

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	Hyperlink to where this report will be posted on the district website:			
Hempstead High School	280201030007	Hempstead Union Free School District	John Hopkins University	Check which plan below applies:			
				SIG Cohort if applicable (4, 5, 6, or 7?): Cohort: 6 Model: SIG 6			SCEP
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, Acting Superintendent of Schools	Stephen Strachan Appointment Date: January 18, 2018	Ms. Reina Jovin, School Implementation Manager	9 th grade – 12 th grade		43	9	2415

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 district has experienced a temporary change in leadership since the beginning of the 2017 school year. Interim Acting Superintendent Armstrong is in the process of working with the school leaders to ensure that the planned work for improved academic achievement is continued in the school. Thus far, Superintendent Armstrong has re-instated Principal Strachan, who was the previous school leader and demonstrated success with improving teacher practices, student achievement, and school safety. This change has been coupled with additional safety agents and a partnership with local police enforcement to ensure that the entire school community is able to function in high levels of physical and intellectual safety. Superintendent Armstrong has worked closely with the Distinguished Educator and school community to ensure that the school is positioned to achieve its goals.

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

Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups



of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
School Safety	19	15	Red	No	<p>As reported in the first quarterly report, the following adjusted plans are:</p> <p>The school hired two additional deans. Each dean. The school also created an In-School Suspension. Detention occurs four days per week (Tuesdays, Wednesday, Thursdays, and Saturdays). Detentions are assigned for infractions such as school dress code violations, cutting classes, and insubordination. Finally, students who are suspended from day school are required to attend two hours of instruction in the afternoon, from 2:30 pm – 4:30 pm or from 4 pm – 6 pm. An alternative school is being created to be housed at 100 Main Street and the school will be implementing and incident</p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> • The Suspension data; • The Incident reports; and • The Office discipline referrals 	<p>According to the suspension data the school has already exceeded to the suspension target. The superintendent is requesting additional safety agents and will be meeting with the local police authorities to secure increased police presence at the school.</p>



					<p>management program to increase accessibility for staff members.</p> <p>Update for second quarterly report, the in-house detention room has been converted back to a classroom for regular instruction. One additional dean of students has been hired. All 3 Deans are untenured.</p>		
2015 Total Cohort Passing Math Regents	25%	31%	Green	Yes	<p>As reported in the first quarterly report, the following adjusted plans are:</p> <p>The school has increased the number of advanced mathematics courses from three to six. This change was based on the number of students who successfully passed the Mathematic Regents in middle school and students who are on track for taking advanced mathematic courses currently in the school.</p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> • The Diagnostic Tests: Regents examination (multiple choice only) for all students; • The Unit tests (administered monthly and aligned to modules); • The Mock Regents results based on a December and January administration of the test; and • The Regents administered in January 2018. 	<p>Thus far, 268 from the 2015 cohort passed a mathematics Regents. This represents 45% of the cohort, which currently exceeds the progress indicator. In addition, 132 of 182 students are currently passing a mathematics course. Therefore, the school will continue to encourage students to enroll and take additional mathematic courses so that the number of students who possess this credential continues to grow.</p>
Total Cohort 4-year grad rate all students	44%	50%	Green	Yes	<p>As reported in the first quarterly report, the following adjusted plans are:</p> <p>In each of the Professional Learning Communities (PLCs), the school leaders and staff worked to develop an action plan to closely monitor students' acquisition of credits by examining mid-term grades, examination scores, and progress reports.</p>	<p>The school leaders and staff have identified the number of students who are on track for graduating within 4 years based on attained credits as of January 2018.</p>	<p>Of the 2014 cohort, 274 out of 491 (56%) are projected to graduate. This data already exceeds the progress indicators. The school is currently monitoring the 2015 and 2016 cohorts to ensure they are on track to improve the school's graduation rate. The current data shows:</p> <ul style="list-style-type: none"> • The 2015 cohort, which currently has 396 of 591 (67%) students who have 8 or more credits; and • The 2016 cohort, which currently has 366 of 588



							(62%) students who have 4 or more credits.
Total Cohort 4-year grad rate with adv. designation – all students	6%	9%	Green	Yes	The continuation plan to address this section is to get students to have increased opportunities to participate in course work that will lead to passing additional Regents leading to an Advanced Diploma. We will help students achieve this goal by offering additional instructional time through our Saturday Academy and Tiger Academy (i.e., Night School). We will also offer Mock Regents exams in Algebra, Geometry, and Algebra 2 in order to help student earn a Regents Diploma with Advanced Designation. These classes will be possible by providing teachers who lead these classes targeted professional development in curriculum development, instructional approaches, and analyzing data from assessments.	The school leaders and staff will use: <ul style="list-style-type: none"> The number of advanced courses available to students in all Regents-based subjects; and Collect teacher recommendations to identify students who are not registered for advanced placement courses, but could do well in said courses. 	The current number of students on track for earning an advanced Regents designation is 90 out of 491 (18%) from the 2014 cohort. Therefore, the school has already exceeded the expectation for this progress indicator. In addition, a total of 2,107 students are registered in advanced courses. These students represent 925 from the 2016 cohort and 1182 from the 17 cohort. This data demonstrate that the school will continue to increase the number of students eligible to graduate with advanced Regents diplomas.
Cohort 5-Year Grad Rate - All Students, 2017-18: 2013 Total Cohort 5-Year Grad Rate - All Students	50%	56%	Green	Yes	The teachers and support staff are working together to ensure that all students remaining from the 2013 cohort have targeted plans that ensure successful completion of earning their graduation credentials. The action plan includes an academic roadmap for attaining necessary credits and Regents pass scores; along with a targeted social and emotional plan of support that addresses students' needs.	The school leaders and staff will use: <ul style="list-style-type: none"> The number of students who are not on track for graduating within 4 years in the future cohort; The attendance data of the subset of students not on track for graduating within 4 years in the future cohorts; and The suspension and referral data aligned to all students not on track for graduating 	The current number of students who are on track to graduate from within the 5-year graduation rate are 129 students.



						within 4 years in future cohorts.	
Priority School makes yearly progress	N/A	Make Progress			The school is continuing to work towards making annual yearly progress by addressing the student achievement targets in all areas.	The school leaders and staff will use: <ul style="list-style-type: none"> The targets in all data points aligned to AYP; and Interim data points associated with graduation rates, Regents performance, and other areas aligned to AYP.	The school is continuing to examine all academic achievements across all core subjects to determine the school's ability to meet this target. The school and district leaders believe that the improved curriculum and instructional practices, coupled with focused data analyses will lead to the school making adequate yearly progress.
2014 Total Cohort Passing ELA Regents (Score >=65), 2017-18: 2015 Total Cohort Passing ELA Regents (Score >=65)	42.3%	48.3%	Green	Yes	This is a new indicator for the school as of the 2016-2017 school year; therefore, there was not a section in the continuation plan for this area. A School Literacy Team is forming to supporting the building of student literacy across all content areas	The school leaders and staff will use: <ul style="list-style-type: none"> The students' progress in their English courses; The students' performance on Diagnostic English Regents; The unit examinations; and The mid-term progress reports. We currently serve an LEP population of approximately 43%, the NYSESLAT Performance Level breakdown by student at HHS is as follows: 9th Grade 53 Entering 46 Emerging 24 Transitioning 48 Expanding 22 beginning (last designation achieved/student has not tested in a number of years)	Thus far, 227 from the 2014 cohort passed the English Regents. This represents 46% of the cohort, which is currently 2.3%pts away from the progress target. In addition, 32 out of 56 students from the 2014 cohort are currently passing English 11, while 93 from the 2015 cohort have passed the ELA regents. Additionally, 203 out of 309 2015 cohort students are currently passing English 11, which is an indication that those students will pass the English Regents, since the teachers of the English department have closely aligned the curriculum and instruction of the course to the Regents.



						<p>1 intermediate (last designation achieved/student has not tested in a number of years)</p> <p>1 advanced (last designation achieved/student has not tested in a number of years)</p> <p>10th Grade 73 entering level 102 emerging level 38 transitioning 45 expanding</p> <p>24 beginner (last designation achieved/student has not tested in a number of years)</p> <p>4 intermediate (last designation achieved/student has not tested in a number of years)</p> <p>5 advanced (last designation achieved/student has not tested in a number of years)</p> <p>11th Grade 34 entering 85 emerging 39 transitioning 29 expanding</p> <p>14 beginning (last designation achieved/student has not tested in a number of years)</p>	
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						<p>7 Intermediate (last designation achieved/student has not tested in a number of years)</p> <p>7 Advanced (last designation achieved/student has not tested in a number of years)</p> <p>12th Grade</p> <p>18 Entering 55 Emerging 60 Transitioning 49 Expanding</p> <p>19 Beginners (last designation achieved/student has not tested in a number of years)</p> <p>2 Intermediate (last designation achieved/student has not tested in a number of years)</p> <p>15 Advanced (last designation achieved/student has not tested in a number of years)</p> <p>Ungraded -14th Grade</p> <p>1 Entering 3 Emerging 6 Transitioning 3 Expanding</p> <p>1 Beginner (last designation achieved/student has not tested in a number of years)</p>	
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Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Curriculum development and support	Developing (Stage 2)	Movement up one level on the HEDI rating scale	Green	Yes	<p>The goals for curriculum development include providing teachers and department heads with assistance with curriculum planning and instructional practices. In addition, the ENL teachers will receive additional supports, since there is an increase of co-teaching taking place in the school.</p> <p>The structure of the Instructional Leadership is as follows: 4 Assistant Principals; 2 tenured and 2 untenured, 2 of which are Bilingual Spanish. 3 Deans; all untenured, 1 of which is Bilingual Spanish, 5 Instructional Coaches; 1 ELA, 1 Math, 1 Social Studies, 1 Science, 1 International Academy (Bilingual Spanish), we are currently seeking an Instructional Coach for the Special Education department</p>	Attendance sheets during teacher team meetings, agendas, adjusted curriculum materials, observations of teacher practices, and student work. Teachers are receiving over 100 days of curriculum and instructional supports. Those supports are provided during face-to-face coaching sessions, monthly workshops, and full-day institutes facilitated by various partners.	The results of the professional development sessions have been increased teacher inquiry, the beginning of improved student engagement, and observable improvement of teacher practices. The teachers also have exhibited an increased interest in working with partners to improve their practices and changing their strategies: Build capacity among school based ELA, Math, SS, Science, and Instructional Coaches to support teachers. Data Driven Instruction, Use data to inform instruction Infuse literacy across content areas, Revise curriculum and align it with Common Core Learning Standards, Provide professional development on the Early Warning Indicator System to help teachers identify and respond to the individual needs of students. Embed Technology in the classroom



							and share effective practices to increase student achievement. 21st Century Teaching and Learning, Student Centered Classroom Peer Inter-visitation, Use formative assessments data to drive instruction and target students' specific needs, Use Differentiation of Instruction to meet students' needs, Explore the concept of rigor in the Common Core State Standards in the content areas (science, social studies, math and ELA) using measures of cognitive and task complexity
2014 Total cohort with 5 more credits	41%	47%	Green	Yes	The school's continuation plan goals that align to this demonstrable indicator are to create and 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.	The school is using a credit accumulation and Regents report that highlights the number of students on track for graduating on-time. According to current data, 451 students out of 491 (92%) have accumulated 5 credits. Therefore, the school has already exceeded the demonstrable target.	The data chart used to track student progress, also has qualitative information to assist student support and other staff members with supporting students. The qualitative notes have information that highlights any struggles or special considerations impeding a student's success. The utilization and close monitoring of the data tool will ensure that the school continues to stay on track for success in this area.
2015 Total cohort with 5 more credits	43%	49%	Green	Yes	The school's continuation plan goals that align to this demonstrable indicator are to create and 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.	According to current 2015 cohort data, 480 students out of 591 (81%) have accumulated 5 credits. Therefore, the school has already exceeded the demonstrable target.	The school and staff are utilizing the same data tool for all cohorts, including the 2015 cohort. The staff has an additional focus for this group to ensure that as many students as possible are encouraged and prepared to enroll in courses that will lead to an Advanced Regents Diploma.
2016 Total cohort with 5 more credits	37%	43%	Green	Yes	The school's continuation plan goals that align to this demonstrable indicator are to create and maintain a data tracking	According to current 2016 cohort data, 283 students out of 588 (48%) have accumulated 5	The school and staff are utilizing the same data tool for all cohorts, including 2016 cohort. By utilizing



					system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students.	credits. Therefore, the school has already exceeded the demonstrable target.	the tool to take note of the issues causing this cohort to have significantly less students attaining 5 credits in comparison to other cohorts, the student support staff and teachers will collaborate to offer intense supports to students to proactively address their needs. This action will assist students to care for any issues they may be encountering earlier in their time at the school, thereby providing increased opportunities to accumulate additional credits.	
Providing 200 Hours of Expanded Learning Time (ELT)	14-15 NA	200 hours of ELT	Green	Yes	The goals for this area are to simply offer quality programs to all students throughout the school year for at least a total of 200 hours.	The data used to determine success for the ELT indicator are attendance sheets, teacher team meetings to discuss student progress, and student transfer of improved knowledge to core subject classes.	Of the students participating in the program 220 English language learners and 83 students with disabilities. The grade span of the participants are (2) 9 TH graders, (48) 10 th graders, (93) 11 th graders, and (176) 12 th graders. Therefore, 319 students, 13% of the overall student population, are participating in the Tiger and Saturday programs.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

<p>Key Strategies</p> <ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 		
List the Key Strategy from your approved intervention plan (SIG or SCEP), which may also include PSSG and/or CSG initiatives	Status (R/Y/G)	Analysis/Report Out



1.	Use of technology in the classroom to deliver instruction	Green	<p>The school has developed a plan to address the technology needs in the school. This plan has been discussed with the Community Engagement Team and district and school staff members. The school and district are prepared to purchase the following equipment, services, and programs:</p> <ul style="list-style-type: none"> • Update and replace the Wi-Fi, Promethean boards, and instructional desktops; • Right Reason Technology program for credit recovery; • Castle Learning; • Office 365; • Data link Software; • Google Suite; and • Email addresses for students. <p>The teachers and staff members will receive professional development for all of the new software, programs, and equipment. In addition, the student emails will be used for students to have increased communications with their teachers and other staff members. The opportunity to increase the communications between the staff and students aligns with the overall goals to have students taking ownership of their own learning.</p>
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		<p>Progress this year (2017-18) continues in many regards, though SLC implementation was unfortunately suspended. Improvements have marked ninth grade academy implementation, the use of data in school management, and teacher support and training.</p> <ul style="list-style-type: none"> · Ninth-grade academy: Teacher teams meet both to support students with Early Warning Indicators and to improve academy climate and culture. They have used an attendance bulletin board and a monthly attendance recognition awards to improve student attendance and are holding report card conferences each marking period. · Data use: Behavior data and weekly attendance progress data are now compiled electronically. TDS staff worked with guidance counselors, attendance officers, the superintendent, and deputy superintendent to analyze 11th and 12th grade students’ transcripts and ensure they were on track to graduate. Regent’s exam data from the past three years has been analyzed, and small learning communities used teacher data to brainstorm solutions with academic departments.



			<p>· Teacher training: Teachers receive professional development in instructional strategies and classroom management; addressing chronic absenteeism using attendance team protocols and procedures; and using data protocols and Google classroom. HHS instructional coaches have launched an HHS Instructional Digest to support their colleagues’ professional development.</p>
3.	Intensive and focused work with the Alverta B. Gray Schultz Middle School		<p>As of 2017, Hempstead High School and the Alverta B. Gray Schultz Middle School have partnered to ensure that the students have high levels of consistency in academic instruction and use of curriculum. This is being secured through shared professional development aligned to pedagogy. Teachers in the middle school are receiving support around developing curriculum maps that can be used as foundational roadmaps to high school standards in all core curriculum areas. The high school leadership is receiving coaching from a Master Principal and School Turnaround Leader. The impact of this work will provide the district and schools with comprehensive and cohesive instructional maps, strategies, and protocols that strengthen teacher practices and increase students’ achievement outcomes.</p>
4.	Intensive support for Bilingual and ENL teachers		<p>Teachers are receiving intensive curriculum development support aligned to the adaption of core curriculum units, learning ways to infuse learning scaffolds, the use of differentiated materials, and strategies that build academic vocabulary and language objectives into their daily instruction. In addition, the school has increased the number of co-teaching (ENL and core curriculum teachers) courses for English language learners. Those teachers are currently receiving focused professional development aligned to strategies for co-teaching and using data to address students’ needs. The impact of this work will result in increased student performance on Regents exams, class performance, and increased graduation rates for English language learners.</p>
5.	Leadership Development and Support		<p>School leadership coaching will be provided by a Master Principal and School Turnaround Leader. The leadership coaching planned is to assist the school leaders’ norming of observations of instructional practices and the actionable feedback provided to teachers and other staff members. This work will be conducted by walkthroughs and the continued use and tracking of formal and informal observation data to create trends that indicate the need for coaching and supervisory supports. Focus on developed lesson plans and implementation (Classroom Observations) will demonstrate use of common core standards. During classroom observation and teachers submission of lesson plans, administrators will observe the incorporation of rigorous and differentiate tasks that challenge students’ metacognitive skills. Qualitative feedback to teachers and Observation of strategies being implemented in and out of the classroom.</p>
6.	Coalition of Partnerships		<p>The school currently has maintained the same partnerships and supports, as the supports provided have proven to be successful, as indicated by the data noted in sections I and II. The school will continue to conduct monthly meetings with representatives of all organizations and provide regular reports to the whole school community and Community Engagement Team. Thus far, two partnership meetings have taken place in the school.</p>



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

<u>Community Engagement Team (CET)</u>					
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 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.					
Status (R/Y/G)	Analysis/Report Out				
Green	The Community Engagement Team has met several times, thus far. Although the meetings are generally scheduled to occur the third Thursday of the month, they also take place on weekdays, when necessary. The team has met September 17 th and 21 st , October 19 th , December 20 th , and January 24 th . During these meetings, the team discussed the Receiver’s plans for improving the high school, particularly in the area of school safety. In addition, the meetings have enabled the CET to learn and discuss the duties of the Commissioner’s appointed Distinguished Educator. Other areas of focus for the group has been the professional development plan for the school, as well as, academic curriculum and instruction. The CET was extremely dissatisfied with the inexperience exhibited by the interim principal appointed Since Sept 2017. Members of the CET felt there should be a minimum requirement set by the State Ed Department for principals as well as Superintendents of Receivership schools. Communication was in-effective and the safety of the students was directly impacted by the inexperienced leadership at the high school.				
<u>Powers of the Receiver</u>					
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 (R/Y/G)	Analysis/Report Out				
Green	In the past few weeks, the Receiver has shifted from Dr. Waronker to Acting Superintendent Regina Armstrong. Earlier this school year, Receiver Waronker, his designee, and the Distinguish Educator met with community members, staff members, and the school leaders. Following those meetings with Receiver Waronker, the newly appointed principal and staff members of Hempstead High School worked on creating and implementing a professional development plan to expedite student achievement and address disciplinary issues. Currently, Receiver Armstrong and the Distinguished Educator are working steadfastly to transition the district to new leadership while reviewing and fine-tuning practices being employed at the school by ensuring supports are appropriately aligned to the school’s needs and close oversight exist in the school on a daily-basis. On January 17, 2018, Receiver Armstrong along with the School Board voted to accept the findings noted in the Distinguished Educator’s report and took immediate action to address the state of Hempstead High School by reassigning the newly hired interim principal Kenneth Klein and re-instating the former principal, Stephen Strachan. Acting Superintendent Regina Armstrong has done three things during this quarter: reinstated the experienced principal Dr. Stephen Strachan, designated the School Implementation Manager, Reina Jovin to complete and oversee the Community Schools grant and given direct authority to the building principals over their staff.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school that has applied to receive CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	The school plans to conduct a school-wide needs assessment with the staff during the 2017-18 school year; however, the assessment has not taken place.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Thus far, the school has held a meeting with parents to discuss the Community Schools Grant (CSG). In addition, members of the CET attended the Community Schools Conference in October 2017. The school plans to continue to hold regular meetings with the school community and discuss the progress towards the CSG goals with the CET.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	Notices have been sent to the community via newsletters, robo-calls, public school board meetings, and meetings with the school community, including staff members.
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	The school leader and Lead Agency John Hopkins has identified a Community School Site Coordinator to facilitate the Steering Committee and ensure that progress is being made to successfully meet the approved goals in the plan.
Steering Committee (challenges, meetings held, accomplishments)	Thus far, the Steering Committee has been focused on creating the CSG implementation plan to NYSED for approval. To this end, on-going meetings have focused on investigating the school’s needs and securing the best services to address those needs.
Feeder School Services (specific services offered and impact)	Hempstead High School has commenced working with Alverta B. Gray Schultz Middle School to create greater continuity across the instructional practices and students’ support services.
Community School Site Coordinator (accomplishments and challenges)	Despite challenges, our Community Schools Grant application was finally approved on February 2nd 2018, no accomplishments can be reported yet.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Despite challenges, our Community Schools Grant application was finally approved on February 2nd 2018, no accomplishments can be reported yet.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Despite challenges, our Community Schools Grant application was finally approved on February 2nd 2018, no accomplishments can be reported yet.



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Part VI – Budget

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

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		Purchase orders have been created for all approved vendors and services, all services have commenced for the Lead Agency, professional development, student services and trades program instruction, payments have begun in response to submitted invoices. Challenges in the business office have persisted; there is significant difficulty in processing payments timely.
SIG:		1 School Implementation Manager and 1 College and Career Counselor both are appropriately staffed. Textbooks have been purchased in Code 45. Purchase orders have been generated for Code 40. Yet payments have not been made; invoices have been submitted, services have started at SUNY Farmingdale, courses have begun. Challenges in the business office have persisted; there is significant difficulty in processing payments timely.
CSG:		Despite challenges, our Community Schools Grant application was finally approved on February 2nd 2018. Programmatic costs have not yet been attributed to the approved budget

Part VII: Best Practices (Optional)

<p>Best Practices</p> <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 currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>



	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.		
2.		
3.		

Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Ms. Regina Armstrong, Acting Superintendent

Signature of Receiver: *Regina Armstrong*

Date: 2/26/18

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Mrs. Isoken Irowa

Signature of CET Representative: *Isoken Irowa*

Date: 2/26/18