

Receivership Schools ONLY

Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
Alverta B. Gray Schultz	280201030010	Hempstead Union Free Public District	FHI 360	Check which plan below applies:				
				SIG			SCEP	
				Cohort: 1			Model: Receivership Continuation plan	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Regina Armstrong, Interim Superintendent	Carey Gray Interim Principal	Reina Jovin, School Implementation Manager		6-8		37	12	1321
	Appointment Date: 01/06/20							

Executive Summary
<p>Please provide a <i>plain-language summary</i> of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. 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>In the 2020-2021 academic school year, the Alverta B. Gray Middle School will build on the gains of achieving demonstrable improvement in 9 out of 11 targets from the previous academic school year. Launch of the International Baccalaureate Middle Years Program served as the foundation for inquiry-based instruction. Under IB candidacy, a thorough examination of school data, procedures and protocols were conducted, and transformational practices were implemented. Under new leadership, the A.B.G.S. administrative team implemented procedures to align our current practices to the IB framework and a comprehensive transformational plan for success was set in motion.</p>
<p>Due to COVID 19, ABGS school leadership developed an emergency instructional plan in the event of school closure, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. Moreover, an online instructional leadership team was established to support implementation of online learning, teacher support, family and student support. In response to COVID-19, adjustments and modifications were made to our Math, ELA and Science instructional programming. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>

The plan for success and instructional priorities for the 2020-2021 school year includes the continued implementation of the MYP program and the addition of Career and Technical Education. We are also offering Regents level courses for our grade 8 cohort, including Algebra 1, US History, Living Environment and Earth Science. Teacher schedules have been designed to include planning and team collaboration across grade and content area. Students will be arranged by grade in cohorts of 100 per teacher team, which will include one Social Studies, Math, English Language Arts and Science Teacher. Block scheduling and collaborative team planning will be built into the master schedule to maximize opportunities for planning, instruction and aligning best practices and strategies. With the use of Atlas- Managebac, curriculum will be streamlined to allow all teachers to plan, share and align practices, materials and assessments to standards from one central location. Analysis of student assessment data contributed to the identification and selection of “writing across the content areas” and questioning strategies as targeted instructional priorities for the 2020-2021 school year. Instructional staff will utilize the acronym R-A-C-E as a tool to assist students with developing constructed responses.

Monthly data meetings will be conducted to determine student progress, performance levels and tiered interventions with modifications to instruction as deemed appropriate. On-going classroom walkthroughs with timely feedback to monitor instructional strategies and practices will be consistently performed. Teachers and students will engage in reflective practices and instructional staff will be supported with on-going professional learning throughout the year. The Instructional Coaches will support teachers in analyzing formative and summative assessment data and implementing instructional modifications to minimize instructional gaps and support the differentiated needs of our students. The interim Principal will engage stakeholders and collaborate with the CET (Community Engagement Team) to continue to support ABGS as a community school model.

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

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

Please note - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u> Please list the school's Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
#33 3-8 ELA All Students MGP	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p>Goals and Strategies:</p> <ul style="list-style-type: none"> Teachers will utilize the RACE strategy and rubric consistently when teaching writing across the content areas. My Perspectives digital instructional program will be used as a primary instructional resource Performance based groupings Daily focus time on constructed response-based writing PLC weekly meeting to highlight teacher collaboration, analyze data, discussion of student teams, strategies, data and best practices HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions. The ELA Instructional Coach will support teacher development and best practices 	<p>The instructional plan incorporates contingencies for a virtual or blended model of instruction.</p> <p>For the 2020-2021 school year, Alverta B. Gray Schultz Middle School will continue to focus on skills. Through weekly meetings, the ELA Instructional Coach will provide teachers with support by facilitating Professional Learning Communities (PLC's), that support peer collaboration and training in the use of data, to drive instruction.</p> <ol style="list-style-type: none"> The Administration will collaborate with the ELA Instructional coach and ELA Team, to create a framework outlining dates for assessments. Quarterly Benchmark assessments will be used to monitor progress of students.

	<ul style="list-style-type: none"> • Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction • Digital Student Reflection journals to self-monitor progress and achievement. • Student support and practice with the writing process via brainstorming, planning, drafting, revising, editing and publishing <p>Alverta B. Gray Schultz Middle School continues to focus on improving literacy skills by continuing to use the inquiry-based curriculum aligned to the NYS standards for ELA. Key strategies Alverta B. Gray Schultz Middle School is utilizing that directly connect to this indicator are Data-Driven instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, month professional development and data meetings for teachers. Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction will support the implementation of curriculum standards-based instruction.</p> <p>Our ELA instruction was strengthened by NEWSELA training of teaching staff and implementation in all ELA classrooms. There will be daily focus time on constructed response-based writing and performance-based groupings. Teachers will utilize the R.A.C.E. strategy and rubric consistently when teaching writing across the content areas. Intervention strategies and digital reflection journals ensure that every student is making the maximum growth possible.</p> <p>Due to COVID-19, adjustments and modifications were made to our ELA instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<ol style="list-style-type: none"> 2. A Common prep-time is allotted and designated for the ELA coach to hold content and grade specific meetings that will address the use of best practices within the classroom and the use of daily focus time on constructed response writing. 3. ELA coach will assist with developing strategies to address deficiencies as well as, utilizing the data coach to assist teachers with locating and interpreting, student data. 4. The ELA Coach will support Professional Learning to build capacity and enhance pedagogy amongst teachers. 6. Administration and coaches will offer content specific training through webinars, and monitor teacher progress <p>Enhancement</p> <ul style="list-style-type: none"> • Virtual Summer Learning Institute was held for instructional staff in August 2020 to provide professional development across all content areas in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform. • Digital Subscription to Pearson instructional resource “<i>My Perspectives</i>” -Follow up training for teachers will be provided to reinforce understanding and usage of the program. • Virtual Secondary articulation meetings occurred from January to June 2020. An instructional pacing plan for English Language Arts was developed to provide comprehensive and consistent instructional alignment for grades 6-12.
<p>#39 3-8 Math All Students MGP</p>	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p>	<p>The continuation plan incorporates contingencies for a virtual or blended model of instruction.</p>

	<ul style="list-style-type: none"> • ABGS Middle School is focusing on conceptual understanding, procedural fluency, applying mathematics, and making connections to real world context , a staple of IB/MYP philosophy. Block scheduling has been implemented in the schedule to afford students an opportunity to develop an interdisciplinary approach between subjects. Teachers spend time analyzing Math Scores, Envisions data, classwork and i-Ready Math benchmarks during one of the monthly Math PLC meetings with the Instructional Data Coach. The other meetings will focus on MYP units and lesson planning, best instructional practices and utilizing feedback from school leaders based on lesson plan collection and walk throughs with the Instructional Math Coach. The instructional Math Coach will also assist with supporting teachers with content knowledge and instructional strategies. • Small class size due to COVID-19 are utilized to ensure that every student is making the maximum growth possible, during in person instruction for the 2020-2021 school year. • Teachers will utilize the i-Ready Math Stretch Growth or Typical Growth to assist students with their individual Pathway of learning. In lieu of the NYS grade 8 math assessment, the 8th grade cohort will take the Algebra I Regents. Measures of achievement on the Algebra I Regents, will reflect the maximum growth possible for all grade 8 students. <p>Due to COVID-19, adjustments and modifications were made to our Math instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<ul style="list-style-type: none"> • Continuation of implementation of inquiry-based curriculum and IB principles and practices. • Quarterly Benchmark assessments • Continuation of performance-based groupings and daily focus time on constructed response writing. • Continuation of PLC Content and grade specific meetings • Targeted professional learning and monthly data meetings. • Implementation and ongoing Math based Professional Learning to build capacity and enhance pedagogy. • Update: Math digital subscription to Pearson Envisions • Virtual Summer Learning Institute will be held for instructional staff in August 2020 to provide professional development across all content areas in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform. • Virtual Secondary articulation meetings occurred from January to June 2020. An instructional Math pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12
#100 3-8 ELA All Students Core Subject Performance Index	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p><u>Goals and Strategies:</u></p> <ul style="list-style-type: none"> • NEWSELA training of teacher staff and implementation in all ELA classrooms • Inquiry based curriculum aligned to the NYS standards for ELA • Teachers will utilize the RACE strategy and rubrics consistently when teaching writing across the content areas. • Performance based groupings to support individual student needs 	<p>The continuation plan incorporates contingencies for a virtual of blended model of instruction.</p> <p>The ELA Instructional coach will work with teachers and facilitate regular meetings with the ELA department.</p> <p>The ELA Instructional coach and the curriculum writers will facilitate Professional Learning Communities (PLC's) to support, the implementation of the inquiry-based curriculum.</p>

Commented [JS1]:

	<ul style="list-style-type: none"> • Daily focus time on constructed response. • PLC weekly meetings to collaborate with colleagues and discuss shared students and align instructional strategies. • HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions. • On-going professional development and data meetings for Teachers • Student Reflection journals to self-monitor progress and achievement. • Support for students and practice with the writing process via brainstorming, planning, drafting, revising, editing and publishing <p>Due to COVID-19, adjustments and modifications were made to our ELA instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<p>The ELA Instructional Coach and the IB Coordinator will support teachers with the incorporation of IB principles and practices, in their lesson plans.</p> <p>The ELA teachers will collaborate within PLC's with the support of Administration, IB Coordinator, Curriculum Writers and the Instructional Coach, to align with IB model. During PLC's, the time will be provided to build capacity and enhance pedagogy, to best meet the needs of the students.</p> <p>Quarterly Benchmark assessments will be used to monitor student progress. The ELA teachers will receive instructional support from the ENL and Data Instructional Coaches to address the needs, demonstrative from the data. Monthly data meetings will be used to support instruction, within the classroom.</p> <p>Common planning and suggestions from the ENL Coach will assist teachers, in developing strategies that will support ENL students in the mainstream classroom.</p> <p>In order to best meet the needs of the ELA students, teachers will use the following programs for instruction/ assessments:</p> <ul style="list-style-type: none"> • NEWSELA • I-Ready • Digital Subscription to Pearson Realize, <i>My Perspectives</i> • Vocabulary.com • Immersive Reader within Office 365 <p>Virtual Summer Learning Institute was held for instructional staff in August 2020 to provide professional development across all content areas to enhance, best practices for virtual learning and provide training in Microsoft office <i>TEAMS</i> learning platform.</p> <p>Virtual Secondary articulation meetings occurred from January to June 2020. An instructional pacing plan for English Language Arts was developed, to provide</p>
--	---	---

		comprehensive and consistent instructional alignment for grades 6-12
#110 3-8 Math All Students Core Subject Performance Index	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p><u>Goals and Strategies:</u></p> <ul style="list-style-type: none"> • ABGS Middle School is focusing on conceptual understanding, procedural fluency, applying mathematics, and making connections to real world context , a staple of IB/MYP philosophy. Block scheduling has been implemented in the schedule to afford students an opportunity to develop an interdisciplinary approach between subjects. Teachers spend time analyzing Math Scores, Envisions data, classwork and i-Ready Math benchmarks during one of the monthly Math PLC meetings with the Instructional Data Coach. The other meetings will focus on MYP units and lesson planning, best instructional practices and utilizing feedback from school leaders based on lesson plan collection and walk throughs with the Instructional Math Coach. The instructional Math Coach will also assist with supporting teachers with content knowledge and instructional strategies. • Small class size due to COVID-19 are utilized to ensure that every student is making the maximum growth possible, during in person instruction for the 2020-2021 school year. • Teachers will utilize the i-Ready Math Stretch Growth or Typical Growth to assist students with their individual Pathway of learning. In lieu of the NYS grade 8 math assessment, the 8th grade cohort will take the Algebra I Regents. Measures of achievement on the Algebra I Regents, will reflect the maximum growth possible for all grade 8 students. • Daily school- wide math constructed writing framework, including problem solving explaining solutions and algorithms. • HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions • Student Reflection Digital Journals • On-going Targeted Professional development to support learning platforms and best practices in a hybrid learning environment. • Teacher team collaboration that is reflective of vertical and horizontal alignment of instructional practices and strategies • Project –based learning that is specific to student instructional needs. • Growth results of a minimum of 80% or higher passing rate in Algebra I Regents level courses. 	<p>The continuation plan incorporates contingencies for a virtual of blended model of instruction.</p> <ul style="list-style-type: none"> • Continuation of implementation of inquiry based IB curriculum, principles and practices. • Quarterly Benchmark assessments • Continuation of performance-based groupings and daily focus time on constructed response writing. • Continuation of PLC Content and grade specific meetings • Targeted professional learning and monthly data meetings. • Implementation and ongoing Math based Professional Learning to build capacity and enhance pedagogy • Math digital subscription to Envisions • Virtual Summer Learning Institute will be held for instructional staff in August 2020 to provide professional development across all content areas in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform. • Virtual Secondary articulation meetings occurred from January to June 2020. An instructional Math pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12

	<ul style="list-style-type: none"> Use of Digital student journals to explain solutions and strategies and to reinforce writing across the curriculum <p> Due to COVID-19, adjustments and modifications were made to our Math instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process. </p>	
<p>#150 Grades 4 and 8 Science All Students</p>	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p><u>Goals and Strategies:</u></p> <ul style="list-style-type: none"> Daily school- wide constructed writing framework. IB Inquiry based curriculum with integration of Next Generation Science Standards Alignment of instructional practices across Secondary schools (middle and high school) to foster enhanced communication and best practices across all secondary science departments Science standards have been highlighted and prioritized based on previous year’s data to target high areas of need. Intervention and small group instruction to maximize growth for every student. Resource: Dimensions HMH Science consumables Professional Development, weekly PLC meetings and monthly based data meetings Weekly Leadership classroom walkthroughs with feedback and consistent monitoring of instruction HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions Student digital journals to encourage reflective practices A minimum passing rate of 80% or higher on all Science regents (Earth Science and Living Environment) Right Reasons Technologies will provide support in online support and data reporting and online 	<p>The continuation plan incorporates contingencies for a virtual or blended model of instruction.</p> <ul style="list-style-type: none"> Continuation of implementation of inquiry-based curriculum and instruction. Continuation of performance-based groupings and daily focus time on constructed response writing. Continuation of PLC meetings, professional learning and data meetings. Continuation of implementation of inquiry-based curriculum and IB principles and practices. Quarterly Benchmark assessments Continuation of performance-based virtual groupings and daily focus time on constructed response writing. Continuation of PLC Content and grade specific meetings Targeted professional learning and monthly data meetings.

	<p>Due to COVID-19, adjustments and modifications were made to our Science instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<ul style="list-style-type: none"> • Implementation and ongoing Science based Professional Learning to build capacity and enhance pedagogy. • Instructional support via ENL, Data and Science Instructional Coaches • Digital Subscription to HMH Dimensions Science instructional resource • On-going professional development in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform. • Virtual Secondary articulation meetings occurred from January to June 2020. An instructional pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 8-12 • Intervention time (AIS) will be utilized to ensure students are making the maximum growth for the 2020- 2021 school year
<p>#160 Chronic Absenteeism – All students</p>	<p>Goals and Strategies:</p> <p>The attendance team has been strategic in conducting home visitations, parent conferences and intervention referrals. The Community School Director will support on going initiatives for tiered interventions throughout the year to address absenteeism alongside the Attendance Team.</p> <p>Due to COVID-19, adjustments were made due to the extended time out of school. During this time, students were strongly supported and encouraged to maintain an online presence. During closure, student attendance for online instruction was monitored through the Deans office which supervised a team comprised of the attendance office, teaching assistances, and school counselors to provide outreach and support for students.</p>	<p>The partnership with FHI 360 will continue and implementation of Parent University will be geared to:</p> <ul style="list-style-type: none"> • Attendance awareness • Monitoring consistent daily attendance • Implementation of initiatives around identification of students in the early stages • Ongoing developing of mentoring cohorts.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators

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

Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
<p>#2 Plan for and Implement Quality Community School Model</p>	<p>Goals and Strategies:</p> <p>Student Academic Development</p> <ul style="list-style-type: none"> - Through partnerships with Healthfirst, Emblem Health, the Kiwanis Club and Liberty Partnership Program we were able to secure student school supplies that supported their ability to be actively engaged in their studies. - The ABGS Lead Agency FHI 360 initiated training for 120 teachers on how to use the basic functions of the Microsoft Teams platform for instructional purposes. This facilitated the school’s professional development efforts to support the instructional staff in remote learning in response to the impact of the COVID 19 pandemic. - Established and expanded ABGS online presence through development and maintenance of the school’s website content, including a parent communication and support forum, instructional and curriculum materials, school announcements and mental health supports. - Created parent survey to facilitate parental preference of in class or online learning environment. - Provided 150 miniature whiteboards to teachers and staff to support remote/in class instruction and learning. Whiteboards were utilized to maximize instructional delivery and communication with students. <p>Mental Health Supports</p> <ul style="list-style-type: none"> - Coordinated onboarding of Derner Hempstead Child Clinic for individual and group counseling. - Supported and promoted Derner Hempstead Child Clinic in transitioning to telehealth services inclusive of parent and student support groups. - Coordinated and facilitated RAMAPO for Children restorative practice in-class coaching and professional development on social emotional engagement. - Provided resources, referrals and other supports to in-house mental health clinicians. <p>Partnerships</p> <ul style="list-style-type: none"> - Supported, coordinated and promoted Community Engagement Team meetings both pre- and post-the COVID 19 pandemic. - Oversaw community partnerships engagement with school administration, staff and students. 	<ul style="list-style-type: none"> • Continuation of parent meetings and targeted workshops. • Monitoring and tracking of attendance and participation rates. • Continuation of a multitude of services that are targeted to meet students’ academic, emotional and social needs via counseling, interests, and academic related services. • Continuation of impact assessment on attendance, behavior and coursework. • Management of partnerships. • Continuation of support and promotion of Community Engagement Team. • Continued maintenance of school website. • Continuation of Parent Workshops to strengthen parent engagement and efficacy. • Further development of a Community Space.

	<ul style="list-style-type: none"> - Participated in partnership meetings with Hempstead Prevention Coalition to discuss their provision of supports and services to address district needs. - Facilitated meetings geared towards establishing post-COVID supports for the 2020- 21 school year. <p>Food Security</p> <ul style="list-style-type: none"> - Partnership with Island Harvest for grocery distribution to families in need (both pick-up and drop-off). - School provided daily pick-ups of food for students. - Facilitated formal meetings with administration team to potentially onboard an in-house food pantry for the school community. <p>Parent Engagement</p> <ul style="list-style-type: none"> - Coordinated parent workshops on stress management, engaging your child and behavior management. - Promoted and supported grade level parent meetings to build parent awareness of school related matters. - Developed flyers and aided Administration in creating a meeting forum on ZOOM platform to promote parent engagement and participation in their children’s education. <p>Due to COVID-19, adjustments and modifications were made to the structure of Community School implementation.</p>	
--	--	--

<p>#35 3-8 ELA Black Students MGP</p>	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p><u>Goals and Strategies:</u></p> <ul style="list-style-type: none"> • NEWSELA training of teacher staff and implementation in all ELA classrooms • Inquiry based curriculum aligned to the NYS standards for ELA • Implementation of the use of R-A-C-E and rubric to enhance comprehension and develop constructed responses • Performance based groupings • Daily focus time on constructed response-based writing • PLC weekly meeting • HIT- Higher Order thinking questions: Factual, Conceptual, Debatable questions. • Monthly professional development and data meetings for Teachers • Weekly Leadership feedback and consistent monitoring of instruction • Student Reflection journals • Instructional support via ENL and Data Instructional Coaches <p>Due to COVID-19, adjustments and modifications were made to our ELA instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<p>The continuation plan incorporates contingencies for a virtual of blended model of instruction.</p> <ol style="list-style-type: none"> 1. Continuation of Parent meetings and targeted workshops for instructional departments 2. Administration and coaches will hold Specific team meetings that target, the needs of shared students, along with grade level meetings that address common concerns, strategies, and social-emotional needs of the students. 3. Monitoring and tracking of attendance based on participation rates 4. Teachers will make phone calls to parents/guardians, refer chronic absences to the attendance office, and follow-up with the Dean’s office for support. 5. Continuation of a multitude of services that are targeted to meet students’ academic, emotional and social needs via counseling, interests, and academic related services. <ol style="list-style-type: none"> 6. AIS, assistance from support staff, community assistance programs and clubs that will focus on developing strategies to increase <i>Literacy Skills</i>. 7. ELA instructional coach, along with the department, will create benchmarks based on data collected from previous assessments. The data and ELA coach will assist teachers with accessing the data, interpreting the data, and developing strategies to address the deficiencies. 8. The ELA Department has access to the following resources: <ul style="list-style-type: none"> – Digital Subscription to Pearson’s, <i>My Perspective</i>
---------------------------------------	--	--

		<ul style="list-style-type: none"> – Instructional resources – I-Ready – Acellus – Castle Learning – NEWSLA – Vocabulary.com – Brain Pop – Immersive Reader within Office 365 – Teacher created materials – Schoology/TEAMS – Microsoft Office 365 <ul style="list-style-type: none"> • Virtual Summer Learning Institute was held for instructional staff in August 2020, to provide professional development across all content areas- best practices for virtual learning and enhanced training, in Microsoft office <i>TEAMS</i> learning platform. • Virtual Secondary articulation meetings occurred from January to June 2020. An instructional ELA pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12
--	--	---

<p># 37 3-8 ELA ELL Students MGP</p>	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p>The goals are to improve reading, writing and listening skills of the ELL students and to develop the written and verbal communication of the ELL students. In order to accomplish these goals, we will be utilizing online learning platforms for the Blended Learning Model. We will also continue the implementation of inquiry-based principles and practices through the International Baccalaureate (IB) Program.</p> <p>Throughout the year teachers will participate in weekly PLC Meetings led by Instructional Coaches to discuss strategies and resources that will address improving reading and writing skills. They will discuss and analyze ways in which to implement inquiry-based instruction. They will collaborate with Instructional Coaches to analyze data from formative and summative assessments (local and state). Teachers will engage in professional development to support instruction via online learning platforms.</p> <p>From January through June 2020 teachers participated in secondary vertical articulation meetings. An instructional ENL pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12. Many teachers continued this work during sessions in August 2020.</p> <p>During the 2020-21 school year administration will provide on-going feedback and consistent monitoring of instruction. A master schedule was created to reflect performance-based groupings: (Homogeneous groupings based on English Language Proficiency Levels).</p> <p>Due to COVID-19, adjustments and modifications were made to our ELA/ENL instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft Office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p> <p>Towards the end of the 2019-2020 school year, teachers were trained on using a new learning management system (Schoology). Schoology also has a parent portal to allow parents to access student work. Training has been on-going with the new learning management system. The Technology Coach as well as the other Instructional Coaches will be providing on-going training and support with the new platform for students and teachers. We have also begun to upload TEACHER PAGES. It is our hope that these pages will aid in familiarizing parents with their child’s teachers as well as the procedures and practices in each class.</p>	<p>The continuation plan incorporates contingencies for a virtual or blended model of instruction.</p> <p>The ENL Instructional Coach will work with teachers and facilitate on-going meetings. The ENL Instructional Coach will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction.</p> <p>ENL teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). ENL teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms.</p> <p>The ENL department’s primary objective is to improve the literacy skills in English of the four modalities (listening, reading, writing, speaking). In order to best meet the needs of our ELL students, teachers will use the following strategies.</p> <ul style="list-style-type: none"> • Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material • Pre-teach vocabulary • Scaffold vocabulary • Provide sentence starters, sentence frames for writing instruction • Use graphic organizers • Utilize RACE and RAFT strategies and rubrics consistently • Higher Order Thinking Questions: factual, conceptual, debatable questions
--------------------------------------	--	--

		<p>In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments.</p> <ul style="list-style-type: none"> • Newsela • i-Ready • Teacher created assessments • Flocabulary • BrainPOP • Scholastic Digital Magazine Subscriptions • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Office 365 • Microsoft Teams/Schoology <p>Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS) and the Newcomers Academy for students that have been in this country less than one year.</p> <p>During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.</p>
--	--	---

#43 3-8 Math ELL Students MGP

Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.

Goals and Strategies:

- Improve ELL students’ problem-solving skills.
- Improve ELL students’ use of mathematical algorithms to solve and explain problems.
- Improve ELL students’ understanding of the relationship between numbers and their operations.
- Improve the ELL students’ written and verbal communication using mathematical academic language.
- Utilization of online learning platforms for Blended Learning Model.
- Implementation of inquiry-based principles and practices through the International Baccalaureate (IB) Program.

Teachers:

- Participate in weekly PLC Meetings led by Instructional Coaches to discuss strategies and resources that will address improving reading and writing skills.
- Discuss and analyze ways in which to implement inquiry-based instruction.
- Collaborate with Instructional Coaches to analyze data from formative and summative assessments (local and state).
- Engage in professional development to support instruction via online learning platforms.
- Participated in virtual secondary articulation meetings that occurred from January to June 2020. An instructional math pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12.

Due to COVID-19, adjustments and modifications were made to our Math instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft Office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process

Towards the end of the 2019-2020 school year, teachers were trained on using a new learning management system (Schoology). Schoology also has a parent portal to allow parents to access student work. Training has been on-going with the new learning management system. The Technology Coach and the Instructional Coaches will be providing on-going training and support with the new platform for students and teachers. We have also begun to upload TEACHER PAGES. It is our hope that these pages will aid in familiarizing parents with their child’s teachers as well as the procedures and practices in each class.

The continuation plan incorporates contingencies for a virtual or blended model of instruction.

The Instructional Coaches will work with teachers and facilitate on-going meetings. The Instructional Coaches will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction.

Mathematics teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). Teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms.

The Mathematics department’s primary objective is to improve the problem-solving skills and number sense in English. In order to best meet the needs of our ELL students, teachers will use the following strategies.

- Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material
- Pre-teach vocabulary
- Scaffold vocabulary
- Vocabulary banks
- Provide sentence starters, sentence frames for writing instruction
- Use graphic organizers
- Utilize RACE strategies and rubrics consistently
- Higher Order Thinking Questions: factual, conceptual, debatable questions

	<p>This school year, ABGS continues to focus on improving math instruction through the implementation of conceptual understanding, procedural fluency, and making connections to real world context, a staple of IB/MYP philosophy. Block scheduling has been implemented in the schedule to afford students an opportunity to develop an interdisciplinary approach between subjects. The school is working towards improving the ELL students’ written and verbal communication using mathematical academic language. Within the Math classroom of our ELL population, we will work towards Improving ELL students’ problem-solving skills. It is our goal improve ELL students’ use of mathematical algorithms to solve and explain problems and work towards ensuring understanding of the relationship between numbers and their operations. It is our hope that we will implement these strategies through the utilization of online learning platforms for Blended Learning Model. We will work towards the Implementation of inquiry-based principles and practices through the International Baccalaureate (IB) Program.</p> <p>Teachers spend time analyzing Math Scores, Envisions data, classwork and i-Ready Math benchmarks during one of the monthly Math PLC meetings led by Instructional Coach. The other meetings will focus on MYP units and lesson planning, as well as utilizing feedback from school leaders based on lesson plan collection and walk throughs. Teacher will also collaborate with Instructional Coaches to analyze data from formative and summative assessments (local and state). Our goal is to also ensure engagement in professional development to support instruction via online learning platforms. In order to get started towards a path of collaboration teachers participated in virtual secondary articulation meetings that occurred from January to June 2020. An instructional math pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12.</p> <p>Our Administration team will provide on-going feedback and consistent monitoring of instruction. They will also Create a master schedule to reflect performance-based groupings: (Homogeneous groupings based on English Language Proficiency Levels).</p> <p>Due to COVID-19, adjustments and modifications were made to our ELA instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<p>In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments.</p> <ul style="list-style-type: none"> • Pearson Envisions (Digital Subscription) • Newsela • i-Ready • Teacher created assessments • Flocabulary • BrainPOP • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Delta Math • Khan Academy • Acellus • Gizmos • Office 365 • Microsoft Teams/Schoology <p>Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS) and the Newcomers Academy for students that have been in this country less than one year.</p> <p>During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.</p>
--	--	---

<p>48 3-8 ELA ELL Level 2 and above Gap with non-ELL Students</p>	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p>The goals are to improve reading, writing and listening skills of the ELL students and to develop the written and verbal communication of the ELL students. In order to accomplish these goals, we will be utilizing online learning platforms for the Blended Learning Model. We will also continue the implementation of inquiry-based principles and practices through the International Baccalaureate (IB) Program.</p> <p>Throughout the year teachers will participate in weekly PLC Meetings led by Instructional Coaches to discuss strategies and resources that will address improving reading and writing skills. They will discuss and analyze ways in which to implement inquiry-based instruction. They will collaborate with Instructional Coaches to analyze data from formative and summative assessments (local and state). Teachers will engage in professional development to support instruction via online learning platforms. Teachers will use breakout rooms during online instruction to provide opportunities for ELL students to collaborate with their ENL teacher in small groups. A co-teach model will be used in content area classes to provide support for the ELL students at the transitioning, expanding and commanding language proficiency levels.</p> <p>From January through June 2020 teachers participated in secondary vertical articulation meetings. An instructional ENL pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12. Many teachers continued this work during sessions in August 2020.</p> <p>During the 2020-21 school year administration will provide on-going feedback and consistent monitoring of instruction. A master schedule was created to reflect performance-based groupings: (Homogeneous groupings based on English Language Proficiency Levels). The ENL Instructional Coach and administration will work together to ensure that students at the transitioning, expanding and commanding language proficiency levels are receiving support in their ELA class via ENL co-teacher.</p> <p>Due to COVID-19, adjustments and modifications were made to our ELA/ENL instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft Office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p> <p>Towards the end of the 2019-2020 school year, teachers were trained on using a new learning management system (Schoolology). Schoolology also has a parent portal to allow parents to access student work. Training has been on-going with the new learning management system. The Technology Coach as well as the other Instructional Coaches will be providing on-going training and support with the new platform for students and teachers. We have also begun to upload TEACHER PAGES. It is our hope that these pages will aid in familiarizing parents with their child's teachers as well as the procedures and practices in each class.</p>	<p>The continuation plan incorporates contingencies for a virtual or blended model of instruction.</p> <p>The Instructional Coaches will work with teachers and facilitate on-going meetings. The Instructional Coaches will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction.</p> <p>ELA and ENL teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). ELA and ENL teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms.</p> <p>The ENL department's primary objective is to improve the literacy skills in English of the four modalities (listening, reading, writing, speaking). In order to best meet the needs of our ELL students, teachers will use the following strategies.</p> <ul style="list-style-type: none"> • Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material • Pre-teach vocabulary • Scaffold vocabulary • Provide sentence starters, sentence frames for writing instruction • Use graphic organizers • Utilize RACE and RAFT strategies and rubrics consistently • Higher Order Thinking Questions: factual, conceptual, debatable questions <p>In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments.</p>
---	--	--

		<ul style="list-style-type: none"> • Newsela • i-Ready • Pearsons My Perspectives (Digital Subscriptions) • Teacher created assessments • Flocabulary • BrainPOP • Scholastic Digital Magazine Subscriptions • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Office 365 • Microsoft Teams/Schoology <p>Additional instructional support for ELL students includes the implementation of co-teach model in ELA to provide support for the ELL students at the transitioning, expanding and commanding language proficiency levels and afterschool Academic Intervention Services (AIS).</p> <p>During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.</p>
<p>#53 3-8 Math ELL Level 2 and above Gap with non-ELL Students</p>	<p>Our key strategies and goals that support progress as outlined below are planned for a virtual or blended model of instruction.</p> <p>Goals and Strategies:</p> <ul style="list-style-type: none"> • Improve ELL students’ problem-solving skills. • Improve ELL students’ use of mathematical algorithms to solve and explain problems. • To improve ELL students’ understanding of the relationship between numbers and their operations. • To improve the ELL students’ written and verbal communication using mathematical academic language. • Utilization of online learning platforms for Blended Learning Model. • Implementation of inquiry-based principles and practices through the International Baccalaureate (IB) Program. 	<p>The continuation plan incorporates contingencies for a virtual of blended model of instruction.</p> <p>The Instructional Coaches will work with teachers and facilitate on-going meetings. The Instructional Coaches will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction.</p> <p>Mathematics teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards</p>

	<ul style="list-style-type: none"> Participate in weekly PLC Meetings led by Instructional Coaches to discuss strategies and resources that will address improving reading and writing skills. Discuss and analyze ways in which to implement inquiry-based instruction. Collaborate with Instructional Coaches to analyze data from formative and summative assessments (local and state). Engage in professional development to support instruction via online learning platforms. Participated in virtual secondary articulation meetings that occurred from January to June 2020. An instructional math pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12. Provide on-going feedback and consistent monitoring of instruction. Create master schedule to reflect performance-based groupings: (Homogeneous groupings based on English Language Proficiency Levels). <p>Due to COVID-19, adjustments and modifications were made to our ELA instructional program. On March 13th, a two-week instructional contingency plan was implemented and on March 31, 2020, we shifted to a complete virtual model of instruction. During this period, we aggressively trained 145 faculty and staff members on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Laptop devices were provided to 320 students in grades 6-8. Several virtual parent orientations were conducted to transition students and their respective families to the distance learning process.</p>	<p>(NGLS). Teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms.</p> <p>The Mathematics department’s primary objective is to improve the problem-solving skills and number sense in English. In order to best meet the needs of our ELL students, teachers will use the following strategies.</p> <ul style="list-style-type: none"> Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material Pre-teach vocabulary Scaffold vocabulary Vocabulary banks Provide sentence starters, sentence frames for writing instruction Use graphic organizers Utilize RACE strategies and rubrics consistently Higher Order Thinking Questions: factual, conceptual, debatable questions <p>In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments.</p> <ul style="list-style-type: none"> Pearson Envisions (Digital Subscription) Newsela i-Ready Teacher created assessments Flocabulary BrainPOP Vocabulary.com Immersive Reader (Microsoft Office feature) Delta Math Khan Academy Acellus Gizmos Office 365
--	--	---

		<ul style="list-style-type: none"> • Microsoft Teams/Schoology <p>Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS).</p> <p>During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.</p>
#94 Providing 200 Hours of Extended Day Learning Time (ELT)	<p>Students in grades 6-8 were provided access to a variety of after school enrichment, acceleration and intervention programs throughout the year. These programs include but are not limited to the following: AIS in Reading, Mathematics, Dance, Robotics, Coding, Intramurals, Peer mediation, Boy Scouts, Newcomers, My Brother’s Keeper, CPP youth Development etc.. Inclusivity among offerings of programs and services to the student body is encouraged. Due to COVID-19, adjustments and modifications impacted the ability to physically survey school partnerships and programs.</p>	<p>Continuation of after school enrichment, intervention and acceleration programs with monitoring, surveys, and impact assessments. The Community School Director will work closely with all programs to increase access and enrollment by 50% of the student body.</p>

Part III – Goals and/or Key Strategies – (As applicable)

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

<p><u>Goals and/or Key Strategies</u> Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1. Increase writing across all content areas	<p>In an effort to enhance writing skills and improve student outcomes, we will continue to implement Professional Learning Communities, increase writing across all disciplines and provide targeted and data driven professional development during the 2020-21 school year.</p>
2. Implement Professional Learning Communities	
3. Ongoing professional development	

Part IV – Community Engagement Team and Receivership Powers

<p>Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year. What additional CET changes are you anticipating (If any) for the 2020-21 school year?</p>
<p>Report Out of CET Plan Implementation</p> <p>Due to the COVID 19 pandemic, the Community Engagement Team (CET) was unable to close out the 2019-2020 school year with their annual Family Day Event. However, the CET has remained steadfast in supporting the building administration team and school community during COVID 19 pandemic. The ABGS Middle School will be entering their 3rd year of Community School implementation in school year 2020-2021. Formal CET meetings will occur monthly throughout the 2020-2021 school year. The CET will also hold additional meetings in efforts to support school functions. To promote a collaborative spirit, as well as efficiency and effectiveness at our meetings, the CET has established standard agenda items. These include such things as:</p> <ol style="list-style-type: none"> 1) Open forum for students, parents, and community members 2) Old business and chairperson, principal and community school reports. <p>In the 2020-2021 school year, the CET will continue to be a cross-representative of school staff, leadership, community-based organizations and community members. In addition to the regularly held CET meetings, the CET members will continue to be active members of the school community by attending school assemblies, family events and providing feedback and support to the school regarding its improvement efforts.</p> <p>The CET and Community School Director will continue to meet in collaboration with various community partners in order to achieve success in the following areas during the 2020-2021 school year:</p> <ol style="list-style-type: none"> 1. Meet the social and emotional needs of all students. 2. Connect with additional community agencies to address gap areas identified by the needs assessment conducted by the lead CBO, FHI 360. 3. Continue to actively engage families in all school activities and support parent/family attendance by providing a dedicated, technologically equipped space for parent/families to meet and convene workshops for both personal and professional development. 4. Support the community in understanding of the role and purpose of a community school through workshops, marketing and outreach and through participation in regional and national events such as the National Community School Conference 2020.
<p>Powers of the Receiver Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>
<p>Report Out</p> <p>Due to COVID-19 school closing, no Power of Receivership was involved at this time.</p>

Part V – Budget – (As applicable)

<u>Budget Amendments</u>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> • SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE • CSG AND PSSG AMENDMENTS <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
<p>The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1. Teacher collaboration to plan and share instructional strategies.	These practices will be continued through the 2020-21 school year. Increase in student achievement will be used as a measure to determine success
2. Horizontal and vertical alignment across grades and disciplines	A steering committee was established to lead the development and implementation of a Vertical Articulation plan for Grades 6-12. Planning meetings were held from January-June 2020. On June 4, 2020, the vertical articulation plan for secondary schools was completed and submitted to District Administration for approval. We begin to implement the first components of the vertical articulation plan during the 2020-2021 school year.
3. Differentiation in delivery and implementation of instructional practices and assessment	

