

**2022-2023 Receivership School Quarterly Report #3**  
Report Period: February 1, 2023, to April 28, 2023 *(Due April 28, 2023)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto: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 should directly align with, or be adaptations to, previously approved intervention plans and **require explicit engagement and input from community engagement teams.**

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Alverta B. Gray Schultz	280201030010	Hempstead Union Free School District	FHI 360	1	<a href="https://www.hempsteadschools.org/">https://www.hempsteadschools.org/</a>

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Regina Armstrong Superintendent of Schools	Ms. Linda St. John, Interim Principal	August 30, 2022	Reina Jovin School Implementation Manager	7-8		934	36%	12%	49%

## Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. **Any links included must be made publicly available prior to submitting the report.**

Alverta B. Gray Schultz (ABGS) has fully implemented the International Baccalaureate (IB) framework of inquiry-based instruction and transformational practices. Our instructional and support staff continue to align instructional practices to the IB framework that includes the Approaches to Learning Skills (ATLs). Utilizing ATLs supports a systemic approach to inquiry-based instruction that results in more student-centered learning to improve academic achievement.

Educators model the IB Learner Profile traits to motivate and encourage students 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. These goals are intended to be a catalyst for increasing student achievement.

- 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

On-going classroom walkthroughs with timely feedback continue to be used to monitor instructional strategies and practices. Monthly data meetings are used to analyze student progress, performance levels, and adjust tiered interventions with modifications to instruction as deemed appropriate. Reflective practices are common with teachers and students and instructional staff are supported with on-going professional learning throughout the year. Instructional Coaches continue to 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. To continue the support of ABGS as a community school, the principal engages stakeholders and collaborates with the Community Engagement Team (CET). Parent meetings and workshops are held on a bimonthly basis to facilitate workshops that educate parents on ways they can help increase student achievement.

ABGS and members of the community believe that the greatest resource and hope for the future of the Hempstead community and the country is the successful education of our children. At ABGS, we believe that every student deserves a comprehensive education that is relevant, engaging, meaningful, and supported by skilled, committed, caring educators.

School: \_\_\_\_\_

School District: \_\_\_\_\_

Date of Capture: \_\_\_\_\_

SWD \_\_\_\_%

Total Current Enrollment/Registrant Counts: N= \_\_\_\_\_

ELL \_\_\_\_%

} SWD/ELL percentage total _____%
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Four-Year Trend Data

	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	____%	____%	____%	____%
Chronic Absenteeism Rate	____%	____%	____%	____%
Out-of-School Suspension % Rate and #	____%/#____	____%/#____	____%/#____	____%/#____
Duplicated Suspensions	____%/#____	____%/#____	____%/#____	____%/#____
Unduplicated Suspensions	____%/#____	____%/#____	____%/#____	____%/#____
ELL Suspensions	____%/#____	____%/#____	____%/#____	____%/#____
SWD Suspensions	____%/#____	____%/#____	____%/#____	____%/#____
<i>School/District Notes:</i>				

\*This school specific data trend sheet must be completed in its entirety and electronically submitted to the OISR Lead Liaison no later than one week prior to your scheduled NYSED OISR 2022-2023 Spring Onsite Technical Assistance Support and Collaborative Review Session. In addition, please cc: [OISR@nysed.gov](mailto:OISR@nysed.gov) in your communication.

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

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school’s 2022-2023 Continuation Plan, as part of an ongoing process of *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, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.*

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during  
February 1, 2023 – April 28, 2023**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
IB MYP Units of inquiry framework		ABGS has fully implemented the IB inquiry-based framework and will continue for the 2023-2024 school year. Our high-quality balanced curriculum supports the development of inquiry-minded students. As an authorized IB World School that offers the Middle Years Program (MY) students participate in hands on activities using the Approaches To Learning skills (ATL) of <i>Communication, Collaboration, Social, Research, Thinking and Self-management to build relationships that will foster academic achievement.</i>

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		The IB framework of inquiry-based learning enhances students learning experiences, fosters a love of learning where students realize that learning is not limited to school as it happens everywhere all the time and can be fun. This strategy will be maintained for the 2023-2024 school year.
2. Data Driven Instruction		<p>Data driven instruction ensures every child is engaged in meaningful learning that is relevant to them, and allows them to self-reflect, self-assess, and take ownership of their learning. 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.</p> <p>This strategy will be maintained for the 2023-2024 school year.</p>
3. Professional Development		<p>All professional development supports the IB MYP World School framework of inquiry-based learning and is vital to the growth of staff. Professional development builds connections with the community and ensures vertical alignment occurs throughout the building.</p> <p>School Comprehensive Educational Plan (SCEP) surveys, and evaluative instructional practices by the administrative team highlighted the need for more targeted professional development. Therefore, the Ed camp model, which is a model where educators work collaboratively to decide on professional development topics was implemented. These professional development sessions are facilitated by content instructional coaches that foster peer-to-peer learning.</p>
<p>4. Implementation of Community School Model</p> <ol style="list-style-type: none"> <li>1. Social Emotional Learning (SEL)</li> <li>2. Family Community Partnerships</li> <li>3. Coordinated and Integrated Wraparound Supports</li> </ol>		<p>As an IB MYP World School we 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 continues to foster relationships with families using a variety of measures, such as monthly, <i>Breakfast Chats, Parents as Partners Workshops,</i></p> <p>We will continue to work in collaboration with community organizations to support inquiry- based learning, the development of 21<sup>st</sup> Century skills, and promote school improvement.</p> <p>ABGS Middle School believes in educating the whole child, therefore we will continue to develop students who are productive citizens of a global society.</p>

**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 informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #3 Reflection on Activities Completed for this Indicator during  
February 1, 2023 – April 28, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>															
#33 3-8 ELA All Students MGP		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li><b>Implement the IB MYP Units of Inquiry Framework</b></li> <li><b>Implementing a Data Driven Instructional Model</b></li> <li>Implementation of Aligned Professional Development</li> <li>Implementation of Community School Model</li> </ol> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Conducted walkthrough and classroom visitations to support implementation of IB units of inquiry.</li> <li>Instructional Coaches continue to use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.</li> </ul>	<p><b>Evidence Used to Determine Progress and Impact</b></p> <p>Student participation rates on NYS ELA Assessment Grades 7 and Grade 8</p> <p><b>NYS ELA Assessment Participation Rate</b></p> <table border="1" data-bbox="1247 1084 2540 1321"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td>Grade 7 ELA</td> <td>427</td> <td>5/12</td> <td>410</td> <td>96%</td> </tr> <tr> <td>Grade 8 ELA</td> <td>453</td> <td>8/21</td> <td>424</td> <td>94%</td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	Grade 7 ELA	427	5/12	410	96%	Grade 8 ELA	453	8/21	424	94%
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		<ul style="list-style-type: none"> <li>• Teachers utilize i-Ready online differentiated lessons to target students' specific needs.</li> <li>• Monthly discussions to identify and focus on specific skill sets revealed by the data</li> <li>• Teachers are using the following programs to meet the needs of all ELA students: · NEWSELA an online reading resource that has enhanced reading comprehension passages and measures Lexile growth, IReady · Digital Subscription to Pearson Realize · My Perspective · Immersive Reader within Office 365</li> <li>• Implementation of Vocabulary Enhancement- In a collaborative effort to build vocabulary- word definition and sentences are announced daily during the morning announcements</li> </ul>	<ul style="list-style-type: none"> <li>• In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. The New York State ELA Assessments were administered in time allotted for quarter three assessments.</li> <li>• Participation rate for the NYS ELA Assessment was 96% in Grade 7 and 94% in Grade 8. Based on this data and the Fall to Winter I-Ready Benchmark data where Grade 7 showed an overall growth of 12% and Grade 8 showed an overall growth of 6% we are looking forward to continuing this growth trend with the results of the 2022-2023 NYS ELA assessment data.</li> </ul> <p><b><u>I-Ready Data Breakdown</u></b></p> <ul style="list-style-type: none"> <li>• The percentage of students in both grades 7 and 8 who were performing in three or more grade levels below decreased. The change was a decrease of 9 percentage points in grade 7 and 3 on grade 8. The decrease in this category led to increases in the one and two grade levels below categories.</li> <li>• There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each) Future Action Steps</li> <li>• The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>• The ELA instructional coach will continue PLCs to use data in assisting ELA teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th and 8th grade data.</li> </ul>

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#39 3-8 Math All Students MGP		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>Implement the IB MYP Units of Inquiry Framework</li> <li><b>Implementing a Data Driven Instructional Model</b></li> <li>Implementation of Aligned Professional Development</li> <li>Implementation of Community School Model</li> </ol> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Instructional Coaches use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.</li> <li>Math coach uses data from Right Path and Delta Math Assessments to assist math teachers with developing strategies to address deficiencies, as well as working with the data coach to assist teachers in accessing and interpreting student data.</li> <li>Consumable workbooks are being used for differentiated instruction, AIS, and RTI.</li> </ul>	<p><b>Evidence Used to Determine Progress and Impact</b></p> <p>Student participation rates on NYS Math Assessment Grade 7 and student anticipated participation rate for Grade 8 Algebra Regents Exam NYS Math Assessment Participation Rates.</p> <p><b>NYS Math Assessment Participation Rates</b></p> <table border="1" data-bbox="1247 919 2540 1110"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td><b>Grade 7 Math</b></td> <td><b>427</b></td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td><b>Grade 8 Algebra</b></td> <td><b>453</b></td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. The NYS Math Assessment for Grade 7 will be administered 5/2/23 - 5/4/23 and the Grade 8 Algebra</li> </ul>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	<b>Grade 7 Math</b>	<b>427</b>	N/A	N/A	N/A	<b>Grade 8 Algebra</b>	<b>453</b>	N/A	N/A	N/A
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			<p>Regents Exam will be administered 6/14/23 - 6/16/23. We are looking forward to continuing our growth trend.</p> <p><b><u>I-Ready Data Breakdown</u></b></p> <ul style="list-style-type: none"> <li>• The percentage of students who scored at early and mid/above grade level increased by 3 and 2 percentage points respectively.</li> <li>• The percentage of students who scored three or more grade levels below decreased by 9 percentage points. The decrease in this category led to increases in the one and two grade levels below categories.</li> </ul> <p><b><u>Future Action Steps</u></b></p> <ul style="list-style-type: none"> <li>• The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>• Math instructional coach will continue PLCs to use data in assisting math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th grade math data.</li> </ul> <p><b><u>Description of Adjustments Made to Continuation Plan (If Any)</u></b> No adjustments were needed at this time.</p>

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#100 3-8 ELA All Students Core Subject Performance Index		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>Implement the IB MYP Units of Inquiry Framework</li> <li><b>Implementing a Data Driven Instructional Model</b></li> <li>Implementation of Aligned Professional Development</li> <li>Implementation of Community School Model</li> </ol> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Walkthrough and classroom visitations to support implementation of IB units of inquiry.</li> <li>Instructional Coaches continue to use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.</li> <li>Actively Learn, continues to be used as an online digital media resource where students can access class sets of novels to use during instruction.</li> <li>Continue to incorporate Word of the Day in morning announcements to develop and enhance to develop and enhance student vocabulary. The following non-negotiable non-fiction reading strategies have been implemented across all content areas.</li> </ul> <p><b>Pre-Reading</b></p> <ul style="list-style-type: none"> <li>Build background knowledge before beginning to read.</li> </ul>	<p><b>Evidence Used to Determine Progress and Impact Student participation rates on NYS ELA</b> Student participation rates on NYS ELA Assessment Grades 7 &amp; 8</p> <p><b>NYS ELA Assessment Participation Rate</b></p> <table border="1" data-bbox="1247 735 2540 922"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td><b>Grade 7</b></td> <td><b>427</b></td> <td><b>17</b></td> <td><b>410</b></td> <td><b>96%</b></td> </tr> <tr> <td><b>Grade 8</b></td> <td><b>453</b></td> <td><b>29</b></td> <td><b>424</b></td> <td><b>94%</b></td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. The New York State ELA Assessments were administered in time allotted for quarter three assessments.</li> <li>Participation rate for the NYS ELA Assessment was 96% in Grade 7 and 94% in Grade 8. Based on this data and the Fall to Winter I-Ready Benchmark data where Grade 7 showed an overall growth of 12% and Grade 8 showed an overall growth of 6% we are looking forward to continuing this growth trend with the results of the 2022-2023 NYS ELA assessment data.</li> </ul> <p><b>I-Ready Data Breakdown</b></p> <ul style="list-style-type: none"> <li>The percentage of students in both grades 7 and 8 who were performing in three or more grade levels below decreased. The change was a decrease of 9 percentage points in grade 7</li> </ul>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	<b>Grade 7</b>	<b>427</b>	<b>17</b>	<b>410</b>	<b>96%</b>	<b>Grade 8</b>	<b>453</b>	<b>29</b>	<b>424</b>	<b>94%</b>
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		<ul style="list-style-type: none"> <li>• Know the purpose for reading (chronological information, compare &amp; contrast, etc.)</li> <li>• Identifying main idea- Ask what the text is about</li> <li>• Preview (the pictures, title, heading, boldface quotes, repeated words, graphs, etc.)</li> <li>• Make prediction (who, what, where, when, why and how)</li> <li>• Break text into manageable chunks.</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• Give complete attention to the reading task.</li> <li>• Keep the purpose in mind. ☑ Self-monitor comprehension.</li> <li>• Annotate text</li> <li>• Re-read for understanding. ☑ Connect with text-compare learning with what he/she already knows. Has an opinion about reading. (Text to Self)</li> <li>• Ask what the author is trying to say. (Identifying Author’s Purpose) ☑ Using inference skills to make predictions</li> <li>• Generate questions and seek answers.</li> </ul>	<p>and 3 on grade 8. The decrease in this category led to increases in the one and two grade levels below categories.</p> <ul style="list-style-type: none"> <li>• There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each)</li> </ul> <p><b>Future Action Steps</b></p> <ul style="list-style-type: none"> <li>• The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>• The ELA instructional coach will continue PLCs to use data in assisting ELA teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th and 8th grade data.</li> </ul> <p><b>Description of Adjustments Made to Continuation Plan (If Any)</b></p> <p>No adjustments were needed at this time</p>
#110 3-8 Math All Students Core Subject		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>1. Implement the IB MYP Units of Inquiry Framework</li> <li>2. Implementing a Data Driven Instructional Model</li> </ol>	<p><b>Evidence Used to Determine Progress and Impact</b></p> <p>Student anticipated participation rates on NYS Math Exam Grade 7 and student anticipated participation rate for Grade 8 Algebra Regents Exam</p>

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Performance Index		<p>3. Implementation of Aligned Professional Development 4. Implementation of Community School Model</p> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches will continue to use free periods to hold content and grade specific meetings that address the use of best practices within the classroom and the use of daily focus time on constructed response writing.</li> <li>• Math coach continues to assist the Math team with developing strategies to address deficiencies as well as working with the data coach to assist teachers with locating and interpreting student data.</li> <li>• The Math Coach continues to support professional learning to build capacity and enhance pedagogy amongst teachers.</li> <li>• Consumable workbooks are being used for differentiated instruction, AIS and RTI.</li> </ul>	<p><b>NYS Math Assessment Participation Rates</b></p> <table border="1" data-bbox="1247 646 2540 883"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td><b>Grade 7 Math</b></td> <td><b>427</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> </tr> <tr> <td><b>Grade 8 Math (Algebra)</b></td> <td><b>453</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>• In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. NYS Math Assessment for Grade 7 will be administered 5/2/23 - 5/4/23 and the Grade 8 Algebra Regents Exam will be administered 6/14/23 - 6/16/23. We are looking forward to continuing our growth trend.</li> </ul> <p><b>I-Ready Data Breakdown</b></p> <ul style="list-style-type: none"> <li>• The percentage of students who scored at early and mid/above grade level increased by 3 and 2 percentage points respectively.</li> <li>• The percentage of students who scored three or more grade levels below decreased by 9 percentage points. The decrease in this category led to increases in the one and two grade levels below categories.</li> </ul> <p><b>Future Action Steps:</b></p>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	<b>Grade 7 Math</b>	<b>427</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>Grade 8 Math (Algebra)</b>	<b>453</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
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			<ul style="list-style-type: none"> <li>The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>Math instructional coach will continue PLCs to use data in assisting math teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th and 8th grade math data.</li> </ul>										
#150 Grades 4 and 8 Science All Students		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li><b>Implement the IB MYP Units of Inquiry Framework</b></li> <li><b>Implementing a Data Driven Instructional Model</b></li> <li>Implementation of Aligned Professional Development</li> <li>Implementation of Community School Model</li> </ol> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Grade-level teams are aligning IB Units of inquiry to NYS Learning, Regents, and Next Generation Learning Standards.</li> <li>Collaborative creation of Scope and Sequence including recommended pacing.</li> <li>Walkthroughs and visitations continue to ensure consistency and continuity in instruction and social emotional learning.</li> </ul>	<p><b>Evidence Used to Determine Progress and Impact</b> Anticipated student participation rates on NYS Science Regents Exam</p> <p><b>NYS Science Assessment Anticipated Participation – Grade 8</b></p> <table border="1" data-bbox="1249 995 2540 1235"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td><b>Grade 8 Science (Living Environment)</b></td> <td><b>453</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. Living Environment Regents be administered 6/14/23 - 6/16/23. We are looking forward to continuing our growth trend.</li> </ul>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	<b>Grade 8 Science (Living Environment)</b>	<b>453</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	Eligible to Test	Absent/Refusal	Tested	Participation Rate									
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		<ul style="list-style-type: none"> <li>Implementation of nonfiction reading strategies with a focus on content specific vocabulary.</li> <li>Introduction of Webb’s DOK (Depth of Knowledge) to ensure rigorous core instruction.</li> </ul>	<p><b>Future Action Steps</b></p> <ul style="list-style-type: none"> <li>The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>Science instructional coach will continue PLCs to use data in assisting science teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 8th grade science data.</li> </ul> <p><b>Description of Adjustments Made to Continuation Plan (If Any)</b> No adjustments were needed at this time</p>															
#160 Chronic Absenteeism All Students		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>Implement the IB MYP Units of Inquiry Framework</li> <li><b>Implementing a Data Driven Instructional Model</b></li> <li><b>Implementation of Aligned Professional Development</b></li> <li>Implementation of Community School Model</li> </ol> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Home visits conducted by Attendance Office</li> <li>Classroom Presentations present by Attendance Teachers and Guidance Counselors</li> </ul>	<p><b>ABGS Student Attendance 2022 – 2023</b></p> <table border="1" data-bbox="1247 1065 2521 1330"> <thead> <tr> <th>Grade</th> <th>Enrollment</th> <th>Average Daily Attendance</th> <th>Number of Students Chronically Absent</th> <th>Percent of Students Chronically Absent</th> </tr> </thead> <tbody> <tr> <td>Grade 7</td> <td>450</td> <td>89</td> <td>13</td> <td>3%</td> </tr> <tr> <td>Grade 8</td> <td>481</td> <td>91</td> <td>16</td> <td>4%</td> </tr> </tbody> </table> <p><b>Student Academic Development:</b></p>	Grade	Enrollment	Average Daily Attendance	Number of Students Chronically Absent	Percent of Students Chronically Absent	Grade 7	450	89	13	3%	Grade 8	481	91	16	4%
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		<ul style="list-style-type: none"> <li>• Staff attends Professional Development on Early Warning Systems to specifically target chronic absenteeism</li> <li>• Collaboration with lead agency FHI 360 (formerly Family Health International) and ABGS Administrative team, in conjunction with Parent University to increase: Attendance awareness</li> <li>• Monitoring daily attendance</li> <li>• Initiatives around identifying students displaying early warning indicators.</li> <li>• Establishing mentoring cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Through our new team of attendance staff and training in the use of attendance systems, we were able to improve the accuracy of our attendance data. These efforts resulted in a clean-up of our attendance records which included students who remained on ABGS Attendances rosters but never reported for the 2022-2023 school year.</li> <li>• Our attendance staff conducts bi-monthly meetings to collaborate on ways to monitor and track attendance data so that their findings can be communicated to faculty and parents. Attendance staff conduct home visits to identify students who are chronically absent to get them back to school. These home visits have resulted in improvement in the students who were initially labeled chronically absent.</li> <li>• The team also conducts presentations in class to students on the importance of attending school daily. All these efforts have resulted in an improvement in student attendance.</li> </ul>

### **Part III – Demonstrable Improvement Indicators-Level 2**

#### **Level 2 Indicators**

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

**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
February 1, 2022 – April 28, 2023**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>
#2 Plan for and Implement Quality Community School Model		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>1. Implement the IB MYP Units of Inquiry Framework</li> <li>2. Implementing a Data Driven Instructional Model</li> <li><b>3. Implementation of Aligned Professional Development</b></li> <li><b>4. Implementation of Community School Model</b></li> </ol> <p><b>Action Steps Followed</b> 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. Collaborative efforts of the Community School model has been intentionally geared towards providing support in specific areas:</p> <p><b>Mental Health Supports</b></p> <ul style="list-style-type: none"> <li>• Through our partnership with Adelphi University in facilitating the Derner Hempstead</li> </ul>	<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• As a community school, the school and the community must work together to get the best outcomes for young people. We remain dedicated to building relationships between our school and the community to promote student success. Our partner, Home Depot made a crucial donation to students IB MYP community project and participatory budget. This fall, we curated a spectacular event that involved all stakeholders (student ambassadors, community partners and staff) to beautify the new courtyard space and now students engage, learn, reflect, and relax in a nurturing space.</li> </ul> <p><b>PTSA/CET</b></p> <ul style="list-style-type: none"> <li>• Continue to recruit members to facilitate efforts to promote open discussion, collaboration and parental and community involvement to benefit our school. PTSA meetings are held quarterly. CET meetings are held monthly.</li> </ul> <p><b>MTSS</b></p> <ul style="list-style-type: none"> <li>• The Muti-Tiered Support System committee continues to meet to plan and facilitate workshops and professional development on strategies to provide targeted support to struggling students</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Parents as Partners Night has been reinstated. This is a bi-monthly event where parents/guardians are invited to attend workshops facilitated by teaching staff. These workshops are designed to help parents in</li> </ul>



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>															
		<p>Child Clinic the school community had access to year-round telehealth services and support. Households will receive telehealth services in reference to individual and group counseling inclusive of parent support groups. In addition, Derner Child clinic has increased their capacity in which they will also support parents in the form of support groups.</p> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>Through our partnership with varying community-based organizations and state funded programs students will be able to take advantage of remote extra-curricular activities that were geared towards mentorship, character development, career readiness and financial awareness.</li> </ul> <p><b>Food Security</b></p> <p>In partnership with the lead agency FHI360, the ABGS middle school was successful in securing a school-based pantry contract. The Marketplace provides perishable and nonperishable items as well as social service screening in efforts to support the households of students experiencing food insecurity.</p>	<p>understanding how they can best support teachers in the education of their children. The first workshop was a technology workshop where parents learned how to access student information. e.g., assignments, grades, etc., as well as resources available to them through the Parent Portal on the school website.</p> <table border="1" data-bbox="1257 673 2553 966"> <thead> <tr> <th>Quarter</th> <th>Total number of families and students:</th> <th>Total number of staff support:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>42</td> <td>26</td> </tr> <tr> <td>2</td> <td>50</td> <td>10</td> </tr> <tr> <td>3</td> <td>39</td> <td>12</td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Food Security</b></p> <p>Members of the community being served by the ABGS Market Place continues to grow. The growth is attributed to increased awareness of the Market Place via the following methods:</p> <ul style="list-style-type: none"> <li>Robo calls, text messages, and emails are sent to parents weekly to advise parents of food distribution days and times.</li> <li>Student involvement in servicing visitors helps to spread the word within the community about the Market Place. Students from our Life Skills class also assist with packing and the distribution of food to families. This enrichment provides hands on experiences of what it means to be caring global minded citizens which aligns with the IB framework of inquiry-based learning.</li> </ul> <p style="text-align: center;"><b>Total number of families served by the Market Place</b></p>	Quarter	Total number of families and students:	Total number of staff support:	1	42	26	2	50	10	3	39	12	4		
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		<p><b>Parent Engagement</b> Our partnerships with community-based organizations such as Ramapo for Children and the Derner Child Hempstead Clinic provide monthly parent engagement opportunities on a rotation basis that results in parent workshops.</p> <p><b>Mentorship</b> Our Community School Director, continues to assist ABGS in making great gains in mentorship of 7th and 8th grade students. Through our partnerships with Success Mentorship-Molly College, New York State My Brothers Keeper via HUFSD, over 200 students are dispersed between middle school and high school.</p> <p>The school administration also facilitated 4 virtual parent engagement opportunities geared toward progress updates for students and those in need of support and service</p>	<table border="1" data-bbox="1257 529 2182 636"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>130</td> <td>223*</td> <td>184</td> <td></td> </tr> </tbody> </table> <p><b>Mental Health/Social Emotional Learning Supports</b> Our partnership with Derner Clinic and Ramapo for Children and Cohens Medical Center for Children continues to result in an increase of the number of families referred to services by reengagement, increased awareness and recruitment. We have successfully resumed mental health services on site offered for families including counseling, guidance on immigration issues, parenting, and support for parents in the social-emotional well-being and academic performance of their children.</p> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>Continue to promote students utilizing the calming space to support Social Emotional Learning</li> <li>Continue community outreach to inform of food pantry.</li> </ul>	Q1	Q2	Q3	Q4	130	223*	184	
Q1	Q2	Q3	Q4								
130	223*	184									
#35 3 – 8 ELA Black Students MPG	•	<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li><b>Implement the IB MYP Units of Inquiry Framework</b></li> <li><b>Implementing a Data Driven Instructional Model</b></li> </ol>	<p><b>Evidence Used to Determine Progress and Impact</b> Student participation rates on NYS ELA Assessment Grades 7 &amp; 8</p>								

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		<p>3. Implementation of Aligned Professional Development 4. Implementation of Community School Model</p> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Ensuring the implementation of IB units of Inquiry by conducting walkthroughs and classroom visitations ensure teachers are utilizing IB units of inquiry.</li> <li>Teachers are using the following programs to meet the needs of all ELA students: · NEWSELA · I-Ready · Digital Subscription to Pearson Realize · My Perspective· Immersive Reader within Office 365</li> <li>The following non-negotiable non-fiction reading strategies will be implemented across all content areas. o</li> </ul> <p><b>Pre-Reading</b></p> <ul style="list-style-type: none"> <li>Build background knowledge before beginning to read. Know the purpose for reading (chronological information, compare &amp; contrast, etc.)</li> </ul>	<p><b>NYS ELA Assessment Participation Rates</b></p> <table border="1" data-bbox="1163 570 2558 760"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td><b>Grade 7</b></td> <td><b>106</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> </tr> <tr> <td><b>Grade 8</b></td> <td><b>116</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> <td><b>N/A</b></td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. The New York State ELA Assessments were administered in time allotted for quarter three assessments.</li> <li>Participation rate for the NYS ELA Assessment overall was 91% in Grade 7 and 84% in Grade 8. Based on this data and the Fall to Winter I-Ready Benchmark data where Grade 7 showed an overall growth of 9% and Grade 8 showed an overall growth of 19% we are looking forward to continuing this growth trend with the results of the 2021-2022 NYS ELA assessment data. I-Ready Data Breakdown There was an increase in the percentage of students who scored mid or above grade level (an increase of 1 percentage point.)</li> <li>There was a decrease of 3 percentage points in the number of students who performed at two grade levels below. Future Action Steps</li> <li>The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>The ELA instructional coach will continue PLCs to use data in assisting ELA teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th and 8th grade data.</li> </ul>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	<b>Grade 7</b>	<b>106</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>Grade 8</b>	<b>116</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
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		<ul style="list-style-type: none"> <li>• Identifying main idea- Ask what the text is about</li> <li>• Preview (the pictures, title, heading, boldface quotes, repeated words, graphs, etc.)</li> <li>• Make prediction (who, what, where, when, why and how)</li> <li>• Break text into manageable chunks.</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• Give complete attention to the reading task.</li> <li>• Keep the purpose in mind.</li> <li>• Self-monitor comprehension.</li> <li>• Annotate text</li> <li>• Re-read for understanding.</li> <li>• Connect with text-compare learning with what he/she already knows. Has opinion about reading. (Text to Self)</li> </ul>	<p><b>Description of Adjustments Made to Continuation Plan (If Any)</b></p> <p>No adjustments were needed at this time.</p>										
37 3-8 ELA ELL Students MGP		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>1. Implement the IB MYP Units of Inquiry Framework</li> <li>2. Implementing a Data Driven Instructional Model</li> <li>3. Implementation of Aligned Professional Development</li> <li>4. Implementation of Community School Model</li> </ol>	<p><b>Evidence Used to Determine Progress and Impact</b></p> <p>Student participation rates on NYS ELA Assessment Grade 7 and Grade 8</p> <table border="1" data-bbox="1166 1312 2556 1377"> <thead> <tr> <th data-bbox="1166 1312 1446 1377"></th> <th data-bbox="1446 1312 1725 1377">Eligible to Test</th> <th data-bbox="1725 1312 2005 1377">Absent/Refusal</th> <th data-bbox="2005 1312 2284 1377">Tested</th> <th data-bbox="2284 1312 2556 1377">Participation Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="1166 1377 1446 1406"></td> <td data-bbox="1446 1377 1725 1406"></td> <td data-bbox="1725 1377 2005 1406"></td> <td data-bbox="2005 1377 2284 1406"></td> <td data-bbox="2284 1377 2556 1406"></td> </tr> </tbody> </table>		Eligible to Test	Absent/Refusal	Tested	Participation Rate					
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		<p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>We will utilize the ENL instructional coach to provide PLCs and professional development to staff on strategies that engage ELL students.</li> <li>All ELLs and students with IEPs are ELA students. Use data from NYSESLAT, I-Ready, and NYS ELA aligned local assessments to develop best instructional strategies to increase achievement and differentiate the learning.</li> <li>The following non-negotiable non-fiction reading strategies will be implemented across all content areas.               <ul style="list-style-type: none"> <li>Pre-Reading Build background knowledge before beginning to read.</li> </ul> </li> <li>Know the purpose for reading (chronological information, compare &amp; contrast, etc.)</li> <li>Identifying main idea- Ask what the text is about</li> </ul>	<table border="1" data-bbox="1166 529 2556 659"> <tr> <td><b>Grade 7 ELA</b></td> <td><b>338</b></td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td><b>Grade 8 ELA</b></td> <td><b>364</b></td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. The New York State ELA Assessments were administered in time allotted for quarter three assessments.</li> <li>Participation rate for the NYS ELA Assessment was 96% in Grade 7 and 94% in Grade 8. Based on this data and the Fall to Winter I-Ready Benchmark data where Grade 7 showed an overall growth of 13% and Grade 8 showed an overall growth of 5% we are looking forward to continuing this growth trend with the results of the 2022-2023 NYS ELA assessment data.</li> </ul> <p><b>I-Ready Data Breakdown</b></p> <ul style="list-style-type: none"> <li>There was an increase in the percentage of students who scored early on grade level (an increase of 1 percentage point.)</li> <li>The percentage of ELL students in both grades 7 and 8 who were performing in three or more grade levels below decreased by 4 percentage points</li> </ul> <p><b>Future Action Steps</b></p> <ul style="list-style-type: none"> <li>The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>The ELA instructional coach will continue PLCs to use data in assisting ELA teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to</li> </ul>					<b>Grade 7 ELA</b>	<b>338</b>	N/A	N/A	N/A	<b>Grade 8 ELA</b>	<b>364</b>	N/A	N/A	N/A
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			<p>build on the growth indicated by the 7th and 8th grade data. Description of Adjustments Made to Continuation Plan (If Any) No adjustments were needed at this time.</p>															
#43 3-8 Math ELL Students MGP		<p><b>Lead Strategies Used (Bolded means used)</b></p> <ol style="list-style-type: none"> <li>Implement the IB MYP Units of Inquiry Framework</li> <li>Implementing a Data Driven Instructional Model</li> <li><b>Implementation of Aligned Professional Development</b></li> <li>Implementation of Community School Model</li> </ol> <p><b>Action Steps Followed</b></p> <ul style="list-style-type: none"> <li>Utilize the ENL instructional coach to provide PLCs and professional development to staff on strategies that engage ELL students</li> <li>All ELLs and IEPs students are Math students. Use data from NYSESLAT, I-Ready, and Local Assessment exams to develop best instructional strategies to increase achievement and differentiate the learning.</li> </ul>	<p><b>Evidence Used to Determine Progress and Impact</b></p> <p>Student anticipated participation rates on NYS Math Exam Grade 7 and student anticipated participation rate for Grade 8 Algebra Regents Exam</p> <table border="1" data-bbox="1163 917 2558 1109"> <thead> <tr> <th></th> <th>Eligible to Test</th> <th>Absent/Refusal</th> <th>Tested</th> <th>Participation Rate</th> </tr> </thead> <tbody> <tr> <td><b>Grade 7</b></td> <td>427</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td><b>Grade 8</b></td> <td>453</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p><b>Data Trends for this Quarter</b></p> <ul style="list-style-type: none"> <li>In lieu of quarterly benchmark assessments and to avoid over testing the quarter three benchmarks were not administered. NYS Math Assessment for Grade 7 will be administered 5/2/23 - 5/4/23 and the Grade 8 Algebra Regents Exam will be administered 6/14/23 - 6/16/23. We are looking forward to continuing our growth trend.</li> </ul> <p><b>I-Ready Data Breakdown</b></p>		Eligible to Test	Absent/Refusal	Tested	Participation Rate	<b>Grade 7</b>	427	N/A	N/A	N/A	<b>Grade 8</b>	453	N/A	N/A	N/A
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			<ul style="list-style-type: none"> <li>• The percentage of students in grade 7 who were performing in three or more grade levels below decreased. The change was a decrease of 17 percentage points. The decrease in this category led to increases in the one, two, and early on grade level categories.</li> <li>• There were increases in the percentage of students who scored early or mid/above grade level (an increase of 1 percentage point in for each)</li> </ul> <p><b>Future Action Steps</b></p> <ul style="list-style-type: none"> <li>• The quarter four benchmark assessment will be administered prior to the end of the school year.</li> <li>• The ELL instructional coach will continue PLCs to use data in assisting ELA teachers with developing strategies and using best practices to address student skill and content knowledge deficiencies to build on the growth indicated by the 7th and 8th grade data.</li> </ul> <p><b>Description of Adjustments Made to Continuation Plan (If Any)</b></p> <p>No adjustments were needed at this time.</p>
#94 Providing 200 Hours of Extended Day Learning Time		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.	<p><b>ABGS Afterschool Programs</b></p> <p>Academic Intervention Services (AIS)</p> <ul style="list-style-type: none"> <li>• Mondays, Tuesdays, Thursdays, 2:30pm – 5:30pm Grades 7 and 8.</li> </ul> <p>Empire Programs ,</p> <ul style="list-style-type: none"> <li>• Mondays, Tuesdays, Wednesdays, Thursdays, 2:30pm – 5:30 pm</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>

**Part IV – Community Engagement Team (CET)**

**Community Engagement Team (CET)**

*[The role of the Community Engagement Team](#) is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by **soliciting input through public engagement**. Recommendations made by the CET, including how the school 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 2022-2023 CET Plan Implementation**



<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
<p>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:</p> <p><b>Social Emotional Learning Leadership Team and Response to Intervention Team</b></p> <ul style="list-style-type: none"> <li>The team consists 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)</li> <li>Hold monthly meetings to discuss students and the school climate</li> <li>Create a monthly survey to be given to staff and students to discuss concerns/climate</li> <li>Analyze surveys and set monthly goals</li> <li>Scheduled meetings with a common time for all stakeholders</li> <li>Utilize the SEL State Standards to inform meetings</li> </ul> <p><b>Program /Service Providers Accessibility</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Continuing to promote telehealth services to the school community using various platforms such as flyers, electronic notifications, and school webpage.</li> </ul> <p><b>Creating a Student Leadership Council/Student Government</b></p> <ul style="list-style-type: none"> <li>The council will consist of students interested in providing input on school decisions, building school culture, and supporting the community through service</li> <li>Hold weekly meetings and conduct surveys to gain student input</li> </ul> <p><b>CET Monthly Meetings</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>In collaboration with ABGS Administration and the Community School Director, recommendations made by the CET will be used to inform implementation of the school’s improvement plan by continuing the following:</p> <ul style="list-style-type: none"> <li>Social Emotional Learning (SEL) for students and staff</li> <li>Parental support workshops facilitated by community-based organizations and members of ABGS faculty.</li> <li>Ongoing promotion of social emotional learning through various methods through publications, social media platforms, electronic announcements and the school webpage</li> <li>Continued collaboration meetings to brainstorm ways to support school administration in reaching demonstrative indicator targets.</li> </ul>

<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
<p><b>The meetings are also often attended by other members from the following groups</b></p> <ul style="list-style-type: none"> <li>Superintendent and Cabinet</li> <li>Principal Administration Team</li> <li>Community members</li> <li>Community based organizations such as: FHI360, Derner Hempstead Child Clinic</li> <li>School staff inclusive of:</li> <li>Deans, Teachers, School Clinical Team, School Counselors (both General and Special Education)</li> <li>Media Specialist</li> <li>Family and Community Engagement Coordinator</li> <li>District facilities representative</li> </ul>	

## **Part V - Receivership Powers**

### **Powers of the Receiver**

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

The Receiver has utilized her authority to ensure students' academic needs by continuing to schedule students for a block schedule. The school is benefiting from the school's approach to teaching students. Thus far, the Receiver has not issued any new directives. However, based on the Receiver's priorities, teachers continue to work on students' needs, arrange trips, and other activities

**Part VI – Assurance and Attestation**

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

Name of Receiver (Print):  
Signature of Receiver:  
Date:

REGINA ARMSTRONG  
Regina Armstrong  
\_\_\_\_\_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.

Name of CET Representative (Print):  
Signature of CET Representative:  
Title of CET Representative:  
Date:

Donna Raphael  
Donna Raphael  
Community School Director  
\_\_\_\_\_