2021-2022 Receivership School Final Report and 2022-23 Continuation Plan

Final Report: *April 15, 2022, to June 30, 2022*

Continuation Plan for the 2022-23 School Year

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation <u>and</u> outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted in a conspicuous place* on the district website. All responses submitted under the "2022-2023 School Year Continuation Plan" heading should directly align with, or be adaptations to, the previously approved intervention plans and **require explicit engagement and input from community engagement teams (CET)**.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:
Hempstead High School	280201030007	Hempstead Union Free School District		

Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Stephen Strachan		Reina Jovin, School Implementation Manager	9th Grade – 12th Grade	81%	2061	~41%	~9%	~50%
Regina Armstrong, Superintendent of Schools	Appointment Date: January 18, 2018							

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies; engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. The summary should be written in terms easily understood by the community-at-large.

Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. **Any links included must be made publicly available prior to submitting the report.**

Superintendent Armstrong and Principal Strachan collaborated throughout the school year to ensure the school's staff continuously collaborated to ensure staff collected, understood, and analyzed all students' data. Although the school, like others in the country, found itself in a learning pattern upon returning from remote and blended learning, the District responded to students' diverse needs and worked to remove impediments to students' success. This year's students' academic results were greatly impacted by their socio-emotional status and needs. Superintendent Armstrong maintained a strong presence and influence by ensuring the school had the resources necessary to provide students and their families assistance. The before- and after-school tutoring proved effective based on the end-of-year results.

Superintendent Armstrong and Principal Strachan met with constituents to ensure that adult supports were provided to staff to address their needs, as well. Throughout the school year, the new noticing was the care necessary for the staff upon returning to full-time in-person learning. Additionally, the teaching community realized the need to engage in professional development that will assist with addressing students' COVID learning loss. The staff was able to ascertain the foundational skills and concepts necessary to successfully complete courses terminating in Advanced Regents credentials. The use of the American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP-ESSER) funds supported all initiatives addressing COVID-related issues, and the District is committed to ensuring the vestiges of COVID-based academic struggles continue to be addressed. The District will continue to monitor and support efforts to address students' attendance.

The supports identified for the 2022-2023 school year will help students continue to participate in the International Baccalaureate (IB) and Advanced Placement (AP) coursework and programs. The students will have access to CTE programs for those seeking certification and the development of career-based skills.

Directions for Parts I., II., and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter and to identify the key strategies that will be addressed in the 2022-2023 Continuation Plan.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 **to assess the impact** of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2022-23 School Year Continuation Plan*, include processes for **assessing impact** on student learning outcomes that will be implemented during the new school year.

The 2022-2023 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year and is intended to create a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses the needs of *all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I *–Lead Strategies for Improvement*

Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during April 15, 2021 - June 30, 2022		Lead Strategies that will Guide the 2022-23 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2021-22 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2022-23 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
Teachers use data-driven protocols to collect, examine, and analyze students' data via professional learning communities and benchmark analyses.	▽ This strategy was selected because the NYSED-identified indicators required teachers to understand the importance of making academic progress across benchmarks so that students earn a passing grade at the end of the semester. ▽ This strategy will continue for the 2022-23 school year.	Teachers use data-driven protocols to collect, examine, and analyze students' data via professional learning communities and benchmark analyses.	This strategy continues to be a need for the school. The staff must continue collecting, analyzing, and understanding students' academic data. The staff will continue to identify protocols that will lead to effective uses of data and professional learning communities. Therefore, the school will continue to work on this commitment.
Teachers edited their curricula to incorporate literacy across the content areas and socio-emotional learning via specific writing strategies, digital word walls, and Nearpod.	▽ This strategy was selected so that students had an opportunity to increase their literacy proficiency through multiple daily opportunities to respond to core content materials in writing. This was particularly important because many students entered Hempstead High School learning levels 1 and 2 on the NYSED reading assessments, making accessing reading content difficult. Additionally, this strategy incentivized teachers' willingness and need to develop their instructional abilities to address students' literacy across all subjects. ▽ This strategy will continue for the 2022-23 school year.	Teachers edited their curricula to incorporate literacy across the content areas and socio-emotional learning via specific writing strategies, digital word walls, and Nearpod.	This strategy will continue next year, as the current data in literacy and Regents' assessment demonstrate that developing literacy skills remains necessary. The English Regents' assessment pass rate remains lower than the school's and district's expectations, which will require improvements in this area. Therefore, the school will continue to work on this commitment.

The school is offering Academic Intervention Services (AIS) to students. The AIS services are specifically aligned with the Early Warning Indicators (EWI) data meetings discussed every Thursday.	⊻ The school's data demonstrate that students require academic services before, after, and during school. The AIS program and protocols coupled with EWI practices ensure that teachers can provide students with proactive scaffold opportunities and timely interventions based on data. ⊻ The weekly meetings also help teachers check their understanding of data with each other. These meetings also allow teachers to identify students' academic trends. ⊻ This strategy will continue for the 2022-23 school year.	The school is offering Academic Intervention Services (AIS) to students. The AIS services are specifically aligned with the Early Warning Indicators (EWI) data meetings discussed every Thursday.	The overall academic performance levels demonstrate that students need academic interventions. Additionally, the reading and mathematics levels of entering students must be addressed outside the classroom through intervention services. Therefore, the school will continue to work on this commitment.
The school is implementing the NYSED-sponsored Smart Scholars Early College Program for in-coming 9th graders	⊻ This strategy is a program in the school that results in students earning credits and Regents' credentials earlier in their high school experiences. ⊻ This program will eventually address the overall graduation rate and CCCR since they are both NYSED indicators for improvement. ⊻ This strategy will continue for the 2022-23 school year.	The school is implementing the NYSED-sponsored Smart Scholars Early College Program for in-coming 9th graders	The school will continue with the Smart Scholars Early College Program because the grant has several years, and it is a wonderful opportunity for students in our school community. The program will help the students advance their academic knowledge and graduate with college credits or Associate Degrees. Therefore, the school will continue to work on this commitment.

Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.

Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021- June 30, 2022	2022-2023 School Year Continuation Plan for Meeting this Indicator
	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities**, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? • Provide a data-informed rationale for the strategies and action steps indicated. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.
67: 2020 Total Cohort (10th Graders) Passing Math Regents	The school continued to implement strategies that led to increased instructional outcomes. Although some students inconsistently participated in mathematics during remote and blended learning, it was essential to identify the strategies that could help support students' attainment of a passing grade on the Mathematics Regents. Therefore, the following strategies were used to support students: • Classwork, • Unit assessments, • Exit tickets, • End-of-term tests, • Homework assignments, • Mock Regents assessments, • Student engagement, and • Benchmark assessments. Teachers continued to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level, and subject meetings focused on mathematics. The results of the data are demonstrated in the chart below.	Based on the data, teachers will begin to focus their instruction on scaffolds that provide students with foundational strategies across all math courses, which is necessary to earn the proper credentials to graduate and progress. Specifically, students struggled the most in Geometry foundations, although none of the course or Regents' results met the school's or District's expectations. Teachers will incorporate more targeted support and include small group instruction in their classes. **The data-informed rationale for the above strategies and action steps indicated is based on the following:** Since most fail rates exceeded most of the students who took the courses, teachers must include strategies that incorporate interventions within the regular instructional period. Additionally, students will need to participate in tutoring programs to review the foundational skills necessary to pass the more rigorous mathematical courses. Also, teachers will evaluate their course grades to ensure their grading protocols are

69: 2019 Total Cohort (11th Graders) Passing ELA Regents

The school continued to implement strategies that led to increased instructional outcomes. Although some students consistently participated in English during remote and blended learning, it was essential to identify the strategies that could help support students' attainment of a passing grade on the English Regents:

- Classwork,
- Unit assessments,
- Exit tickets,
- End-of-term tests,
- Homework assignments,
- Mock Regents assessments,
- Student engagement, and
- Benchmark assessments.

Teachers continued to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level, and subject meetings focused on English. The results of the data are demonstrated in the chart below.

	COURSE AND REGENTS SUMMARY SY 21-22									
SUBJECT	TOTAL	PASS	FAIL	%PASS	%FAIL	TOTAL	REGENTS PASS	REGENTS FAIL	%PASS	%FAIL
ALG1CC	49	28	21	57%	43%	35	4	31	11%	89%
GEOMETRY CC	233	128	105	55%	45%	153	5	148	3%	97%
ALG2CC	127	113	14	89%	11%	97	39	58	40%	60%
ELECTIVE MATH	12	9	3	75%	25%	N/A	N/A	N/A	N/A	N/A

	COURSE AND REGENTS SUMMARY SY 21-22									
SUBJECT	TOTAL	PASS	FAIL	%PASS	%FAIL	TOTAL	REGENTS PASS	REGENTS FAIL	%PASS	%FAIL
ENGLISH 9	45	20	25	44%	56%	N/A	N/A	N/A	N/A	N/A
ENGLISH 10	80	51	29	64%	36%	N/A	N/A	N/A	N/A	N/A
ENGLISH 11	262	173	89	66%	34%	213	87	126	41%	59%
ENL	181	138	43	76%	24%	N/A	N/A	N/A	N/A	N/A
AP ENGLISH	59	51	8	86%	14%	N/A	N/A	N/A	N/A	N/A
ENGLISH 12	2	2	0	100%	0%	N/A	N/A	N/A	N/A	N/A

properly aligned with the Regents. Many students pass their courses but fail the Regents; both are necessary to graduate high school successfully.

Adjustments to consider:
Considering that most students did not earn the necessary credits, modifications to the strategies used last school year are imperative to improve the students' outcomes. Teachers must determine the best ways to address the 82% average failure rate, which will impede students' abilities to graduate.

Based on the data, students passed most of the English courses. However, the fail rate was still too high for students to accumulate the credits necessary to meet graduation requirements within four years. Although only the 11th-grade students took the Regents, most students failed the examination. To address this data, teachers will focus their instruction on scaffolds that provide students with the fundamental support necessary to access English course material and credits since this course is essential for students to earn the proper credentials to graduate and progress. Teachers will provide intensive small-group instruction and additional support to students struggling in English 9, 10, and 11.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data. Since students struggle to pass the courses leading up to English 11, the Regents pass rate may stagnate. Also, teachers will evaluate their course grades to ensure their grading protocols are properly aligned with the Regents. Many students pass their courses but fail the Regents; both are necessary to graduate high school successfully.

Adjustments to consider:
Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 129 students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

70: 2018 Total Cohort 4-Year Grad Rate - All Students	The school used credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data was collected at various levels in the school. Teachers collected student-level data, department chairs and assistant principals collected data at the department level, and the school cabinet collected data at the school level. The school staff collected data for all core subjects and credit accumulations. These data points and approaches to tracking students' success assisted the school with meeting the graduation rate goal during the 2021-2022 school year.

The 4-year graduation subgroup data show that most students are successfully on track to graduate by June 2022. There are now 447 2018 cohort members, and the following data indicate the status of credit accumulation to date:

# of Students	Credits Earned	% of Students
49	.5 – 9.5 credits	1%
17	10 – 14.5 credits	6%
31	15 – 21.5 credits	6%
346	22 – more credits	86%
4	0	1%

Since the school's overarching goal is to achieve greater graduation rates every year, the administrators looked closely at this cohort's data. They considered the strategies that may help improve the outcomes. The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The counseling staff is working with students to strongly encourage students to self-monitor their data via the following strategies:

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

Although the students are doing well with credit accumulation, this data does not align with the core Regents pass rates.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the techniques include close monitoring of credit accumulation so that the 14% of students needing interventions can receive them and graduate in June 2023.

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 129 students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs. Since these will enter their 5th year of high school, the staff will consider competing priorities such as work and family obligations.

The staff will provide these students with intensive class scaffolds, tutoring, and other socio-emotional supports. The strategies for this subgroup will include:

- The school counselors will identify the 89% of students who are entering their 6th year of high school with fewer than 22 credits. Those students will receive a special plan to assist them with earning the pre-requisite credits for graduation in June 2023.
- The school leaders and counselors will meet to identify the six students earning 0 credits. They will meet with the students and their families to

88: 2017 Total Cohort 5-Year Grad Rate – All Students	Like the strategies used for the four-year cohort graduation rate, the school used credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data are collected at various levels in the school. Teachers collect student-level data, department chairs and assistant principals collect data at the department level, and the school cabinet collects data at the school level. The staff will collect data for all core subjects and credit accumulations. Additionally, the student support team worked especially close with this cohort of students because of the hardship of staying in school for a prolonged time. These students are inherently over-aged and under-credited, making any level of additional struggle to attain credits more problematic for the 5-year cohort students. This strategy will assist the school with increasing the 5-year graduation rate.

The 5-year graduation student subgroup data show that most students in this cohort did not successfully graduate by June 2022. There are 63 2017 cohort members, and the following data indicate the status of credit accumulation to date:

# of Students	Credits Earned as of Jan. 2022	% of Students
27	.5 – 9.5 credits	43%
17	10 – 14.5 credits	27%
6	15 – 21.5 credits	10%
7	22 – more credits	11%
6	0	8%

create an intensive plan that can help the student earn 22 credits during their 2022-2023 school year.

- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.
- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.
- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.
- Provide credit recovery opportunities for students severely behind in credit accumulation.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because the plan explicitly addresses the high need for support to get the upcoming year six students the ability to accumulate credit. Also, the strategies include close monitoring of credit accumulation so that the 56 students can proactively address their academic needs.

Adjustments to consider:

Considering only seven students earned the necessary credits, the strategies included in the 2021-22 school year plan need modifications. To ensure the 56 students who did not achieve the goal do better in the 2022-23 school year, the staff will use the individual plans to provide unique academic and socio-emotional support.

120: HS ELA All Students PI

The school continued to identify specific strategies and data points to determine if students would successfully pass their English courses, positively impacting their English performance index (PI). The school administrators, district staff, and English and bilingual departments collaborated to create a cross-discipline plan to maximize the number of students earning English credit and advanced credentials in English and biliteracy.

The literacy instructional team created a document for all teachers to learn and use as an instructional protocol.

Theory of Action:

To accomplish our instructional, the team took the following actions:

✓ Implemented the use of writing in all content areas such as o CER: Claim- Evidence- Reasoning
- Cause and Effect

The data show that students need more support in certain sections, such as English 10, English 11 CORE Regent, and English 12. Therefore, the teachers of these sections will meet with the department coaches and administrator to identify strategies to increase student achievement. Both teachers and students will receive extensive support to address the teaching and learning occurring in the class. All teachers will continue to analyze their data during grade-level meetings. The school will continue to use the following identified alternative data points and strategies are:

- Benchmark assessments.
- End-of-unit examinations and quizzes.
- Students' classwork.

- CPA: Content- Purpose- Audience
- What-How-Why

Teaching Staff:

▽ Embedded researched-based lesson planning

▽ Participated in a professional learning community to share effective strategies in writing.

▽ Collaboratively analyzed/evaluated literacy proficiency through the implementation of writing across content areas

Students:

▽ Conducted self-evaluation of their path to proficiency

▽ Had their voices empowered through their writing experiences

▽ Became literate and met college and career readiness standards.

Administration:

▽ Provided ongoing coaching support during the implementation process across content areas

▽ Gave access to ongoing professional development to build school-wide capacity in writing.

Families: Increase their partnership with the school and learn how to support their child at home by

▽ Ensured their child/children attended school daily and reported to school on time

▽ Monitored the progress of their child

▽ Maintained open and consistent communication practices with their child and teacher

Teachers continued to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level, and subject meetings focused on English. The results of the data are demonstrated in the chart below.

The ELA data to date are:

COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL
AP LANG COMP A	59	55	4	93%	7%
AP LANG COMP B	59	51	8	86%	14%
AP LITERATURE A	39	39	0	100%	0%
AP LITERATURE B	38	37	1	97%	3%
AP SEMINAR A	26	25	1	96%	4%
AP SEMINAR B	26	23	3	88%	12%
ENGLISH 10	150	116	34	77%	23%
ENGLISH 10 H	104	98	6	94%	6%
ENGLISH 11 CORE H	52	46	6	88%	12%

- Responses to exit slips and homework assignments.
- Performance on Mock Regents questions.
- Student engagement.
- Teacher and student attendance in class.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation they are more successful.

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, 363 students of over 1800 did not pass their English course and required different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs. The courses that need improvement with instruction are AP language comp B, English B, and English 9. The ENL instruction will be reviewed, as well.

ENGLISH 11 CORE R	187	120	67	64%	36%
ENGLISH 12	208	173	35	83%	17%
ENGLISH 12H	59	59	0	100%	0%
ENGLISH 9	139	96	43	69%	31%
ENGLISH 9 H	127	110	17	87%	13%
ENL E(11/12)	77	54	23	70%	30%
ENL E(9/10)	229	169	60	74%	26%
ENL EM(11/12)	54	45	9	83%	17%
ENL EM(9/10)	35	28	7	80%	20%
ENL T/EX (9/10)	117	89	28	76%	24%
ENL T/EX (11/12)	93	82	11	88%	12%

130: HS Math All Students PI

The school continued to identify specific strategies and data points and determined if students were successful with passing their mathematics courses, positively impacting their All Students Mathematics performance index (PI). The school administrators and mathematics department staff collaborated to create increased advanced mathematics courses that would challenge students and result in greater credentials. Since all mathematics assessments other than Algebra 1 were canceled, the school cannot determine summative NYSED data. Therefore, the school identified alternative data points to determine if students understood the state standards adequately.

Teachers continued to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level, and subject meetings focused on mathematics. The results of the data are demonstrated in the chart below.

The mathematics data to date are:

COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL
ALGEBRA 1 CORE R	172	149	23	87%	13%
ALGEBRA 1 CORE R-BI	205	144	61	70%	30%
ALGEBRA 2 BI	81	63	18	78%	22%
ALGEBRA 2 CORE	206	184	22	89%	11%
AP CALCULUS AB1	30	28	2	93%	7%
AP CALCULUS AB2	28	28	0	100%	0%
AP COMPUTER SCIENCE A	22	22	0	100%	0%
AP COMPUTER SCIENCE B	22	20	2	91%	9%
AP STATISTICS A	21	20	1	95%	5%

Therefore, the teachers of these sections met with the department coaches and administrator and identified strategies to increase student achievement. Both teachers and students received extensive support to address the teaching and learning occurring in the classes. All teachers continued to analyze their data during grade-level meetings. The school continued to use the following identified alternative data points and strategies:

- Administer and evaluate data from benchmark assessments.
- Evaluate the results of end-of-unit examinations and quizzes.
- Collect students' classwork.
- Examine responses to exit slips and homework assignments.
- Review performance on Mock Regents questions.
- Assess student engagement.
- Analyze teacher and student attendance in class.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation so that the students needing interventions succeed.

Adjustments to consider:

AP STATISTICS B	21	19	2	90%	10%
CONSUMER MATH	16	16	0	100%	0%
FINANCIAL ALGEBRA	233	178	55	76%	24%
FINANCIAL ALGEBRA BI	58	221	163	381%	281%
FOUNDATIONS OF GEOMETRY	342	60	282	18%	82%
FOUNDATIONS OF GEOMETRY BI	147	59	88	40%	60%
GEOMETRY CORE BI	144	89	55	62%	38%
GEOMETRY CORE H	98	82	16	84%	16%
GEOMETRY CORE R	295	211	84	72%	28%
Transition to Advance Math	116	53	63	46%	54%
Transition to Advance Math BI	185	109	76	59%	41%

140: College, Career, and Civic Readiness (CCCR) Index – All Students

The school's goal is to maintain or exceed the 2017's cohort CCCR performance index. Therefore, similar to tracking the 4-year graduation rate, the school used credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to determine students' progress towards earning CCCR accreditation. The data was collected at various levels in the school. Teachers collected student-level data, department chairs and assistant principals collected data at the department level, and the school cabinet collected data at the school level. The school staff collected data for all core subjects and credit accumulations. These data points and approaches to tracking students' success assisted the school with meeting the graduation rate goal during the 2021-2022 school year.

The school administrators and staff examined students' data points and strategies in September 2021. They continued the practice during the second semester using the following CCCR category:

- A data-guided, tiered student support system.
- School leaders and instructional coaches observed increased student engagement in classes.
- Ensured more student diversity in courses.
- Examined the number of students participating in work-based learning programs and activities.
- Evaluated the continuous examination of students' achievement with disabilities and English Language Learners in core content courses and Regents Examination.

Type of CCCR	Number of Students
Seal of Biliteracy	43
Fashion	84
Advanced Placement	760
BOCES	21

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 129 students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

The first semester data show that students need more support in certain sections, such as:

- Algebra 2 CORE Regents, and
- Foundations of Geometry.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation so that the 33% of students needing interventions during their junior year does not increase.

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 129 students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

170: HS Chronic Absenteeism – All Students

The school continued to address students' attendance issues. A team of counselors, administrators, and other support staff and partners worked to reach out to students and their families when a student was absent for a couple of days. The strategy included regular team meetings to discuss attendance concerns and follow-up results.

The team also discussed the next steps to provide students and their families with the support necessary to improve the students' overall attendance issues.

The team's efforts yielded a current average daily attendance of 75.7% by the end of the 2021-22 school year. This attendance was significantly lower than anticipated but aligned with the struggles many students experienced returning to in-person learning. The data for students' attendance that the team used to create support plans is as follows:

Students	# of Students	6/2022 % of Chronically Absent Students
All students	1399	68%
9th graders	350	17%
10th Graders	328	16%
11th Graders	356	17%
12th Graders	352	17%
Overaged and Undercredited	13	.006%

Students will continue to receive the following support from the attendance and student support teams:

- Review of daily log-in to classes.
- Creation of a feedback loop with students and families,
- Examining the collaboration with community-based organizations to address students' and families' food and shelter insecurities,
- Analyzing the total assignments students complete and submit (including those attending and not attending daily classes), and
- Providing teachers feedback about the impact of the support provided.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because the average attendance of 75.7% shows that close monitoring and immediate responses are necessary to increase attendance across all grades. Although each Grade's chronic absenteeism lingers at around 17%, the sporadic absences negatively impact overall attendance.

Adjustments to consider:

Modifications in this area are unnecessary, as the school already has a robust plan for addressing students' attendance.

230: HS Science All Students PI

The school continued to identify specific strategies and data points to determine if students successfully pass their All Students Science courses, positively impacting their science performance index (PI). The school administrators and staff collaborated to create supports that ensured students successfully passed their science courses and obtained credit.

Teachers continued to use the benchmark data to assess students' needs. The assessment of such data was discussed during grade level, and subject meetings focused on science. The results of the data are demonstrated in the chart below.

COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL
ALLIED HEALTH	1	0	1	0%	100%
AP ENVIRON SCIENCE A	8	8	0	100%	0%
AP ENVIRON SCIENCE B	9	9	0	100%	0%
APPLIED SCIENCE	2	2	0	100%	0%
ASTRONOMY	1	1	0	100%	0%
CHEMISTRY	1	1	0	100%	0%
CHEMISTRY B	37	30	7	81%	19%

The data show that students need more support in certain sections, such as Chemistry B, H, Earth Science R, R-BI, Environment Science, Forensic Science, Literacy in Science, Living Environment Regents, and Marine Biology & Ocean, and Physics Regents. Therefore, the teachers of these sections will meet with the department coaches and administrators to identify strategies to increase student achievement. Both teachers and students will receive extensive support to address the teaching and learning occurring in the class. All teachers will continue to analyze their data during grade-level meetings. The school will continue to use the following identified alternative data points and strategies are:

- Benchmark assessments.
- End-of-unit examinations and quizzes.
- Students' classwork.
- Responses to exit slips and homework assignments.
- Performance on Mock Regents questions.
- Student engagement.
- Teacher and student attendance in class.

COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL
CHEMISTRY H	114	82	32	72%	28%
CHEMISTRY R	65	40	25	62%	38%
EARTH SCIENCE R	283	193	90	68%	32%
EARTH SCIENCE R-BI	119	80	39	67%	33%
ENVIRON SCI	54	34	20	63%	37%
ENVIRON SCI BI	30	27	3	90%	10%
FORENSIC SCIENCE	141	80	61	57%	43%
FORENSICS (SYRACUSE)	68	59	9	87%	13%
LITERACY IN SCIENCE	18	11	7	61%	39%
LIVING ENVIRON H	51	47	4	92%	8%
LIVING ENVIRON R	248	103	145	42%	58%
LIVING ENVIRON R-BI	69	58	11	84%	16%
MARINE BIO & OCEAN	238	149	89	63%	37%
PHYSICS	1	1	0	100%	0%
PHYSICS R	58	46	12	79%	21%
SCIENCE RESEARCH BI	82	66	16	80%	20%

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation so that those students needing interventions and tutoring in specific courses receive them. The individual data analysis allows the department to plan the scaffold necessary in advance and proactively address students' needs.

Adjustments to consider:

Considering that most students earned the credits necessary for the strategies included in the 2021-22 school year, the adjustments necessary are accounted for in the above strategy. The required courses to address students' successful graduation credentials will receive proper support and intensive planning and monitoring.

240: HS Social Studies All Students PI

During the pandemic, NYSED announced that one Social Studies Regents Examination would be administered in June 2022. Therefore, the school identified alternative data points to determine if students successfully passed their social studies courses and obtained credit. The school continued to identify specific strategies and data points to determine if students would successfully pass their All Students Social Studies courses, positively impacting their social studies performance index (PI). The school administrators and staff collaborated and created a support that ensured students successfully passed their social studies courses and obtained credits.

Since students needed to pass the social studies Regents and courses to count positively toward the school's performance data, monitoring students' data was imperative. Therefore, the school continued using alternative data points to determine if students successfully passed their social studies courses and obtained credit.

The data showed that students needed more support in certain sections, such as Criminal Law, AP US History, Criminal Law, Criminal Law Bilingual, Global History Bil, all Geography courses, Humanities, Part in Government, Participate in Government Bilingual, and US History Government Regents. Therefore, the teachers of these sections will meet with the department coaches and administrator to identify strategies to increase student achievement. Both teachers and students will receive extensive support to address the teaching and learning occurring in the class. All teachers will continue to analyze their data during grade-level meetings. These data are:

- Coursework.
- Mock Regents questions.
- The teacher made assessments and homework.
- Mid-term progress reports.
- Baseline and benchmark assessments from Right Reasons Technology and the Castle Learning assignments.
- Grades for projects that foster students' use of document-based information.
- Scores for evidence-based essays and constructed-response assignments.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

COURSE	TOTAL	PASS	FAIL	%PASS	%FAIL
AP GOVERNMENT&POLITICS					
AP GOVERNMENT&POLITICS A	11	11	0	100%	0%
B	11	10	1	91%	9%
AP HUMAN GEOGRAPHY A	17	17	0	100%	0%
AP HUMAN GEOGRAPHY B	17	17	0	100%	0%
AP SEMINAR A	26	25	1	96%	4%
AP SEMINAR B	26	23	3	88%	12%
AP US HISTORY GOV A	11	6	5	55%	45%
AP US HISTORY GOV B	9	6	3	67%	33%
AP WORLD HISTORY	100	92	8	92%	8%

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation, ensuring the credit accumulation is successful.

Adjustments to consider:
Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. Therefore, the plan for the department does not require modifications beyond those listed above.

CIVIL LAW	118	92	26	78%	22%
CRIMINAL LAW	107	73	34	68%	32%
CRIMINAL LAW BI	59	40	19	68%	32%
ECONOMICS	291	243	48	84%	16%
ECONOMICS BI	83	76	7	92%	8%
GLOBAL HIST 1H	100	94	6	94%	6%
GLOBAL HIST GEO 1 BI	195	129	66	66%	34%
GLOBAL HIST GEO 2R	233	156	77	67%	33%
GLOBAL HIST GEO 2R BI	165	100	65	61%	39%
HUMANITES BI	111	93	18	84%	16%
HUMANITIES	172	120	52	70%	30%
HUMANITIES H	111	106	5	95%	5%
PART IN GOV	291	260	31	89%	11%
PART IN GOV BI	66	59	7	89%	11%
PART IN GOVT	17	12	5	71%	29%
US HISTORY GOV R	78	43	35	55%	45%
US HISTORY GOV R BI	46	41	5	89%	11%

250: Total Cohort 6-Year Grad Rate – All Students

Similar to the strategies used for the four- and five-year cohort graduation rate strategies, the school, used credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data was collected at various levels in the school. Teachers collected student-level data, department chairs and assistant principals collected data at the department level, and the school cabinet collected data at the school level. The staff collected data for all core subjects and credit accumulations.

Additionally, the student support team worked especially close with this cohort of students because of the hardship of staying in school for a prolonged time. These students are inherently over-aged and under-credited, making any level of additional struggle to attain credits more problematic for the 6-year cohort students. This strategy assisted the school with increasing the 6-year cohort credit accumulation.

The 6-year graduation subgroup data show that many students were not on track to graduate during June 2022. There are 13 2016 cohort members, and the following data indicate the status of credit accumulation to date:

# of Students	Credits Earned as of Jan. 2022	% of Students
8	.5 – 9.5 credits	62%
2	10 – 14.5 credits	15%
2	15 – 21.5 credits	15%
0	22 – more credits	0%
1	0	8%

The staff must support these students with assignments and overall content using tutoring, after-school opportunities, and socio-emotional support. The students will receive additional opportunities to participate in credit recovery and other adult programs. The staff also strongly encourages and supports students' self-monitoring of their data via the following:

- The school counselors will identify the 2017 Cohort of students entering their 7th year of high school. Those students will receive a special plan of assistance.
- The school leaders and counselors will meet to identify the 2017 Cohort of students earning 0 credits. They will meet with the students and their families to create an intensive plan to help the student earn ten credits during their sophomore school year so that students complete their 10th Grade on track with graduating with cohort peers.
- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.
- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.
- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.

- Provide robust credit recovery opportunities for students.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data for this cohort of students. This is particularly difficult to address, as they are extremely overaged and under-credited. Many do not find attending school a priority at this age, so they rather work. Community-based organizations do especially well in supporting these students and their families.

Adjustments to consider:
The strategy adjustments that the school leader may consider allowing for alternative learning opportunities that better meet the cohort students' needs.

Part III – Demonstrable Improvement Indicators–Level 2

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

Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021 - June 30, 2022	2022-23 School Year Continuation Plan for Meeting this Indicator
What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities**, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? • Provide a data-informed rationale for the strategies and action steps indicated. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.	
65: 2021 Total Cohort (9th Graders) with five or more credits	The school implemented strategies to support the freshman students and ensure they were successful. The school used a data tracking system highlighting all students' quantitative and qualitative information. The staff used the following practices and ensured students' data was known and understood by all adults supporting the students:	Based on the end-of-year data analysis, the staff will implement the following strategies to provide students support with earning five or more credits as sophomores during the 2022-2023 school year. • The school counselors will identify the 25% of students who are entering their 2nd year of high school with fewer than five credits. Those students will receive a special plan to assist them with

- Assigned each freshman student a counselor who worked closely with the student and their teachers.
- Had regular meetings with the freshman.
- Offered tutoring services to students who struggled with coursework.
- Conducted student conferences with teachers and addressed students' academic progress.

There were 480 9th graders at the end of the school year. The freshman students' data showed that approximately 75% of the freshmen completed their courses and earned five or more credits by June. The following data indicate the status of credit accumulation by June 2022:

# of Students	Credits Earned as of Jan. 2022	% of Students
21	0.5-1.5 credit	4%
38	2-3 credits	8%
44	3.5 – 4.5	9%
359	5 and more	75%
18	0	4%

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earning the pre-requisite credits for 10th Grade and make up the credits not achieved during the freshman school year.

- The school leaders and counselors will meet to identify the 18 students earning 0 credits. They will meet with the students and their families to create an intensive plan that can help the student earn ten credits during their sophomore school year so that students complete their 10th Grade on track with graduating with cohort peers.
- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.
- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.
- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.
- Provide tutoring before- and after-school and on Saturday for students needing additional support to earn 10th-, and 9th-grade credits.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation so that the 25% of students needing interventions during their sophomore year does not increase.

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 121 students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

66: 2020 Total Cohort (10th Graders) with five or more credits

The school implemented strategies to support the sophomore students in Hempstead High School to ensure they are successful. The school used a data tracking system highlighting all students' quantitative and qualitative information. The staff used the following practices and ensured students' data was known and understood by all adults supporting the students:

- Assigned each sophomore student a counselor who worked closely with the student.
- Had regular meetings with the sophomores.
- Offered tutoring services to students who struggled with their coursework.

Based on the end-of-year data analysis, the staff will implement the following strategies to provide students support with earning five or more credits as juniors during the 2022-2023 school year.

- The school counselors will identify the 33% of students entering their 3rd year of high school with fewer than ten credits. Those students will receive a special plan to assist them with earning the pre-requisite credits for 10th Grade and make up the credits not achieved during the sophomore school year.

- Conducted student conferences with teachers and addressed students' academic progress.

There were 410 10th graders in the school. The sophomore students' data showed that approximately 67% completed the school year with ten or more credits. The following data shows the status of credit accumulation to date:

# of Students	Credits Earned as of Jan. 2022	% of Students
46	.5 - 4.5 credits	11.2%
33	5 – 7 credits	8.1%
42	7.5 – 9.5 credits	10.1%
275	10 – more credits	67%
14	0	3.4%

72: 2018 Total Cohort 4-Year Grad Rate – Black Students

The school used the data-tracking system to highlight quantitative and qualitative information for all students and subgroups. The Black students' data was accessible for teachers to examine and respond to throughout the school year. The information was updated every marking period and reviewed by teachers and administrators during the grade level and cabinet meetings.

The Black student subgroup data showed that most students are on track for successfully graduating within their 4-year high school period. There were 80 2018 cohort members who were in the Black student subgroup, and the following data show the status of credit accumulation to date:

- The school leaders and counselors will meet to identify the 14 students earning 0 credits. They will meet with the students and their families to create an intensive plan to help the student earn 15 credits during their junior school year so that the student completes their 11th Grade on track with graduating with other 2020 cohort students.
- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.
- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.
- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.
- Provide tutoring before- and after-school and on Saturday for students needing additional support to earn 11th, and 10th-grade credits.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because most students enter the school year with the pre-requisite number of credits. Also, the strategies include close monitoring of credit accumulation so that the 33% of students needing interventions during their junior year does not increase.

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 129 students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

Based on the end-of-year data analysis, the staff will implement the following strategies to provide students support with earning enough credits to graduate during the 2022-2023 school year.

- The school counselors will identify the 16 students entering their 5th year of high school with fewer than the 22 credits necessary to graduate. Those students will receive a special plan to assist them with earning the required credits.
- The school leaders and counselors will meet to identify the two students who earned 0 credits. They will meet with the students and their families to create an intensive plan that can help the student earn the credits necessary to graduate in June 2023.

# of Students	Credits Earned as of Jan. 2022	% of Students
4	.5 – 9.5 credits	5%
4	10 – 14.5 credits	5%
6	15 – 21.5 credits	7.5%
64	22 – more credits	80%
2	0	2.5%

73: 2018 Total Cohort 4-Year Grad Rate – Hispanic Students

The school used the data-tracking system to highlight quantitative and qualitative information for all students and subgroups. The Hispanic students' data was accessible for teachers to examine and respond to throughout the school year. The information was updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.

The school staff created the International Academy to provide students with experiences representing their culture. The program is created based on four pillars.

- Pillar 1: Teacher teams and small learning communities
- Pillar 2: Curriculum and instruction with professional development
- Pillar 3: Tiered student supports
- Pillar 4: Can-do culture and climate

- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.
- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.
- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.
- Provide tutoring before-, after-school, and on Saturday. Students can earn credits via the credit recovery program if they have competing priorities with jobs or family obligations. In that case, the school counselors will connect the student with an outside agency that can partner with the school to provide appropriate support to remove all impediments from graduating.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because 80% of the Black 2018 Cohort students earned enough credits to graduate. Therefore, the strategies and action steps must only address 18 students. Finally, the differentiated approach will account for the students' individual needs.

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, 20% of the students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

Based on the end-of-year data analysis, the staff will implement the following strategies to provide students support with earning enough credits to graduate during the 2022-2023 school year.

- The school counselors will identify the 29 students entering their 5th year of high school with fewer than the 22 credits necessary to graduate. Those students will receive a special plan to assist them with earning the required credits.
- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.
- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.

The Hispanic student subgroup data showed that most students are on track to graduate within their 4-year high school period successfully. There were 305 2018 cohort members who were in the Hispanic student subgroup, and the following data show the status of credit accumulation to date:

# of Students	Credits Earned as of Jan. 2022	% of Students
8	.5 – 9.5 credits	2.5%
6	10 – 14.5 credits	2%
15	15 – 21.5 credits	5%
276	22 – more credits	90.5%
0	0	0%

- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.
- Provide tutoring before-, after-school, and on Saturday. Students will also be able to earn credits via the credit recovery program if students have competing priorities with jobs or family obligations. In that case, the school counselors will connect the student with an outside agency that can partner with the school to provide appropriate support to remove all impediments from graduating.
- The school will determine if any students are struggling academically due to limited English language proficiency and ensure that they receive ENL services to assist with understanding the academic material and tasks in their core classes. Furthermore, the ENL teachers will meet with the teachers and the students who may be struggling with language acquisition to create a special plan to support the students during their core classes.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because 90.5% of the Hispanic 2018 Cohort students earned enough credits to graduate. Therefore, the strategies and action steps will only need to address 39 students. Finally, the differentiated approach will account for the students' individual needs.

74: Total Cohort 4-Year Grad Rate - ED Students

The school used the data-tracking system to highlight quantitative and qualitative information for all students and subgroups. The economically disadvantaged students' data was accessible for teachers to examine and respond to throughout the school year. The information was updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.

The ED student subgroup data showed that most ED students are on track to graduate within their 4-year high school period successfully. There were 297 2018 cohort members in the ED student subgroup, and the following data show the status of credit accumulation to date:

# of Students	Credits Earned as of Jan. 2022	% of Students
11	.5 – 9.5 credits	3%

Adjustments to consider:

Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, the 9.5% of the students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

Based on the end-of-year data analysis, the staff will implement the following strategies to provide students support with earning enough credits to graduate during the 2022-2023 school year.

- The school counselors will identify the 38 students entering their 5th year of high school with fewer than the 22 credits necessary to graduate. Those students will receive a special plan to assist them with earning the required credits.
- The school leaders and counselors will meet to identify students who earned 0 credits. They will meet with the student and their family to create an intensive plan that can help the student earn the credits necessary to graduate in June 2023.
- Teachers and guidance counselors will regularly meet to discuss and monitor students' performance in class.

10	10 – 14.5 credits	3%
16	15 – 21.5 credits	5%
259	22 – more credits	88%
1	0	0.03%

- Department chairs and teachers will regularly examine students' performance on unit exams and other data points (homework, exit tickets, participation in class, and project) to track students' successful completion of their courses and use the early warning indicators to identify students who need interventions, tutoring, and additional support.
- Teachers will meet with students and counselors to review progress reports and report cards and meet with guardians.
- Provide tutoring before-, after-school, and on Saturday. Students will also have the opportunity to earn credits via the credit recovery program. Suppose students have competing priorities with jobs or family obligations. In that case, the school counselors will connect the student with an outside agency that can partner with the school to provide appropriate support to remove all impediments from graduating.
- The school will determine if any students are struggling academically due to the students' financial circumstances. Furthermore, the counselors will meet with the teachers and the students who may be struggling and create a plan to ensure the resources necessary to graduate are present for the students.

The data-informed rationale for the above strategies and action steps indicated is based on the following:

The above strategies and action steps will successfully address the 2022 end-of-year data because 88% of the ED 2018 Cohort students earned enough credits to graduate. Therefore, the strategies and action steps must only address 38 students. Finally, the differentiated approach will account for the students' individual needs.

Adjustments to consider:
Considering that most students earned the credits necessary, the strategies included in the 2021-22 school year plan were successful. However, 20% of the students who did not achieve the goal may have additional needs that require different interventions and support. Therefore, the strategy of identifying those students and creating independent plans for them will address any modifications necessary to address their unique needs.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)
The role of the Community Engagement Team is to develop recommendations for school improvement by soliciting input through public engagement.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.

(As required under Section 211(f) of NYS Ed. Law)

Report Out of 2021-2022 CET Plan Implementation	Plan for Use of CET Recommendations in 2022-2023
Describe how recommendations made by the CET during 2021-2022 were used to inform implementation of the school's improvement plan.	Describe how recommendations made by the CET during 2022-23 will be used to inform implementation of the school's improvement plan.
• List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET's membership since the last reporting period. • Include links, or embed, real time artifacts such as meeting agendas, membership lists, signed attendance lists, etc.	• Include any changes that will be made to CET membership for the 2022-23 school year. Include the role/title of any new members.
The following constituents participated in the CET during the 2021-22 school year:	The recommendations from the CET are the following:

Report Out of 2021-2022 CET Plan Implementation (continued):

The following constituents participated in the CET during the 2021-22 school year:

Administrators	Parents	Teachers
District representative	Community Partners	Students

There were no changes to the team during the last reporting period.

The following links are as follows:

Plan for Use of CET Recommendations in 2022-2023 (continued):

The recommendations from the CET are the following:

- ☑ Identify the professional development opportunities to promote DEI learning in classes for adults and students.
- ☑ Provide teachers the opportunities time to self-reflect and identify their areas of improvement
- ☑ Ensure teachers develop skills to address the learning loss and provide additional assistance to students to address the fundamental skills that are missing
- ☑ Develop a plan to encourage more families to partner with the school staff on behalf of the students
- ☑ Create robust socio-emotional protocols and supports for students and staff following COVID-related issues.

The members of the community will continue to include:

Administrators	Parents	Teachers
District representative	Community Partners	Students

The committee will continue to meet with other staff members as representatives of the constituency groups to communicate the team's discussions and thoughts about modifications. The group plans to meet monthly to discuss the school's continuation plan, goals, and timely data.

EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Part V - Receivership Powers

Powers of the Receiver	
Provide a summary of the use of the School Receiver's powers during 2021-2022 school year.	Describe the anticipated use of the School Receiver's powers during the 2022-2023 school year (pursuant to those identified in Commissioners Regulation §100.19).
The Receiver focused on returning to school full-time after several COVID-19-related school closures. Additionally, the Receiver applied for federal funding to support the District and schools due to hardships caused by COVID-19. The Receiver also focused on contractual negotiations with the teachers' union. The Receiver also worked with the principal and school staff to ensure the school had the resources necessary to meet the students' needs and achieve the identified school goals.	The Receiver will continue to support the schools and students using the powers provided via the Commissioners Regulation. The Receiver will work with the Hempstead High School principal to ensure the school follows the strategies and practices outlined in the 2022-2023 Continuation Plan. The Receiver will also seek any available funding that can be used to support the school. Finally, the Receiver will monitor the school's progress and make suggestions for modifications where students' and teachers' observational data warrant changes for effort.

Part VI – Assurance and Attestation

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

Name of Receiver (Print): ROBINA ARMSTRONG

Signature of Receiver: _Regina Armstrong_

Date: 7/15/2022

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

Name of CET Representative (Print): Isaken Brua

Signature of CET Representative: _B Brua_

Title of CET Representative: Chairperson

Date: 7/15/2022

The CET Attestation must be signed by a CET member other than a school administrator.

Revised June 1, 2022