Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:		
Hempstead High School	280201030007	Hempstead Union Free School District		Check which grant(s) below apply:		
				CSG	PSSG	SIG (6 or 7)
				X	X	6

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Regina Armstrong, Interim Superintendent of Schools	Stephen Strachan	Ms. Reina Jovin, School Implementation Manager	9th grade – 12th grade	38% (718)	9% (170)	1870
	Appointment Date: January 18, 2018					

Executive Summary
Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.
The superintendent is working with the school leader and others in the district community to ensure that students receive the instructional experiences and supports that lead to academic success during this time of continued social distances. Since school closure in spring 2020, students and staff have engaged in schooling in various ways; remote, hybrid, and in-person. Since many of the strategies to address the school's progress indicators are best delivered during traditional school setting, the goal is to get as many students and staff as possible safely back to in-person schooling. The district staff continues to provide supports to Hempstead High School around adapting curricula to align with best practices for remote learning, namely utilizing virtual breakout rooms and providing students with materials to guide independent learning. Although the high school, like other schools in the state, has not administered New York State Education Department (NYSED) Regents examinations since January 2020, the district is supporting teachers' ability to determine students' academic standing using projects, interim and teacher-created assessments, other daily data from exit tickets, and students' interactions and responses.

To ensure the staff and students have access to quality instruction and strategies to support learning during remote and hybrid learning, the staff participated in the following support professional development:

- Using NIET rubric, *Instructional Strategies for Virtual Learning*; the high school introduced a companion tool to all teachers for how strong teaching practices are translated to the online environment.
- Through EdConnective Workshop, *Teaching Proficiencies for Remote Learning*: The District facilitated a series of admin professional developments focusing on the observation and feedback cycle for virtual/hybrid classroom visit.

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

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

Part I – *Demonstrable Improvement Indicators (Level 1)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
67: 2019 Total Cohort (10th Graders) Passing Math Regents	38%		Yes	The school leaders have assigned supports to teachers within the mathematics department via scheduling time for teachers to - Meet with the instructional coach during the common planning periods, which has focused on developing teachers' skills and knowledge of the content and curriculum. - Identifying methods for addressing students' varied needs by providing differentiated instruction and curricula materials using the dynamic virtual tools such as breakout rooms and Schoology. - Administering benchmark assessments, unit tests, and other assignments that reveal students' understanding of the curriculum and their ability to address the Mathematics Regents examinations when	Teachers in the mathematics department are using students' performance on: - Classwork, - Unit assessments, - Virtual exit tickets, - End-of-term tests, - Homework assignments, - Mock Regents assessments, - Student engagement, and - Benchmark assessments.	The school is using the following quantitative data as evidence that 10th grade students of the 2019 cohort are meeting the 20-21 progress target: 421 students of 456 (92%) passed the Regents-aligned mathematics course, which was the NYSED acceptable alternative to the Regents.

				the administration of the assessments commences. • Teachers engage in standards study activities that align with skillsets students must know and understand to reach the mastery level of knowledge. • Teachers in the mathematics department continue to provide students and the community with enhanced opportunities to engage with mathematic concepts in creative, innovative, and practical ways. • School leaders continue to monitor teacher's performance via observations, walk through's, examining lesson plans and providing feedback, and conducting 1:1 conversations. • On-going training, coaching, and technical support for Geometry teachers. • Teachers are using the NIET rubric, *Instructional Strategies for Virtual Learning*; that introduces a companion tool for how strong teaching practices are translated to the online environment. • The school leaders participated in workshops led by EdConnective Workshop, *Teaching Proficiencies for Remote Learning* focused on the observation and feedback cycle for virtual/hybrid classroom visits.		
69: 2018 Total Cohort (11th Graders) Passing ELA Regents	40%		Yes	The school leaders have assigned supports to teachers within the English department. During the remote learning period, the teachers are: • Meeting with the instructional coach during the common planning periods, which has focused on developing teachers' skills and knowledge of the content and curriculum.	Teachers in the English department are using students' performance on: • Classwork, • Unit assessments, • Virtual exit tickets, • End-of-term tests,	The school is using the following quantitative data as evidence that 11th grade students of the 2018 cohort are meeting the 20-21 progress target: 93 students of 461 (20%) passed the Regents-aligned English course, which was the NYSED acceptable alternative to the Regents. The students are placed in the

12th				- Collaborating with English as a New Language (ENL) teachers to ensure ELL students are successful and create a clear comprehensive approach to language development that ensures successful acquisition and achievement for the large population of ELL by analyzing NYSESLAT data and realigning the language goals for ENL, HLA, content, and looking at Bilingual Progressions. - Learning strategies for teaching each level of ELL proficiency so that scaffolds are added in teachers' lesson plans. - Working with technology staff and master scheduler to ensure a smooth transition to the tablets/phones so individual students participate in benchmark assessments. - Administering benchmark assessments, unit tests, and other assignments that reveal students' understanding of the curriculum and their ability to address the English Regents examination. - Engaging in standards study activities that align with skillsets students must know and understand to reach the mastery level of knowledge and make adjustments to the curriculum and/or materials based on end-of-unit and end-of-semester data. - Conducting various analyses and unpacking the ways in which the English Regents is constructed and scored and ensure that teachers address the types of questions within Part 1. - Analyzing the department's benchmark assessments to ensure they align with questions on the Regents.	- Homework assignments, - Mock Regents assessments, - Student engagement, and - Benchmark assessments.	English Regents course in 11th and 12th grade. The students earning Regents credit during their sophomore year are those performing at an advance level. Therefore, the junior and senior years are the true indicators of English performance.

				• School leaders continue to monitor teacher's performance via observations, walk through's, examining lesson plans and providing feedback, and conducting 1:1 conversations. • On-going training, coaching, and technical support for English department teachers. The school is continuing to introduce students to The Alpha Lab (via John Hopkins University), for struggling 9th grade readers. The grant supported by the Facing History initiative assists the school with fusing ELA and social studies leading to students creating AP Capstone projects.		
70: 2017 Total Cohort 4-Year Grad Rate - All Students	50%		Yes	Similar to practices prior to COVID-19, several practices are in place to support students who may have difficulties interacting and engaging in school. The student support team and teachers are working closely together to ensure students' needs are met daily. The school has managed to offer students extended day options, counseling to address the instructional changes due to the pandemic, and test preparation to assist with exiting Regents-based classes successfully. The school will continue to focus on the following to improve student success: • Increased students' attendance. • Ensure students pass courses. • Ensure students earn credits to meet graduation requirements. • Develop strategies to increase teacher morale, and parent and community participation in school activities. • Develop an action plan that reduces positive COVID-19 cases when students return to in-person schooling.	The school will continue to use credit accumulation and Regents results (via examinations or course pass rates) to track students' progress towards graduation. Other data points analyzed include overall course pass/fail rates, student and teacher attendance, interim assessment data, school leaders' observation of students' engagement and interest in instruction, students' attendance in extra virtual help sessions, after-school, and Tiger Academy, and other socio-emotional behaviors that students who are at-risk demonstrate. Additionally, the school continues to provide supplemental courses embedded in the virtual	Thus far, there are 285 students of the 455 students (63%) in the 2017 cohort who have earned 15 credits and successfully passed 3 Regents. These data points indicate that the school is currently on-track for meeting the overall graduation goal. All the supports provided to students indicate the school will continue to meet the graduation target established by NYSED.

				Prior to COVID-19 closures, the school also pursued approval to offer Career and Technically Education diploma pathways of graduation. The advantages to becoming a CTE Approved Program are: • Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. • Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam or courses. • Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program. Student Support Services include: Community based partners who provide Academic Services such as Culture Play, and Math Foundations. IHE partners such as Queens Borough Community College provide TASC Prep, and Nassau Community College (GEAR Up) provide tutoring in ELA, Math, Science, and social studies. Afterschool subject extra help with HS teachers twice a week, virtually. Guidance Interventions of support include: • Counseling groups; and • College and career readiness initiatives involved in course development for specific student subgroups in such as bridges, pre-high school programs, cultural programs, school equivalency programs. Trauma Counseling at the Team Center, which houses social workers, social work interns and school psychologists, remains available for all students.	Extended Learning opportunities.	

88: 2015 Total Cohort 5-Year Grad Rate – All Students	64%		Yes			80.7%
120: HS ELA All Students PI	101.7		Yes	The plan to ensure that all students obtain their English credits and pass the English Regents, examinations or via coursework, within the first four years of their high school experience remains a priority during students' remote and hybrid learning. Teachers are collaborating to ensure there is an increase with literacy opportunities for students across all core curriculum areas. Cross-curriculum discussions and planning currently take place during the departments' professional learning community meetings. Teachers and school leaders believe that it is extremely important during this time of instruction, as students' opportunities to learn have been impacted by COVID-19. This effort ensures students' have the ability to use strategies taught by English teachers in other core content and enrichment classes. The practice of having all students write in all classes remains a school priority. The professional learning & training sessions include the following: • Job embedded instructional coaching for developing the capacity of the ELN and HLA teachers. • Workshops focused on deepening teachers' Understanding of: Essential Questions & The Importance of Checking for Understanding.	The data used to determine if students are successfully passing their English courses and obtaining credit and passing the English Regent examination. The school will continue tracking students who are pursuing the Seal of Biliteracy credential. The staff in Hempstead High School are aware of the need to address the needs of the English as a new language sub-group and who are included in All Students results. In addition, school leaders and teachers examine qualitative data to determine if students are on-track for obtaining the knowledge necessary to pass the Regents examination or course. The data collected, monitored, and discuss are: • English Benchmark data. • Coursework. • Mock Regents questions. • Teacher made assessments and homework.	**Since the school's performance index is calculated by students' Regents' results, the actual PI is not calculable.** Therefore, during the fall 2020 semester, 217 students participated in the English benchmark assessments using the Right Reasons Technology, which provides data aligned with the NYSED Regents. The following chart demonstrates the results of the assessments: Thus far, the performance index is 102.76, which allows teachers the opportunity to understand the support students need to garner the goal of 101.7. Since level 2 on this benchmark does not meet NYSED's highest standards for English achievement for an overall Regents grade of 80 and above, the English department is now aware that their minimal efforts must move all students performing on levels 1 and 2 to levels 3 or 4. Although this goal will exceed the performance index established by NYSED, it aligns with the community's and superintendent's expectations.

Table within last cell:

Sub.	Level 1	Level 2	Level 3	Level 4
English	109	75	19	14

			• Support Deeper Understanding of Co-Teaching/Collaboration for Teachers of ELLs. • The What, Why, & How to Set SMART Goals & Scaffold Instruction. • Writing Task of ELA Regent Exams- Teaching Strategies for ELLs. Similar to the ELA Regents section, the school is currently working with all teachers whose courses contribute to students' ability to increase their English language arts proficiency. Pearson Learning and Reach Solutions will provide professional learning and training to the ELA department as external partnerships. Content specific assistant principals as well as our content ELA Instructional coach will serve as our in-house professional development facilitators.	• Mid-term progress reports.	The students' pass rate in their science courses and this early data lead the school community to believe that they will meet this goal once the English Regents' examination commences.
130: HS Math All Students PI	81.1	Yes	Similar to strategies for addressing students' Mathematics Regents, teachers work in their PLCs to discuss the curriculum, students' assessments, and instructional practices aligned with the academic needs of all students. This work is intended to increase the number of students who pass mathematic courses and Math Regents at high levels of proficiency. Teachers and students engage in the following tasks: • Meet with the instructional coach during the common planning periods, which has focused on developing teachers' skills and knowledge of the content and curriculum. • Identifying methods for addressing students' varied needs by providing differentiated instruction and curricula materials. • Administering benchmark assessments, unit tests, and other assignments that reveal students' understanding of the curriculum and	Teachers will use the following data to progress monitor students within this target area: • Benchmark assessments. • End-of-unit examinations and quizzes. • Students' classwork. • Responses to exit slips and homework assignments. Performance on Mock Regents questions. • Regents grades. • Student engagement. Teacher and student attendance in class.	**Since the school's performance index is calculated by students' Regents' results, the actual PI is not calculable.** Therefore, during the fall 2020 semester, 410 students participated in the mathematics benchmark assessments using the Right Reasons Technology, which provides data aligned with the NYSED Regents. The following chart demonstrates the results of the assessments: Thus far, the performance index is 119.39, which allows teachers the opportunity to

Sub.	Level 1	Level 2	Level 3	Level 4
Algebra	0	51	31	4
Geometry	150	76	9	1
Algebra 2	20	36	18	14

				their ability to address pass the Mathematics Regents examination. • Teachers engage in standards study activities that align with skillsets students must know and understand to reach the mastery level of knowledge. • Teachers in the mathematics department continue to provide students and the community with enhanced opportunities to engage with mathematic concepts in creative, innovative, and practical ways. • School leaders continue to monitor teacher's performance via observations, walk through's, examining lesson plans and providing feedback, and conducting 1:1 conversations. • On-going training, coaching, and technical support for Geometry Teachers via available PD's. A dedicated assistant principal and an instructional coach work with teachers within the department. The assistant principal and instructional coach participate in the curriculum council membership includes grade level teacher leaders, administrators and instructional coaches of other curriculum departments. Virtual weekly Curriculum Council meetings allow for vertical and interdisciplinary dialog about student performance, review of interim assessments trends and discussion of challenges/modifications and successes shared by teachers. The Instructional coach communicates the discussions and decisions from the meeting during the twice weekly department team meetings.		understand the support students need to garner the goal of 81.1. Since level 2 on this benchmark does not meet NYSED's highest standards for English achievement for an overall Regents grade of 80 and above, the English department is now aware that their minimal efforts must move all students performing on levels 1 and 2 to levels 3 or 4. Although this goal will exceed the performance index established by NYSED, it aligns with the community's and superintendent's expectations. The students' pass rate in their science courses and this early data lead the school community to believe that they will meet this goal once the mathematics Regents' examinations commence.
140: College, Career and Civic	74%		Yes	Prior to COVID-19 and the need for widespread school closures, the school was beginning to implement small learning academies which included	The formative data points the school staff use to	The graduation rate for HHS has increased consistently for the past three years. Additionally, students earning an Advanced Regents Diploma is 9.1%. The high school

Readiness Index – All Students				the integration of CTE in fall 2019. The school leaders worked with staff to increased buy-in of all stakeholders through continuation of capacity building of school-based staff and community partners. Smaller and targeted small learning academies enable the staff to analyze academic and socio-emotional data and determine if students will successfully graduate from HHS with college, career, and civic readiness. Students benefit from wrap-around services through school-based members as well as external school partners. The student support staff engage in strategic planning and clear communication to minimize duplication of services and optimize student outcomes as well as assist in teacher time management efficiency. Additionally, there are expanded student opportunities in real life applications (i.e. seminars, workshops, shadowing, internships, community, and volunteerism). The school is currently working with all teachers whose courses contribute to students' ability to earn a Seal of Biliteracy and have created a tracking sheet to examine and monitor progress towards all students achieving the work. The school leaders will continue to work with a consultant to develop an action plan for students to create projects, which yield 2 points in both areas, to increase the opportunities for earning this credential for future cohorts. The small learning communities are organized into Career Academies in grades 10-12, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship. CTE pathways will exist in their respective Career Academies. Each academy is led by a Career Academy leader who is a	examine success in this area include the following: • A data-guided, tiered student support system. • School leaders' and instructional coaches' observations of Increased student engagement in classes. • Ensuring more student diversity in courses. • Examining the number of students participating in work-based learning programs and activities. • Continuous examination of achievement of students with disabilities and English Language Learners in core content courses and Regents examinations.	anticipates continue growth in this area of graduation as the staff, students, and community continues with their pre-COVID plan. Additionally, the NYSED has accepted the school's application to participate in granting students the Seal of Biliteracy credentials, which will assist with the school's ability to earn CCCR credentials. There are 24 Seal of Biliteracy potential recipient list. The school leaders and instructional coaches are working with teachers of CTE courses to examine the strategies and approaches teachers use to deliver instruction to ensure that appropriate supports and scaffolding exist to assist students to successfully earn credit. Similar to other areas, students continue to receive virtual intervention assistance from Saturday School, workshops, Gear Up tutors, and Tiger Academy.

				committed teacher leader who helps to create a team identity, set goals, meet regularly with their teachers, participate in scheduling of their students and teachers, handle team discipline, collect and maintain Academy and CTE Pathway data and plan field trips, team ceremonies, and other career specific activities. Career Academy leaders are teachers who are committed to helping students become successful. The Academies includes an Early Warning Indicator (EWI) system to identify students who need support, and to provide the appropriate interventions as quickly as possible. EWI use the predictive data collected of Attendance, Behavior, and Course Performance to identify and monitor student progress and provide information to help teachers and school staff respond. All teachers are members in Professional Learning Communities (PLC's), in which teachers collaborate around instructional units, evaluating student work, reflecting on best-practices, and identifying and responding to student needs for intervention. Additional supports will come from the Team Center which houses our social workers and psychologists. As well as the guidance office, attendance office and community school office.		
170: HS Chronic Absenteeism – All Students	51		No	The steps and strategies the school is taking to address students with low and chronic absenteeism have been streamlined and targeted since COVID-19 required school closure and students to participate in remote learning. The school's team is focused on outreach to determine students' difficulties aligned with the new learning environment. The outreach strategies include: • Letters to families about the students' attendance,	The data considered to determine if the strategies to improve attendance are working are the following: • Review of daily log-in to classes, • Creating feedback loop with students and families, • Results of collaboration with	The percentage of enrolled students with 10% or more school days absent are 686 students (36.7%). The average number of days absent are 15.84.

				• Conducting home visits to speak with the families directly about the students' attendance and to deem if supports for external factors can assist the student with her/his attendance, • Parent meetings to discuss the students' attendance, which are held in-person, telephone, and virtually, • Providing support services to address socio-emotional needs, food and shelter insecurities, and • Attendance monitoring protocols that consider students' difficulties with participating in remote classes due to technology equipment access and connectivity issues. The school continues to examine early warning indicators that may lead to increased students' absences.	community-based organizations to address students' and families' food and shelter insecurities, • Total of assignments students complete and submit (including those attending and not attending daily classes), and • Teachers' and students' feedback about the impact of the supports provided.	

230: HS Science All Students PI	150.5		Yes	Similar to strategies for addressing students' performance in other areas, science teachers will work in their PLCs to discuss the curriculum, students' assessments, and instructional practices to address the academic needs of all students. This address students' Regents and class performance. All science teachers will:
				• Monitor, analyze, and implement an action plan to address teachers' and students' attendance and minimize loss of instruction.
				• Monitor and implement academic intervention services for all students with special emphasis on students reporting courses, students with disabilities, and English language learners.
				• Offer and strongly encourage students to participate in make-up laboratory minutes.
					The data used to determine if students are successfully passing their science courses and obtaining credit are:
					
					• Attendance
					   ○ Teacher
					   ○ Student
					• RRT Benchmark: These are uniform assessments designed by the department (content specific) by units.
					   ○ Baseline
						Since the school's performance index is calculated by students' Regents' results, the actual PI is not calculable.
						
						Therefore, during the fall 2020 semester, 234 students participated in the Living Environment, Earth Science, and Chemistry benchmark assessments using the Right Reasons Technology, which provides data aligned with the NYSED Regents. The following chart demonstrates the results of the assessments:

Sub.	Level 1	Level 2	Level 3	Level 4
Liv. Env.	0	76	18	4

				• Offer and strongly encourage students to participate in extra help and tutoring based on student data analyzed during the PLC meetings. • Continue providing supporting teachers with professional development focused on data- driven instruction, utilizing the benchmark data to inform instruction. There is a dedicated assistant principal and an instructional coach for that department. The science department is represented in the Weekly Curriculum Council meetings, which allows for vertical and interdisciplinary dialog about student performance, review of interim assessments trends and discussion of challenges/modifications and successes shared by teachers. The information from the meetings are shared with the greater science department during the department team meetings.	◦ Benchmark 1, 2, and 3 ◦ Summative Assessment • Regents Data ◦ Mock Regents January and June	<table><tr><td>Earth Sci.</td><td>33</td><td>30</td><td>1</td><td>1</td></tr><tr><td>Chem.</td><td>31</td><td>36</td><td>1</td><td>3</td></tr></table> Thus far, the performance index is 145.9, which allows teachers the opportunity to understand the support students need to garner the goal of 150. With this data, the science department is now aware that their minimal efforts must move at least 2 students from level 1 to a level of 2, 3, or 4. However, the school and district have the highest expectations for students' academic achievement, so the department will also use this data to help all students not achieving at least at level 2 or higher. The students' pass rate in their science courses and this early data lead the school community to believe that they will meet this goal once the science Regents' examinations commence.
240: HS Social Studies All Students PI	161.1		Yes	Teachers will continue administering department baseline and benchmark assessments as well as individual unit assessments using Right Reasons Technology and/or Castle Learning to ensure continuity exists between classroom assessments and the Regents Exams. Similar to other departments, social studies teachers will: • Meet during the virtual common planning periods, which has focused on developing teachers' skills and knowledge of the content and curriculum.	The data used to determine if students are successfully passing their social studies courses and obtaining credit are: • Coursework. • Mock Regents questions. • Teacher made assessments and homework.	Since the school's performance index is calculated by students' Regents' results, the actual PI is not calculable. Therefore, during the fall 2020 semester, 340 students participated in the Global History and US History benchmark assessments using the Right Reasons Technology, which provides data aligned with the NYSED Regents. The following chart demonstrates the results of the assessments:

- Identify methods for addressing students' varied needs by providing differentiated instruction and curricula materials.
- Administer benchmark assessments, unit tests, and other assignments that reveal students' understanding of the curriculum and their ability to address pass the Social Studies courses.
- Engage in standards study activities that align with skillsets students must know and understand to reach the mastery level of knowledge.
- Continue to provide students and the community with enhanced opportunities to engage with mathematic concepts in creative, innovative, and practical ways; and
- Teachers will continue administering department baseline and benchmark assessments as well as individual unit assessments using Right Reasons Technology and/or Castle Learning; and
- Teachers will utilize data received from the benchmark assessments to modify instruction and differentiate to meet individual student needs.

Additional to the teachers work in this area, school leaders will:

- Monitor teacher's performance via observations, walk through's, examining lesson plans and providing feedback, and conducting 1:1 conversations.
- Monitor teacher use of curriculum to assure they teach all subject areas.

The Social Studies Department continues to use a strategy nicknamed "HIPPO" as a common approach to build document analysis skills.   The high school

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- Mid-term progress reports.
- Baseline and benchmark assessments from Right Reasons Technology as well as the Castle Learning assignments.
- Grades for projects that foster students' use of document-based information.
- Scores for evidence-based essays and constructed response assignments.

Sub.	Level 1	Level 2	Level 3	Level 4
Global	71	53	15	21
US Hist.	*130	44	3	3

*US History - Currently being corrected as blank scantrons scanned were inputted as 0 instead of invalidated hence the level 1's are inaccurate for US History

Thus far, the performance index is 117.81, which allows teachers the opportunity to understand the support students need to garner the goal of 161.1. With this data, the social studies department is now aware that their minimal efforts must move at least 22 students from level 1 to a level of 2, 3, or 4.

However, the school and district have the highest expectations for students' academic achievement, so the department will use this data to help all students not achieving at least at a level 2 or higher. The students' pass rate in social studies courses and this early data lead the school community to believe that they will meet this goal once the social studies Regents' examinations commence.

				social studies program has scope & sequences including monthly pacing guides for each course. The department will continue to post the pacing guides on the district's website under Social Studies.		
250: Total Cohort 6-Year Grad Rate – All Students		64%		Yes	The plan for the 6-year cohort continues to align with the 5-year cohort plan. The school leadership team meets regularly to review the graduation data. Although the team has created action plans to address any areas of concern or deficiency based on students' academic and socio-emotional indicators. Since COVID-19, the main concern is that the eldest students in the school have the greatest competing priorities during these times of remote learning. Additionally, the special program Hempstead High School created an opportunity for students who opt not to continue to the complete the traditional path to graduation credentials to attend a special program. This special program includes a partnership with the Nassau County BOCES, which provides a virtual Twilight program. The program is geared towards native English speakers and English language learner students from ages 17-21.	The school examined credit accumulation and graduation rate of the students within the cohort. • The number of students who are not on track for graduating within 6 years. • Students' participation in tutoring and credit-recovery opportunities. • The attendance data of the subset of students within this cohort.	The students in the 2015 cohort have a graduation rate of 72.7%, thus far. Therefore, the school has already exceeded the goal of 64%.

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

Part II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
65: 2020 Total Cohort (9th Graders) with 5 or more credits	58%	*(Green)*	Yes	The school leaders, teachers, and staff members are working closely to support freshman students to earn 5 or more credits per year. One of the major approaches for addressing the culture of intellectual safety and high expectations is the on-boarding summer bridge, which the school encourages all new students to attend. Since COVID-19 the efforts and supports offered during the summer enrichment program, was supplemented during the fall term. The school continues to provide a flexible block schedule for 9th grade students performing below grade level in ELA and mathematics. Additionally, robust communication through virtual report card conferences and opportunities for families and staff members to meet around students' support. The school's data team, which is led by the Assistant Principal and includes our district Data personnel, analyze attendance, credit accumulation, course pass/fail rates, and students' behavior concerns. If students are not on track to graduate, meaning,	The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system: • Students performance in class. • Students performance on unit exams. • Students performance on homework and project assignments. • Student progress reports and report cards.	Thus far, the school does not have credit accumulation data for this cohort of students. However, other data, such as teacher observations, students' engagement in remote and hybrid classes, anticipated course pass rates.

				earning at least 5 credits per academic year, the school leaders and staff will create and implement individual action plans to get the students back on-track.	
66: 2019 Total Cohort (10th Graders) with 5 or more credits	55%		Yes	Similar to the school's approach for 9th grade students, the school leaders, teachers, and staff members are working closely to support sophomores' earning of 5 or more credits per year. The school will ensure the same robust communication through virtual report card conferences and opportunities for families and staff members to meet around students' support. The school's data team, which is led by the Assistant Principal and includes our district Data personnel, will analyze attendance, credit accumulation, course pass/fail rates, and students' behavior concerns. If students are not on track to graduate, meaning, earning at least 5 credits per academic year, the school leaders and staff will create and implement individual action plans to get the students back on-track.	The school maintains a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify students struggling. The school includes the following data sources to include in the credit accumulation data tracking system: • Students performance in class. • Students performance on unit exams. • Students performance on homework and project assignments. • Student progress reports and report cards. The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately monitor student achievement.	Thus far, 333 out of 456 students (73%), in the 2019 cohort, have earned 5 credits or more credits. The school has already exceeded the target of 55% of the cohort earning at least 5 credits by their 10th grade year.
72: 2017 Total Cohort 4-Year Grad	65%		Yes	Several practices are in place to support all students, including Black students who may be struggling during remote and hybrid learning. There are	The school will maintain a data tracking system that highlights both quantitative and qualitative	Thus far, the school projects that 60 out of 101 Black students (59%), in the 2017 cohort, are on-

Rate – Black Students				extended day options, counseling to support students who experience difficulty due to social issues, and test preparation to assist with exiting Regents-based classes successfully. The school will continue to focus on the following practice to improve student success: • Increased teachers' and students' attendance. • Ensure students pass courses. • Ensure students earn credits to meet graduation requirements. The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation. The advantages to becoming a CTE Approved Program are: • Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. • Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam. • Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program. Student Support Services include virtual services that offer: Community based partners who provide Academic Services such as Culture Play, and Math Foundations. IHE partners such as Queens Borough Community College provide TASC Prep, and Nassau Community College (GEAR Up) provides tutoring in ELA, Math, Science, SS. Afterschool subject extra help with HS teachers.	information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system: • Students performance in class. • Students performance on unit exams. • Students performance on homework and project assignments. • Student progress reports and report cards. The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately monitor student achievement.	track to graduate within 4-years. The school is aware that they need to make targeted efforts to ensure at least 6% of the students who do not currently have the 15 or greater credits graduate with their cohort this school year. The support protocols in place will ensure the school is on track for meeting the target of 65% of the cohort graduating in the 2021 school year. The school has a clear plan of intervention, targeted counseling, and partnerships with community-based organizations to address students' needs who are off-track.

				Guidance Interventions of support include virtual services that offer: • Counseling groups. • College and career readiness initiatives • involved in course development for specific student subgroups in such as bridges, pre-high school programs, cultural programs, school equivalency programs. Trauma Counseling the Team Center is available for all students, which houses social workers, social work interns and school psychologists.		
73: 2017 Total Cohort 4-Year Grad Rate – Hispanic Students	42%		Yes	Several practices are in place to support all students, including Hispanic students who may be struggling during remote and hybrid learning. There are extended day options, counseling to support students who experience difficulty due to social issues, and test preparation to assist with exiting Regents-based classes successfully. The school will continue to focus on the following practice to improve student success: • Increased teachers' and students' attendance. • Ensure students pass courses. • Ensure students earn credits to meet graduation requirements. The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation. The advantages to becoming a CTE Approved Program are: • Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. • Students may take advantage of the Regents 4+1 exam policy and substitute an	The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle. The school will include the following data sources to include in the credit accumulation data tracking system: • Students performance in class. • Students performance on unit exams. • Students performance on homework and project assignments. • Student progress reports and report cards.	Thus far, the school projects that 217 out of 342 Hispanic students (63%), in the 2017 cohort, are on-track to graduate within 4-years. These data points, along with other information, demonstrate that the school is on track for meeting the target of 42% of the cohort graduating in the 2021 school year. The school has a clear plan of intervention, targeted counseling, and partnerships with community-based organizations to address students' needs who are off-track.

				approved CTE technical assessment in place of one required Regents exam. • Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program. Student Support Services include: Community based partners who provide Academic Services such as Culture Play, and Math Foundations. IHE partners such as Queens Borough Community College provide TASC Prep, and Nassau Community College (GEAR Up) provides tutoring in ELA, Math, Science, SS. Afterschool subject extra help with HS teachers. Guidance Interventions of support include virtual services that offer: • Counseling groups. • College and career readiness initiatives • involved in course development for specific student subgroups in such as bridges, pre-high school programs, cultural programs, school equivalency programs. Trauma Counseling the Team Center is available for all students, which houses social workers, social work interns and school psychologists.	The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately monitor student achievement.	
74: Total Cohort 4-Year Grad Rate - ED Students	57%		Yes	Similar to the approach for supporting Black and Hispanic students, several practices in place will be used to support Economically Disadvantaged students who may be struggling during remote and hybrid learning. There are extended day options, counseling to support students who experience difficulty due to social issues, and test preparation to assist with exiting Regents-based classes	The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle.	Thus far, the school projects that 212 out of 328 economically disadvantaged students (65%), in the 2017 cohort, are on-track to graduate within 4-years. These data points, along with other information, demonstrate that the school is on track for meeting the target of 57% of the cohort

successfully. The school will continue to focus on the following practice to improve student success:

- Increased teachers' and students' attendance.
- Ensure students pass courses.
- Ensure students earn credits to meet graduation requirements.

The school has also pursued approval to offer Career and Technically Education diploma pathways of graduation. The advantages to becoming a CTE Approved Program are:

- Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma.
- Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam.
- Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program.

Student Support Services include: Community based partners who provide Academic Services such as Culture Play, and Math Foundations. IHE partners such as Queens Borough Community College provide TASC Prep, and Nassau Community College (GEAR Up) provides tutoring in ELA, Math, Science, SS. Afterschool subject extra help with HS teachers.

Guidance Interventions of support include virtual services that offer:

- Counseling groups.
- College and career readiness initiatives

The school will include the following data sources to include in the credit accumulation data tracking system:

- Students performance in class.
- Students performance on unit exams.
- Students performance on homework and project assignments.
- Student progress reports and report cards.

The school will maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately monitor student achievement.

graduating in the 2021 school year. The school will continue to encourage these students to participate in the virtual, hybrid, and remote instructional programs.

					involved in course development for specific student subgroups in such as bridges, pre-high school programs, cultural programs, school equivalency programs. Trauma Counseling the Team Center is available for all students, which houses social workers, social work interns and school psychologists.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.			**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – *Additional Key Strategies – (As applicable)*

Key Strategies		
• Do not repeat strategies described in Parts I and II. • If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. • Every school must discuss the use of technology in the use of remote and hybrid instruction. • Describe student social emotional support strategies.		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out

1. Use of technology in the classroom to deliver instruction		Facilitating a remote and hybrid model for all students enrolled in the program, virtual platforms are an integral part of instructional delivery and engagement. Asynchronous and synchronous teaching and learning facilitates instructional delivery. Embracing a technological transformation, digital adoption is evidenced as follows:
		
		• Promethean ActivPanel Titanium installed in each classroom
		• Teachers are equipped with the content, devices, internet connectivity and pedagogical skills to use technology in support of instructional goals
		• Families are provided with information and digital tools that support active participation in their children's learning
		• Students Learning Goals
		    o Integrated, authentic, and relevant
		    o Environment fosters academic achievement, the development of digital skills, college, and career readiness

- Student laptops available since October 2020

Building Technology Equipment

60 New **Promethean ActivPanel Titanium** installed in each classroom: Integrate technology in the classroom to deliver instruction.

10 **Meeting Owl Pro:** The meeting Owl Pro is a 360-degree camera, mic, and speaker that offers high resolution and best sound in class and remotely. While some students are in face-to-face classes, some are at home and are able to see the entire classroom. The Owls have allowed students to see their teachers and classmates during a remote class session.

Technology Device provided to our Students and Staff

100 HP laptops distributed to our staff on 09/2020. We equip our teachers with the content, devices, internet connectivity and pedagogical skills to use technology in support of instructional goals, and we provide families with information and digital tools that support active participation in their children's learning – then students will have integrated, authentic, and relevant learning experiences and environments that foster academic achievement, the development of digital skills, and the knowledge necessary to graduate and be successful in the 21st century workforce

350 Lenovo tablets distributed since 03/2020 (200 distributed) to students.

300 HP Laptops available since October 2020 (200 distributed) to students.

Software Implemented

1-Schoology Platform: Schoology is a virtual learning environment and social networking service for K-12 schools and higher education institutions that allows users to create, manage, and share academic content.

2- Castle Learning: (License Renew): Assist teachers in creating assignments, or access pre-built, "ready-to-go" activities and assessments. Instant grading, detailed assessment reports, and instructional feedback are benefits that save time and improve academic success.

3- Discovery Education: Engaging high-quality content, grab-and-go digital lessons, creative collaboration tools, and practical professional learning resources to give educators everything they need to engage all learners and create a lasting educational impact in any learning environment.

4- Office 365 for Students: Students learn a suite of skills and applications including Outlook, Word, PowerPoint, Access or OneNote, prepare students for their futures today.

5- Seesaw: Is a digital app-based platform that allows students, teachers, and parents or guardians to complete and share classroom work. Using the Seesaw app, students can show what they know using various media, from photos and videos to drawings, text, links, and PDFs.

6- **Microsoft Team and Zoom**: Microsoft Teams and Zoom are a communication platform developed by Microsoft/Zoom, offering workspace chat and videoconferencing, file storage, and application integration.

<u>**Training provided to Our Staff**</u>

All staff received appropriate training online and in person on the following:

1- Schoology Workshops: The workshop included how to set up online courses including Discussions, Quizzes/Test, Assignments, Creating Categories, Weighting Grades, Creating Rubrics, Align with CCLS and Other Standards. Seamless grading with annotations features and Polls teachers will have visible evidence of student learning. Teachers can create a Hybrid Learning Experience, The Flipped Classroom, or a resource repository. Students can access resources, hand in assignments, communicate with teacher and experience rich conversations with their peers:

2- Microsoft Teams/Zoom: Workshops included:
   a- Scheduling a meeting
   b- Host and co-host controls for a meeting
   c- Scheduling a webinar
   d- Sharing multiple screens at once
   e- Getting started with Teams/Zoom Rooms
   f- Messaging with Teams/Zoom
   g- User management and Setup
   h- Breakout Rooms
   i- Sharing Your Screen
   j- Recording Meetings

3- Promethean ActivPanel Titanium: Professional Development: The goal is to help educators effectively implement immersive technologies that transform learning environments and support student achievement. Also introduce practices that are specifically designed to provide educators with hands-on experiences.

2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.	Teacher Teams & Small Learning Communities		The school's PLCs go beyond simply meeting once a week. Teachers and administrators work together as a department to identify best practices and areas with room for innovation. For example, our ENL/HLA teachers have collaborated on assessments that target students' listening, reading, reading comprehension, writing, and critical thinking skills. As a school

			some of the pedagogical techniques we have identified and embraced include student conferences, pull-out/push-in, anchor charts for visual learners, sentence structures, word walls, print-rich classrooms, step-by-step procedures, co-teaching models, as well as the rapid implementation of technology. Additionally, there are professional development sessions throughout the semester that have discussed and reviewed culturally responsive instruction, teacher-observation rubrics, and implementation of NIET rubric. In addition to these structured meetings teachers are encouraged to complete surveys to provide up to the minute feedback and future topics for discussion and collaboration. Academic teaming organizes groups of teachers across departments, so that teachers share the same cohort of students and/or the same subject (e.g., PLC, SLC, houses, family, and cohorts). This strategy facilitates the following key elements: • Distributive leadership • Collaborative work time • Manageable number of students • Access to real-time data about shared students' Early Warning Indicators
4.	Curriculum Support and Intervention		• Common instructional core • Acceleration opportunities to keep students on-track • Job-embedded professional development • Math, language, science, and social studies instructional coaches • Professional learning community • Professional development linked to instructional practice • Data-guided, tiered student support system
5.	Student Emotional Supports		Hempstead High School is home to one of the most diverse student populations in New York State. Despite the pandemic, we continue to lift every voice with our now-virtual Hispanic Heritage Month and Black History Month events. In October, students produced video segments, in English and Spanish, highlighting a wide variety of experiences and individuals that empowered them in their everyday life. In addition to programs and events within the school, we are engaging with third parties to provide opportunities to celebrate not only our diversity but our shared humanity. We are currently coordinating with a film production company to give students the opportunity to tell stories they are passionate about. This program will also provide students with an immersive education in film and media production. Additionally, Hempstead High School is continuing our social/emotional journey towards positive student outcomes by collaborating with the NoHateTour. Students will meet virtually with influential speakers from a variety of celebrated fields to learn about empathy and strategies to foster a safe and bully-free community.

			• Attendance Initiatives • Positive behavior & college-going culture incentives • Student resiliency emphasis • Expanded teacher roles/second shift of adults • Parent/community involvement • Coordination of partnerships • Case management • Data-guided, tiered student support system		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The CET continues to conduct work similar to the pre-COVID protocols. The Community Engagement Team continue to meet regularly during the 2020-2021 school year. The meetings' agendas continue to monitor, provide feedback and support the implementation of the approved school improvement and the 2020-2021 continuation plan. Continued dialog of the new ESSA accountability measures and alignment to Receivership goals took place at recent meetings. A CET specific goal is the development of a comprehensive communication plan that will increase stakeholder awareness and community involvement within the school. Presently, through PSTA and CET member contribution, notices are shared in print via district calendar and flyers, electronic signage (outside of school) and email are disseminated to stakeholders. An additional outcome of the meetings is the intent of rebranding the school in the media and community to pride for Hempstead schools; discussion of continued efforts to address Chronic Absenteeism, emphasis on student engagement – increasing youth voice-Mentoring initiatives- NYC Mentoring and the addition of AP Seminar course as there was an expressed interest in creating more opportunities for academic acceleration for students. The following meetings have taken place this school year: 07/28, 11/17, 01/29
Powers of the Receiver	
Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status	Analysis/Report Out

(R/Y/G)	
N/A	No Receivership Powers were used during this period

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

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

Budget Analysis		
Identify the grant.	Status (R/Y/G)	If expenditures from the approved **2017-21** (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG:	G	Expenditures accessed during this period have allowed the HS to purchase digital textbooks and course materials for students as well as virtual course subscriptions for Math, Science, and English as new language/foundations. These have directly supported and improved teaching and learning in the new hybrid format. As a result, student can access the course content through their school issued laptops at all times. The funding has also made available a series of Culturally Responsive Instruction professional development to address and transform perceptions and practice of educating African American and underperforming Standard English Language populations. The purchase of the 360 video conferencing cameras significantly improves the class experience for students who are live streaming into the classroom from home. Professional development opportunities including Standard English Learnings has begun to shift thinking around culturally sensitive teaching practices.
SIG:	G	SIG carryover funding has allowed the HHS to continue to implement the career academies and facilitate the hiring of the Academy Lead teachers for: Business & Entrepreneurship SLC, Visual & Performing Arts SLC, International Academy (which responds directly the cultural and academic transition needs

			of English Language Learners), STEAM Academy and the 9th Grade Academy (which responds to the needs of the 9th grade cohort transitioning into high school)
CSG:		G	CSG carryover funding has allowed the HS to continue with the lead partnerships for transforming to a Community School. Programs such as Herstory that continues to give students a platform to share their experiences as a new comer through writing and public speaking, have been funded.

Part VII: *Best Practices (Optional)*

Best Practices
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.

List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	Can-Do Culture & Climate	Advisory and adult advocate systems are in progress to organize adults to personalize the high school experience, support academic achievement, and work with cohorts of students. • Supportive school environment with clear pathways to success • Highly engaging and relevant learning experiences • Formal vehicles for student and teacher voice • Initiatives to recognize student progress and teacher accomplishments Data-guided, tiered student support system
2.	At risk students	Within the first two weeks of school, grade level Professional Learning Communities (PLC) dedicated to identifying, intervening, and monitoring at risk students were created. These meetings focus on attendance, behavior, and course performance. Students not attending school the first 2 weeks were targeted and teams of teachers, guidance counselors, social workers, and attendance clerks lead the effort to reach families and get students engaged. To support this effort, 30 minutes a week were built into teacher schedules to support this ongoing outreach to families. Subsequently, first quarter data shows that over 65% of students are passing three or more classes.
3.	Community Engagement	In addition to the HHS's regular practice of sharing information via mailings, robo-calls, website, APP, and Twitter updates, starting in October, the administration team added a human touch to our information

			sharing practice. The administration team continues to host monthly, bi-lingual, AM and PM "state of the school" parent meetings. These meetings focus on sharing trends in attendance and student engagement in academics. Resources aimed at arming families with information and resources to support all students accompany the trend reports. Before closing these meetings, town hall style question and answer sessions allow parents to voice any concerns. Since many of the concerns have focused on monitoring student's attendance and engagement in instruction, parents have been provided with access to PowerSchool and HHS's APP. As of January, parent Web Portal access increased by 200%. Compared to 2019-2020 school year, an additional 26% of student accounts are being accessed by parents.
4.	Instruction		Teachers are receiving ongoing support through Professional Development as we operate schools in unprecedented way. This year's focus includes increasing student engagement. In October, instructional coaches led sessions on content-specific best practices. In December, teachers led sessions on developing pedagogy and capacity in a virtual environment. In November and January, a guest instructor introduced the staff to Culturally Relevant Education methods that increase student engagement. Administrators used one session in January to synthesize the first half of the PD series by aligning all strategies to indicators of effective and highly effective pedagogy. Subsequent instructional walk throughs indicate a high adoption rate by teachers of key points covered in all PD series. This is evidenced by an increase in the use of breakout rooms, student-to-student and student-to-teacher back-channel chats, student led discussions, SEL strategies that give students brain breaks, and more relevant topics being discussed in the classroom.
	Parent Engagement		In an effort increase parent engagement Hempstead High School encourages regular and meaningful communication with parents, guardians, and other stakeholders. Schoolwide parent meetings take place virtually on the first Thursday of the month at varying times throughout the day to accommodate parent schedules and commitments. These monthly meetings provide parents/guardians with updates, useful information, and the opportunity to voice questions and concerns. Furthermore, teachers, administrators, and support staff routinely meet with individual parents to address specific student progress and needs, including but not limited to, attendance, report cards, assignments, social/emotional learning, access to support services, and extra-curricular opportunities.