadership skills * Address relationships with peers * Continued work around behavior monitoring, targeted training of security</p>



guards, stricter hallway rules, and staggered bell schedules to reduce incidents and promote more peaceful student movement. * Teacher workshops on increasing attendance, implementing positive behavior supports, character development skills, and positive youth development strategies. * Increase student participation in after-school/out-of-school sports activities (improve transportation options and the marketing and communication of these opportunities). * Maintain active, up-to-date rosters for all afterschool programs, clubs, and activities. * Identify students who are need of supports and interventions and match them with appropriate after-school supports. 3. Student Emotional Development Perceived strengths: * Mental health supports are provided in collaboration between support staff, teachers, and after-school programs (e.g., Teen Center focusing on gang prevention, drug awareness, nonviolence). * Teachers are also interested in serving as advisors to students. Areas for improvement: * More supports and services are needed to enhance students' mental health, social emotional well-being, and to build student resilience. * The school's mental health support capacity has been reduced due to a decline in student support staff, inconsistent documentation of student information, limited sharing of student behavioral data, and inadequate training and use of PowerSchool data. * Teachers are under a great deal of anxiety, stress, and some have experienced trauma. They can benefit from Increased emotional and mental health supports of their own. Potential next steps: * Identify mental health supports for students experiencing trauma, cultural adjustments, immigration challenges, or housing/food insecurity. * Provide targeted supports for students who have autism, ADHD, and bipolar disorder, as well as for students who experience such things as insecurity, anxiety, fear, depression, or suicidal ideation. * Agree on school-wide rules and code of conduct and establish processes and procedures for their implementation (including the celebration of success and the implementation of consistent discipline and consequences for student infractions). * Provide faculty and staff professional development in peer mediation and providing informal mental health supports in the classroom. 4. Student Physical Health Perceived strengths: * School day recreational and physical education programs are seen as adequate. Identified need: * Students need more access to health services. * There should be increased participation in after-school sports and other extracurricular/out-of-school activities (one quarter of students). * Parents want to enroll their children for 2-4 days in after-school programs to get homework help, participate in sports, build skills for success, and nurture friendships. * Students are aware of sports programs (e.g., lacrosse, volleyball, and track), but 6th and 7th graders are largely not involved. * Students' barriers to participation in after-school programs include: * Physical health issues, like allergies and asthma * Busing problems * Babysitting/translation obligations at home. Potential next steps: * Research in-school health clinics and health supports (like having an asthma case worker). * Identify health supports for families (mobile clinics, vouchers, etc.). * Look into establishing a food pantry to address the need of food security. * Identify vision services to support students who may need glasses. * Increase student participation in after-school / out-of-school sports activities (identify transportation issues, improve marketing and communication for these opportunities). 5. Parent Engagement Identified need: * Improve Teacher-Parent Relationships * Social and cultural divides, and a lack of trust and communication have affected the quantity and quality of communication and interaction between teachers and parents. Potential next steps: * Increase Parent Engagement * PD on community outreach strategies to build parent/ community school involvement and bridge the communication gap * Support parents with basic needs (e.g., medical clinic, access to a food bank, etc.) * Provide



	<p>after-school/ weekend programs for parents/guardians * Parenting classes * Individual and group counseling * Employment and educational opportunities (college preparation, computer/ leadership training, resume writing, interviewing skills, ESL, college tours) * Sports and arts class (e.g., book clubs, cooking, painting/drawing, dance, soccer, basketball, health and nutrition classes, exercise, karate, etc.) * Language classes * Language translation services and other outreach that could bolster attendance at parent-teacher conferences and build parent involvement in their children’s education * Individual and group counseling weekend programs.</p>
<p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) 	<p>Parent and Community Engagement Community Engagement Team Meetings The CET is geared towards two areas of focus: school progress and community school transformation. * The CET continues to meet twice each month, as per the initial schedule set. * The agenda is set and distributed prior to the meeting with input from all members. * Communication takes place via email and conference calls in between scheduled meetings. Parent Engagement In addition to the CET meeting, the Community School Director participates in the following community-based meetings on a regular basis: * SEPTA Meetings (Special Education) * Parent Teacher Student Association Meetings * Health & Safety Meetings * Parent/Teacher Conference The Community School Director also participates in the following school-based meetings on a regular basis: * Talent Development Early Warning Indicator Meetings * Weekly Small Learning Communities/Academies that take place within the school * Middle School Faculty Meetings * Extended Professional Development Wednesday</p>
<ol style="list-style-type: none"> 2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) 	<p>FHI 360 continues to develop a range of written notices and communications to extend the Community School services. All essential communications are being translated into recipients’ native language. * In the first month and a half of school, these included: * A memo to faculty introducing the new Community School Director (CSD) and explaining the focus of the work in the first year of partnership. * A flyer description of the FHI 360 and ABGS Middle School partnership. * A flyer describing the vision for a community school * Other marketing strategies have included printing ID lanyards branded with the name of the small learning community. * In December and January we shared information about the following: * The importance of incorporating a framework of positive youth development into the school (with a focus on building youth assets and opportunities). * Mental Health First Aid workshops. * LBGT workshops and supports. * Coffee with new principal events. * We’re currently working on designing a new community school banner to visit students, staff, and visitors in the main lobby of the school. * The CSD continues to work closely with the leadership of each of the small learning academies to support the academic and social emotional needs of students</p>
<ol style="list-style-type: none"> 3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee 	<p>The Community Engagement Team consists of parents, teachers, students and local officials, and convenes twice a month at the Alverta B. Gray Schultz Middle School. The CSD is present at all meetings. She also participates in a variety of other meetings as listed above in order to meet and connect with parents and other members of the community. In addition, in an effort to make herself as accessible as possible, the CSD includes her email and cell phone number on all communications and correspondence. She freely gives out this information when she meets with people and encourages them to call and come in and see her. The CSD and members of the Steering Committee are present at all key community events, to be sure that they are known and available for collaboration and connections. Parent Teacher Students Association/ Special Education Meeting The Community School Director</p>



	also ensures accessibility by being present at these monthly recurring meetings in efforts to maintain communication with both new coming and regularly attending members.
Steering Committee (challenges, meetings held, accomplishments)	The Community Engagement Team convenes twice a month, to date 10/24, 11/14, 11/28, 12/12, 01/09 and 01/23 at the Alverta B. Gray Schultz Middle School, which provides an open forum for parents, staff members, students, and members of the community. The meeting agendas are created by the CET Chair, Building Principal and the Community School Director who also facilitates the meetings. The Principal and the CSD submit items to the agenda and the group uses these meeting times to discuss important issues, present items that need feedback, and plan for future activities and events. Accomplishments: * Increased participation from the parents, students and committee * Better assessment of the needs of the community (parents, teachers and students) * Establish a baseline with parents pertaining to students’ access to after school programming and determine the best fit and, upon parents’ request, offer suggestions Challenges: * Allocations of funds * Constant change of administration * Recruiting staff/ school support * Concerns of bringing individuals on board to support Small Learning Communities * Increasing parent involvement The CET is active and attendance is high.
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	The Community School Director has created a comprehensive list of school resources and partnerships, categorized by type of service and other key criteria, in an effort to create a transparent and easy to navigate resource for parents, students, school clinicians, teachers and neighboring schools. As of date, the resource map captures programs and services such as: * Food Pantry providers * Counseling services (in school and out of school) * Social Services * Afterschool Programming * School Clubs * Academic Support * New York State Mentoring Program It is the intentions of the Community School to disseminate these resources to the Hempstead Community through a host of communicative ways. It is currently available through an interactive Google Sheets document, but the CSD is also creating a one-page flyer capturing highlights and hopes to make it part of the school website. To this end, the CSD has attended training in how to build and maintain pages within the ABGS Middle School website and has begun to create pages to share this information. In an initial effort to address the needs identified within the Needs Assessment, the CSD has begun identifying and facilitating services that are accessible to both the school and the community collectively, specifically: * Youth Mental Health First Aid * LGBT Network * Sights for Students * Prospective Food Pantry Service Providers * The administration of the Developmental Asset Profile (DAP) survey to track students perceived opportunities, strengths, and areas of need.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Accomplished: Family Health International (FHI 360) \$355,000 MakerBot \$20,599 Academic Assembly Programs \$14,000 Mental Health Clinic Access \$24,000 NewsELA \$22,300 MasteryConnect \$12,200 Media Center Upgrades \$44,848 Gang Prevention \$30,000 and services increased through the 18.19 school year STEM Biological Supply \$11,762 Pending Activities: Persistent delays in the Purchase Order Processing in the business office resulted in an initial delay followed by Funded money being completely inaccessible in the business office for over 10 weeks. During the period when the previous school years’ budget’s closing process as well as a major clean-up was conducted with all Budget codes, purchase requests for any and all grant projects were on hold. As of October 10th Funded Codes have been reopened and outstanding purchase request are being processed. The following still



	remain outstanding: Media Center Upgrade Technology \$30,291 Portable Stages and speakers \$14,169 Electronic Marquee \$39,650
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	95% of the Capital Projects have been accomplished. We have completed the process of working through the punch list of small details to bring all projects to completion. The Science classrooms at ABGS have been fully renovated and were ready for students on the first day of school opening. The Band Box and Media Center spaces have also been completed. CSG Funding continues to support initiatives outlines in the grant.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:	Y	To meet the 200 hours of Extended Learning Time, monies from PSSG will be used to support the After school Intervention Program for students, training for staff in preparation for AIS Instruction, and instructional support materials. AIS After school will be held three days per week and some Saturdays. Saturdays will be slated for special individualized and small group targeted instruction and regent preparation for students. Afterschool AIS Enrichment has been fully funded \$127,500 in 2017-2018; potential carryover may be available to fund the 2018-2019 school year. Upon the completion of a Fiscal Audit Review conducted by the office of Accountability, we should have access to carryover. REACH Professional Development has been fully funded \$85,000 in 2017-2018.
SIG:		N/A



	G	Fortunately, having been granted a 2-year funding time period by SED instead of the original 1-year, has given the District additional time to use these funds for programs and initiatives of the Community School’s model. We expect to submit a budget amendment for the use of the remaining unused funds.
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Part VII: Best Practices (Optional)

Best Practices		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.		
List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	Small Learning Communities SLCs provide a model for stronger relationships amongst faculty and students over the course of middle school years	<ul style="list-style-type: none"> ● School has been reorganized into four small learning communities(SLCs) (LACASA, REAL Scholars Academy, LEAP Academy and Global Scholars Academy) ● Each SLC consists of approximately 325-375 students in grades 6-8 ● Each SLC has a dedicated student support team as well as a core team of 15-20 teachers ● Common planning is integrated daily into the teacher’s schedules ● Each SLC integrates the Early Warning Indicator System (EWI) to monitor student cohorts and align appropriate interventions based on data an individual responsiveness
2.	Professional Development	Talent Development Secondary is providing the implementation of an Early Warning System at A.B.G.S to support the collection, analysis and use of Attendance, Behavior and Course Performance data to identify and implement data-driven interventions for students to keep them on track for high school graduation and success in post-graduation academic endeavors. TDS strengthens Small Learning Communities through building highly functioning interdisciplinary teacher teams that meet weekly to support improved instruction and student support.



Part VIII Assurance and Attestation

Signature of Receiver: Regina Armstrong
Date: Jan. 31, 2019

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Ms. Patricia McNeil
Signature of CET Representative: P.A. McNeil
Date: 01/31/2019