

2021-2022 Receivership School Quarterly Report #2
Report Period: *October 16, 2021 – January 14, 2022 (Due January 28, 2022)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

| 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 | | | https://www.hempsteadschools.org/ | | | |
| 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 |
| Regina Armstrong, Superintendent of Schools | Stephen Strachan Appointment Date: January 18, 2018 | Ms. Reina Jovin, School Implementation Manager | 9 th Grade – 12 th Grade | 81% | 2061 | ~41% | ~9% | ~50% |



Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

Hempstead High School's administrators and staff continue to work together to address students' needs by improving the curriculum, instructional practices, and use of data. Since the 2021-2022 school year, the teachers have confirmed that students' need for socio-emotional and academic support is extensive. The entire school community, led by Superintendent Armstrong, has rallied around the students to provide before- and after-school tutoring and assistance to remove any impediments garnered from the Pandemic-based closure of the school. The high school and middle school continue to collaborate in preparing incoming high school students and ensuring the curricula are progressive across grades 7-12 in all subjects. Students' schedules, course offerings, teacher support, and family outreach continue to address the school's goals for the 2021-2022 school year.

Superintendent Armstrong has assured the community that instruction will be consistent and, when possible, teachers will provide students with remote instruction when in-person school is canceled. Additionally, the students and staff will benefit from additional funds and strategies made possible by the American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP-ESSER) Funds final allocation. The funding will allow students to participate in summer enrichment programs, after-school programming, strategies for addressing learning loss, and other supports and equipment to address students' academic needs. The district is managing students' attendance by district-sponsored shuttle buses that will pick up and drop off students at their nearest catchment area school in the district.

Other resources will align with socio-emotional supports. The students will participate in high-quality instructional frameworks and programs such as the International Baccalaureate (IB) and Advanced Placement (AP) coursework. The funding will support CTE programs that will benefit students' successful completion of school and professional development in the districtwide adoption of Seven Habits to combat the impact of COVID-19 and other issues associated with students living at a low-wealth index. With the commitments and goals established by the school's staff coupled with the new opportunities from the federal funding, the high school intends to make steady improvements towards increasing its 4-year graduation rate and students' overall academic performance.



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

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2021-2022 Continuation Plan, with a focus on how evidence guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies address 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

List the 3-4 of core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
 October 16, 2021 – January 14, 2022**

| Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued. | Status (R/Y/G) | For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets. If a strategy was discontinued since the prior reporting period, please provide an evidence-based explanation for why it was discontinued and if/how a new strategy will be implemented in its place. | | | | | | | | | | | | | | | |
|--|-----------------------------------|---|---------------------------|--|--|-------------------|------------------------------|-----------------------|-----------------------------|------------------|--------------------|--------------------------|-----------------------------------|-------------|-----------------|---------------------------|--|
| Teachers engage in data-driven protocols to collect, examine, and analyze students' data via professional learning communities and benchmark analyses. | G | Teachers collaborate and use students' data to create instructional curricula and lesson plans. The data teachers collected during the school year has helped teachers make decisions during their specific department meetings. This approach addresses specific subjects' demonstrable improvement targets aligned with credit accumulation and cohort performance. | | | | | | | | | | | | | | | |
| Teachers edited their curricula to incorporate literacy across the content areas and socio-emotional learning via specific writing strategies, digital word walls, and Nearpod. | G | The teachers continue to work collaboratively to address students' needs to improve their English proficiency and writing skills. The goal for the 2021-2022 school year is to cultivate literacy across content areas and empower students' voices through various writing genres to develop lifelong learners. Teachers will implement writing in all content areas such as Claim-Evidence-Reasoning (CER), Cause and Effect, Content-Purpose-Audience (CPA), and What-How-Why. Teachers will continue to use this strategy because literacy remains an indicator measured in Regents, performance, and other areas. Therefore, incorporating literacy in the core subject curricula has allowed students to increase their opportunities to learn and practice literacy skills. | | | | | | | | | | | | | | | |
| 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. | G | <p>The school is providing students with a variety of extra help. There are 81 opportunities for students to receive additional support after school. The school offers:</p> <table border="1" data-bbox="809 987 2601 1166"> <thead> <tr> <th colspan="3">EXTRA HELP CLASS SESSIONS</th> </tr> </thead> <tbody> <tr> <td>•1 business class</td> <td>•5 English as a new language</td> <td>•2 Art & Theater Arts</td> </tr> <tr> <td>•1 world language (Spanish)</td> <td>•2 music classes</td> <td>•15 Social studies</td> </tr> <tr> <td>•2 Home language of Arts</td> <td>•1 Home education & fashion (CTE)</td> <td>•17 Science</td> </tr> <tr> <td>•20 mathematics</td> <td>•16 English language arts</td> <td></td> </tr> </tbody> </table> <p>The students can attend the sessions Monday-Friday from 1:45 PM – 3:45 PM. The span of after-school sessions allows students who finish their classes earlier and have a full schedule. As stated at the beginning of the year, students continue to demonstrate a need for academic intervention services. Teachers, counselors, and administrators continue to use the early warning indicator (EWI) protocol and data to identify when a student needs assistance and should participate in a support program. As anticipated, the school leaders created the 11th-period class, which will provide academic intervention and tutoring. Additionally, the school is in the process of offering night school and Saturday Academy.</p> | EXTRA HELP CLASS SESSIONS | | | •1 business class | •5 English as a new language | •2 Art & Theater Arts | •1 world language (Spanish) | •2 music classes | •15 Social studies | •2 Home language of Arts | •1 Home education & fashion (CTE) | •17 Science | •20 mathematics | •16 English language arts | |
| EXTRA HELP CLASS SESSIONS | | | | | | | | | | | | | | | | | |
| •1 business class | •5 English as a new language | •2 Art & Theater Arts | | | | | | | | | | | | | | | |
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| •2 Home language of Arts | •1 Home education & fashion (CTE) | •17 Science | | | | | | | | | | | | | | | |
| •20 mathematics | •16 English language arts | | | | | | | | | | | | | | | | |



| | | |
|---|--|--|
| The school is implementing the NYSED-sponsored Smart Scholars Early College Program for in-coming 9 th graders | | Hempstead High School implements the Smart Scholars Early College Grant, which the New York State Education Department sponsors. The participating 9 th -grade students may earn up to 60 college credits during their high school enrollment. The school has recruited this year's participants and held two meetings for families to explain the program and garner support for participants. The families were able to participate during afternoon and evening sessions. This program will enlist students to additional cohorts every year for the next four years. Therefore, the students will assist the school with increasing the graduation rate with advanced standing. |
|---|--|--|

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 inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator during
 October 16, 2021 – January 14, 2022**

| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | <ul style="list-style-type: none"> • 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 reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. | | | | | | | | | | |
|---|-----------------------------|---|---|-----------------------------|--|-----------|----------------------|--------------------------|----------------------|--------------------|-----------------------------|------------------------------------|--------------------------|
| 67: 2020 Total Cohort (10 th Graders) Passing Math Regents | | The school continued to implement strategies that instructional lead to increased outcomes. Although some students inconsistently participated in mathematics during the past 18 months, it is essential to identify the strategies that can help support students' attainment of a passing grade on the Mathematics Regents: <ul style="list-style-type: none"> • Classwork, • Unit assessments, • Exit tickets, • End-of-term tests, • Homework assignments, • Mock Regents assessments, • Student engagement, and • Benchmark assessments. | <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Teachers examined the ELA data from the 2020-2021 school year to determine the instructional approach for the 2021-2022 school year. The students took benchmark examinations in October and December. The benchmark schedule was as follows: <table border="1" data-bbox="1459 1114 2534 1284" style="margin-top: 10px;"> <thead> <tr style="background-color: #90EE90;"> <th colspan="2">Benchmark Assessments Dates</th> </tr> </thead> <tbody> <tr> <td>Algebra 2</td> <td>Benchmark 1: Oct. 14</td> </tr> <tr> <td>TAM/Algebra 1 / Geometry</td> <td>Benchmark 1: Oct. 18</td> </tr> <tr> <td>Algebra 1 Workshop</td> <td>Benchmark 2: December 16-17</td> </tr> <tr> <td>Foundation of Geometry / Algebra 2</td> <td>Benchmark 3: December 14</td> </tr> </tbody> </table> Teachers use the interim assessment results, coursework, chapter exams, and other data garnered during class to grade students. The available mathematics data is as follows: | Benchmark Assessments Dates | | Algebra 2 | Benchmark 1: Oct. 14 | TAM/Algebra 1 / Geometry | Benchmark 1: Oct. 18 | Algebra 1 Workshop | Benchmark 2: December 16-17 | Foundation of Geometry / Algebra 2 | Benchmark 3: December 14 |
| Benchmark Assessments Dates | | | | | | | | | | | | | |
| Algebra 2 | Benchmark 1: Oct. 14 | | | | | | | | | | | | |
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| Algebra 1 Workshop | Benchmark 2: December 16-17 | | | | | | | | | | | | |
| Foundation of Geometry / Algebra 2 | Benchmark 3: December 14 | | | | | | | | | | | | |



Right Reason Technology Data on Assessment 21-22
 Lvl. 4: 89%-100%, Lvl. 3: 81%-88%, Lvl. 2: 54%-80%, Lvl. 1 0%-53%
 Student and Teacher Attendance due to COVID have effected # of students taking Benchmark Exams

| Total Students | Level 4 | Level 3 | Level 2 | Level 1 | Total Students |
|----------------|---------|---------|---------|---------|----------------|
| Alg 1 BM1 | 0 | 3 | 39 | 116 | 158 |
| Alg 1 BM2 | 0 | 2 | 34 | 81 | 117 |
| Alg 1 BM 3 | 0 | 2 | 18 | 72 | 92 |
| Geo BM 1 | 0 | 3 | 54 | 252 | 309 |
| Geo BM 2 | 34 | 24 | 123 | 174 | 355 |
| Geo BM 3 | 6 | 30 | 89 | 151 | 276 |
| Alg BM 1 | 4 | 7 | 70 | 53 | 134 |
| Alg BM 2 | 2 | 0 | 85 | 59 | 146 |
| Alg BM 3 | 1 | 5 | 31 | 71 | 108 |

| COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL |
|----------------------------|-------|------|------|-------|-------|
| ALGEBRA 1 CORE Regent | 53 | 8 | 45 | 15% | 85% |
| ALGEBRA 2 BI | 58 | 45 | 13 | 78% | 22% |
| ALGEBRA 2 CORE | 115 | 96 | 19 | 83% | 17% |
| FOUNDATIONS OF GEOMETRY | 335 | 227 | 108 | 68% | 32% |
| FOUNDATIONS OF GEOMETRY BI | 149 | 63 | 86 | 42% | 58% |
| GEOMETRY CORE Regent | 46 | 9 | 37 | 20% | 80% |

Teachers must continue to use the strategies that will assist students in increasing their performance in their mathematics courses and examinations. Based on the above data, teachers focus their instruction on scaffolds that provide students with foundational strategies that can shift students' performance to levels. Specifically, students struggle in Algebra 1 Core Regents, Foundations of Geometry, Foundations of Geometry bilingual, and Geometry CORE Regents. Since students must successfully complete the courses of concern, the department is working diligently to identify and provide students additional support that can help improve achievement.

•Describe how the data trends that emerged during this reporting period will inform future action steps.

Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock Mathematics



| | | | <p>Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that teachers effectively meet most students' needs.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------|--|--|-----------------------------|----------------|---------------|----------------------|----------------------|----------------------|----------------------------|--------------|--|--|--|--|--|--|-------------|---------|---------|---------|---------|----------------|----------|----|----|-----|----|-----|----------|----|----|-----|-----|-----|--------|-------|------|------|-------|-------|-------------------|----|----|---|-----|----|------------------------|-----|-----|-----|-----|-----|--------------|----|----|----|-----|-----|---------------|----|----|---|-----|-----|------------------|-----|----|----|-----|-----|
| <p>69: 2019 Total Cohort (11th Graders) Passing ELA Regents</p> | | <p>The approach to address the English Regents is similar to the process to help students to pass the English Regents. The school continued to implement strategies that instructional lead to increased outcomes. Although some students inconsistently participated in English during the past 18 months, it is essential to identify the strategies that can help support students' attainment of a passing grade on the English Regents:</p> <ul style="list-style-type: none"> • Classwork, • Unit assessments, • Exit tickets, • End-of-term tests, • Homework assignments, • Mock Regents assessments, • Student engagement, and • Benchmark assessments. | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers examined the ELA data from the 2020-2021 school year to determine the appropriate instructional approach for the 2021-2022 school year. Teachers also meet regularly to discuss whether the identified instructional strategies address students' assessment data from the benchmark assessments. The students took benchmark examinations in October and December. The benchmark schedule was as follows:</p> <table border="1" data-bbox="1459 686 2389 857"> <thead> <tr> <th colspan="2">Benchmark Assessments Dates</th> </tr> </thead> <tbody> <tr> <td rowspan="3">English & ENL</td> <td>Benchmark 1: Nov. 17</td> </tr> <tr> <td>Benchmark 2: Dec. 13</td> </tr> <tr> <td>Benchmark 3: Jan. 10</td> </tr> <tr> <td>Final Exam Diagnostic Exam</td> <td>Repeated TBA</td> </tr> </tbody> </table> <p>Teachers use the interim assessment results, coursework, chapter exams, and other data garnered during class to grade students. The available data for ELA is as follows:</p> <table border="1" data-bbox="1459 987 2556 1125"> <thead> <tr> <th colspan="6">RIGHT REASON TECHNOLOGY DATA ON ASSESSMENT 21-22</th> </tr> <tr> <th>Benchmark 1</th> <th>Level 4</th> <th>Level 3</th> <th>Level 2</th> <th>Level 1</th> <th>Total Students</th> </tr> </thead> <tbody> <tr> <td>ELA BM 1</td> <td>27</td> <td>27</td> <td>136</td> <td>89</td> <td>279</td> </tr> <tr> <td>ELA BM 2</td> <td>24</td> <td>15</td> <td>124</td> <td>102</td> <td>265</td> </tr> </tbody> </table> <table border="1" data-bbox="1459 1154 2389 1341"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr> <td>ENGLISH 11 CORE H</td> <td>52</td> <td>49</td> <td>3</td> <td>94%</td> <td>6%</td> </tr> <tr> <td>ENGLISH 11 CORE Regent</td> <td>237</td> <td>126</td> <td>111</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>ENL E(11/12)</td> <td>86</td> <td>62</td> <td>24</td> <td>72%</td> <td>28%</td> </tr> <tr> <td>ENL EM(11/12)</td> <td>63</td> <td>55</td> <td>8</td> <td>87%</td> <td>13%</td> </tr> <tr> <td>ENL T/EX (11/12)</td> <td>101</td> <td>85</td> <td>16</td> <td>84%</td> <td>16%</td> </tr> </tbody> </table> <p>Based on the above data, teachers focus their instruction on scaffolds that provide students with foundational strategies that can shift students' performance to levels. Specifically, students are</p> | Benchmark Assessments Dates | | English & ENL | Benchmark 1: Nov. 17 | Benchmark 2: Dec. 13 | Benchmark 3: Jan. 10 | Final Exam Diagnostic Exam | Repeated TBA | RIGHT REASON TECHNOLOGY DATA ON ASSESSMENT 21-22 | | | | | | Benchmark 1 | Level 4 | Level 3 | Level 2 | Level 1 | Total Students | ELA BM 1 | 27 | 27 | 136 | 89 | 279 | ELA BM 2 | 24 | 15 | 124 | 102 | 265 | COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL | ENGLISH 11 CORE H | 52 | 49 | 3 | 94% | 6% | ENGLISH 11 CORE Regent | 237 | 126 | 111 | 53% | 47% | ENL E(11/12) | 86 | 62 | 24 | 72% | 28% | ENL EM(11/12) | 63 | 55 | 8 | 87% | 13% | ENL T/EX (11/12) | 101 | 85 | 16 | 84% | 16% |
| Benchmark Assessments Dates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English & ENL | Benchmark 1: Nov. 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Benchmark 2: Dec. 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Benchmark 3: Jan. 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final Exam Diagnostic Exam | Repeated TBA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RIGHT REASON TECHNOLOGY DATA ON ASSESSMENT 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benchmark 1 | Level 4 | Level 3 | Level 2 | Level 1 | Total Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA BM 1 | 27 | 27 | 136 | 89 | 279 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA BM 2 | 24 | 15 | 124 | 102 | 265 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 11 CORE H | 52 | 49 | 3 | 94% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 11 CORE Regent | 237 | 126 | 111 | 53% | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL E(11/12) | 86 | 62 | 24 | 72% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL EM(11/12) | 63 | 55 | 8 | 87% | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL T/EX (11/12) | 101 | 85 | 16 | 84% | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | | <p>struggling in English 11 CORE Regent. The English 11 CORE Regents course teachers discussed students' performance and identified additional support moving forward. Students are doing fairly well in the other courses. Students' performance demonstrates that they are on track to earning their English credentials based on NYSED graduation requirements.</p> <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock English Regent's assessments, and benchmark assessments later in the term. Thus far, teachers' review of the strategies indicates they effectively meet students' needs.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area.</p> | | | | | | | | | | | | | | | | | | |
|--|--------------------------------|--|---|---------------|--------------------------------|---------------|----|----------------|------|----|------------------|-------|----|-------------------|-------|-----|---------------------|-------|----|---|------|
| <p>70: 2018 Total Cohort 4-Year Grad Rate - All Students</p> | | <p>The school uses credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to review students' progress towards graduation. The data will be 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 school staff will collect 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 school year.</p> | <p>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The 4-year graduation subgroup data show that most students are successfully on track to graduate by June 2022. There are 506 2018 cohort members, and the following data indicate the status of credit accumulation to date:</p> <table border="1" data-bbox="1459 917 2494 1122"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>.5 - 2 credits</td> <td>3.2%</td> </tr> <tr> <td>64</td> <td>2.5 – 10 credits</td> <td>12.6%</td> </tr> <tr> <td>82</td> <td>10.5 - 15 credits</td> <td>16.2%</td> </tr> <tr> <td>306</td> <td>15.5 – more credits</td> <td>60.5%</td> </tr> <tr> <td>38</td> <td>0</td> <td>7.5%</td> </tr> </tbody> </table> <p>Since the school's overarching goal for graduation is to achieve greater graduation rates every year, the administrators are looking closely at this cohort's data and considering 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:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and | # of Students | Credits Earned as of Jan. 2022 | % of Students | 16 | .5 - 2 credits | 3.2% | 64 | 2.5 – 10 credits | 12.6% | 82 | 10.5 - 15 credits | 16.2% | 306 | 15.5 – more credits | 60.5% | 38 | 0 | 7.5% |
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | |
| 16 | .5 - 2 credits | 3.2% | | | | | | | | | | | | | | | | | | | |
| 64 | 2.5 – 10 credits | 12.6% | | | | | | | | | | | | | | | | | | | |
| 82 | 10.5 - 15 credits | 16.2% | | | | | | | | | | | | | | | | | | | |
| 306 | 15.5 – more credits | 60.5% | | | | | | | | | | | | | | | | | | | |
| 38 | 0 | 7.5% | | | | | | | | | | | | | | | | | | | |



| | | | <ul style="list-style-type: none"> Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately a little less than 40% of the students within the 2018 cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p> | | | | | | | | | | | | | | | | | | |
|--|--------------------------------|---|---|---------------|--------------------------------|---------------|----|----------------|------|----|------------------|------|----|-------------------|------|-----|---------------------|-------|----|---|----|
| <p>88: 2017 Total Cohort 5-Year Grad Rate – All Students</p> | | <p>Similar to the strategies used for the four-year cohort graduation rate, the school will use 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 their 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.</p> | <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. <p>The 5-year graduation student subgroup data show that most students will successfully graduate by June 2022. There are 488 2017 cohort members, and the following data indicate the status of credit accumulation to date:</p> <table border="1" data-bbox="1456 792 2494 995"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>.5 - 2 credits</td> <td>3.7%</td> </tr> <tr> <td>45</td> <td>2.5 – 10 credits</td> <td>9.2%</td> </tr> <tr> <td>19</td> <td>10.5 - 15 credits</td> <td>3.9%</td> </tr> <tr> <td>362</td> <td>15.5 – more credits</td> <td>74.2%</td> </tr> <tr> <td>44</td> <td>0</td> <td>9%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The support staff also strongly encourage students to self-monitor their data via the following strategies:</p> <ul style="list-style-type: none"> Students' performance in class; Students' performance on unit exams; Students' performance on homework and project assignments; and Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 18 | .5 - 2 credits | 3.7% | 45 | 2.5 – 10 credits | 9.2% | 19 | 10.5 - 15 credits | 3.9% | 362 | 15.5 – more credits | 74.2% | 44 | 0 | 9% |
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | |
| 18 | .5 - 2 credits | 3.7% | | | | | | | | | | | | | | | | | | | |
| 45 | 2.5 – 10 credits | 9.2% | | | | | | | | | | | | | | | | | | | |
| 19 | 10.5 - 15 credits | 3.9% | | | | | | | | | | | | | | | | | | | |
| 362 | 15.5 – more credits | 74.2% | | | | | | | | | | | | | | | | | | | |
| 44 | 0 | 9% | | | | | | | | | | | | | | | | | | | |



| | | | <p>Since the data show that approximately a little less than 25% of the students within the 2017 cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|----------------------|---|---|-----------------------------|-------|---------------|----------------------|----------------------|----------------------|----------------------------|--------------|--------|-------|------|------|-------|-------|-----------|----|----|----|-----|-----|----------------|----|----|---|-----|-----|-----------------|----|----|---|------|----|---------------|---|---|---|------|----|------------|-----|----|----|-----|-----|-------------------|----|----|---|-----|----|------------------------|-----|-----|-----|-----|-----|------------|----|----|----|-----|-----|-------------|----|----|---|-----|----|-----------|----|---|----|----|-----|--------------|----|----|----|-----|-----|-------------|-----|-----|----|-----|-----|---------------|----|----|---|-----|-----|--------------|----|----|---|-----|-----|-----------------|-----|----|----|-----|-----|------------------|-----|----|----|-----|-----|
| 120: HS ELA All Students PI | | <p>The school will continue to identify specific strategies and data points to determine if students are successfully passing their All Students English courses, positively impacting their English performance index (PI). The school administrators, district staff, and English and bilingual departments have collaborated to create a cross-discipline plan to maximize the number of students earning English credit and earning advanced credentials in English and biliteracy. The literacy instructional team created a document for all teachers to learn and use as an instructional protocol.</p> <p>Theory of Action: To accomplish our instructional goals, we will take the following actions:</p> <ul style="list-style-type: none"> ❖ Implement the use of writing in all content areas such as o CER: Claim- Evidence- Reasoning <ul style="list-style-type: none"> o Cause and Effect o CPA: Content- Purpose- Audience o What-How-Why <p>Teaching Staff will:</p> <ul style="list-style-type: none"> ❖ Embed researched-based lesson planning ❖ Participate in professional learning Community to share effective strategies in writing. ❖ Collaboratively analyze/ evaluate proficiency through the implementation of writing across content areas <p>Students will:</p> | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Teachers examined the ELA data from the 2020-2021 school year to determine the instructional approach for the 2021-2022 school year. The students took benchmark examinations in October and December. The benchmark schedule was as follows:</p> <table border="1" data-bbox="1462 662 2389 833"> <thead> <tr> <th colspan="2">Benchmark Assessments Dates</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">English & ENL</td> <td>Benchmark 1: Nov. 17</td> </tr> <tr> <td>Benchmark 2: Dec. 13</td> </tr> <tr> <td>Benchmark 3: Jan. 10</td> </tr> <tr> <td>Final Exam Diagnostic Exam</td> <td>Repeated TBA</td> </tr> </tbody> </table> <p>The ELA data to date are:</p> <table border="1" data-bbox="1462 898 2389 1414"> <thead> <tr> <th>COURSE</th> <th>TOTAL</th> <th>PASS</th> <th>FAIL</th> <th>%PASS</th> <th>%FAIL</th> </tr> </thead> <tbody> <tr><td>ALPHA LAB</td><td>81</td><td>58</td><td>23</td><td>72%</td><td>28%</td></tr> <tr><td>AP LANG COMP A</td><td>59</td><td>53</td><td>6</td><td>90%</td><td>10%</td></tr> <tr><td>AP LITERATURE A</td><td>39</td><td>39</td><td>0</td><td>100%</td><td>0%</td></tr> <tr><td>AP RESEARCH A</td><td>9</td><td>9</td><td>0</td><td>100%</td><td>0%</td></tr> <tr><td>ENGLISH 10</td><td>110</td><td>72</td><td>38</td><td>65%</td><td>35%</td></tr> <tr><td>ENGLISH 11 CORE H</td><td>52</td><td>49</td><td>3</td><td>94%</td><td>6%</td></tr> <tr><td>ENGLISH 11 CORE Regent</td><td>237</td><td>126</td><td>111</td><td>53%</td><td>47%</td></tr> <tr><td>ENGLISH 12</td><td>77</td><td>56</td><td>21</td><td>73%</td><td>27%</td></tr> <tr><td>ENGLISH 12H</td><td>32</td><td>30</td><td>2</td><td>94%</td><td>6%</td></tr> <tr><td>ENGLISH 9</td><td>49</td><td>3</td><td>46</td><td>6%</td><td>94%</td></tr> <tr><td>ENL E(11/12)</td><td>86</td><td>62</td><td>24</td><td>72%</td><td>28%</td></tr> <tr><td>ENL E(9/10)</td><td>198</td><td>137</td><td>61</td><td>69%</td><td>31%</td></tr> <tr><td>ENL EM(11/12)</td><td>63</td><td>55</td><td>8</td><td>87%</td><td>13%</td></tr> <tr><td>ENL EM(9/10)</td><td>36</td><td>30</td><td>6</td><td>83%</td><td>17%</td></tr> <tr><td>ENL T/EX (9/10)</td><td>120</td><td>84</td><td>36</td><td>70%</td><td>30%</td></tr> <tr><td>ENL T/EX (11/12)</td><td>101</td><td>85</td><td>16</td><td>84%</td><td>16%</td></tr> </tbody> </table> | Benchmark Assessments Dates | | English & ENL | Benchmark 1: Nov. 17 | Benchmark 2: Dec. 13 | Benchmark 3: Jan. 10 | Final Exam Diagnostic Exam | Repeated TBA | COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL | ALPHA LAB | 81 | 58 | 23 | 72% | 28% | AP LANG COMP A | 59 | 53 | 6 | 90% | 10% | AP LITERATURE A | 39 | 39 | 0 | 100% | 0% | AP RESEARCH A | 9 | 9 | 0 | 100% | 0% | ENGLISH 10 | 110 | 72 | 38 | 65% | 35% | ENGLISH 11 CORE H | 52 | 49 | 3 | 94% | 6% | ENGLISH 11 CORE Regent | 237 | 126 | 111 | 53% | 47% | ENGLISH 12 | 77 | 56 | 21 | 73% | 27% | ENGLISH 12H | 32 | 30 | 2 | 94% | 6% | ENGLISH 9 | 49 | 3 | 46 | 6% | 94% | ENL E(11/12) | 86 | 62 | 24 | 72% | 28% | ENL E(9/10) | 198 | 137 | 61 | 69% | 31% | ENL EM(11/12) | 63 | 55 | 8 | 87% | 13% | ENL EM(9/10) | 36 | 30 | 6 | 83% | 17% | ENL T/EX (9/10) | 120 | 84 | 36 | 70% | 30% | ENL T/EX (11/12) | 101 | 85 | 16 | 84% | 16% |
| Benchmark Assessments Dates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English & ENL | Benchmark 1: Nov. 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Benchmark 2: Dec. 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Benchmark 3: Jan. 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final Exam Diagnostic Exam | Repeated TBA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALPHA LAB | 81 | 58 | 23 | 72% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AP LANG COMP A | 59 | 53 | 6 | 90% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AP LITERATURE A | 39 | 39 | 0 | 100% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AP RESEARCH A | 9 | 9 | 0 | 100% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 10 | 110 | 72 | 38 | 65% | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 11 CORE H | 52 | 49 | 3 | 94% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 11 CORE Regent | 237 | 126 | 111 | 53% | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 12 | 77 | 56 | 21 | 73% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 12H | 32 | 30 | 2 | 94% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGLISH 9 | 49 | 3 | 46 | 6% | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL E(11/12) | 86 | 62 | 24 | 72% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL E(9/10) | 198 | 137 | 61 | 69% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL EM(11/12) | 63 | 55 | 8 | 87% | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL EM(9/10) | 36 | 30 | 6 | 83% | 17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL T/EX (9/10) | 120 | 84 | 36 | 70% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENL T/EX (11/12) | 101 | 85 | 16 | 84% | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | | | | | | | | |
|------------------------------|----------------------|---|---|-----------------------------|-----|-----------|----------------------|-----|-----|
| | | <ul style="list-style-type: none"> ❖ Be able to self-evaluate their path to proficiency ❖ Have their voice be empowered through their writing experiences ❖ Become literate and meet college and career readiness standards. <p>Administration will:</p> <ul style="list-style-type: none"> ❖ Provide ongoing coaching support during the implementation process across content areas ❖ Give access to ongoing professional development to build school-wide capacity in writing. <p>Families will: Increase their partnership with the school and learn how to support their child at home by</p> <ul style="list-style-type: none"> ❖ Ensuring their child/children attend school daily and report to school on time ❖ Monitoring the progress of their child ❖ Maintain open and consistent communication practices with their child and teacher | <table border="1" data-bbox="1462 228 2395 256"> <tr> <td>Strategic Reading</td> <td>191</td> <td>162</td> <td>29</td> <td>85%</td> <td>15%</td> </tr> </table> <p>The first semester data show that students need more support in certain sections, such as English 10, English 11 CORE Regent, English 9, and ENL (11/12). 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:</p> <ul style="list-style-type: none"> • 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. <p>• Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock English Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that teachers effectively address most students' needs.</p> <ul style="list-style-type: none"> • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. <p>There are no adjustments in this area at this time.</p> | Strategic Reading | 191 | 162 | 29 | 85% | 15% |
| Strategic Reading | 191 | 162 | 29 | 85% | 15% | | | | |
| 130: HS Math All Students PI | | <p>The school will continue to identify specific strategies and data points to determine if students are successfully passing their mathematics courses, positively impacting their All Students Mathematics performance index (PI). The school administrators and mathematics department staff have collaborated to create increased advanced mathematics courses that will challenge students and result in greater credentials. Since all mathematics assessments other than Algebra 1 were canceled, the school cannot determine</p> | <p>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>Teachers examined the mathematics data from the 2020-2021 school year to determine the instructional approach for the 2021-2022 school year. The students took benchmark examinations in October and December. The benchmark schedule was as follows:</p> <table border="1" data-bbox="1462 1341 2395 1406"> <tr> <td colspan="2">Benchmark Assessments Dates</td> </tr> <tr> <td>Algebra 2</td> <td>Benchmark 1: Oct. 14</td> </tr> </table> | Benchmark Assessments Dates | | Algebra 2 | Benchmark 1: Oct. 14 | | |
| Benchmark Assessments Dates | | | | | | | | | |
| Algebra 2 | Benchmark 1: Oct. 14 | | | | | | | | |



summative NYSED data. Therefore, the school identified alternative data points to determine if students adequately understood the state standards.

| | |
|------------------------------------|-----------------------------|
| TAM/Algebra 1 / Geometry | Benchmark 1: Oct. 18 |
| Algebra 1 Workshop | Benchmark 2: December 16-17 |
| Foundation of Geometry / Algebra 2 | Benchmark 3: December 14 |

Teachers use the interim assessment results, coursework, chapter exams, and other data garnered during class to grade students. The mathematics data to date are:

Right Reason Technology Data on Assessment 21-22
Lvl. 4: 89%-100%, Lvl. 3: 81%-88%, Lvl. 2: 54%-80%, Lvl. 1 0%-53%
Student and Teacher Attendance due to COVID have effected # of students taking Benchmark Exams

| Total Students | Level 4 | Level 3 | Level 2 | Level 1 | Total Students |
|----------------|---------|---------|---------|---------|----------------|
| Alg 1 BM1 | 0 | 3 | 39 | 116 | 158 |
| Alg 1 BM2 | 0 | 2 | 34 | 81 | 117 |
| Alg 1 BM 3 | 0 | 2 | 18 | 72 | 92 |
| Geo BM 1 | 0 | 3 | 54 | 252 | 309 |
| Geo BM 2 | 34 | 24 | 123 | 174 | 355 |
| Geo BM 3 | 6 | 30 | 89 | 151 | 276 |
| Alg BM 1 | 4 | 7 | 70 | 53 | 134 |
| Alg BM 2 | 2 | 0 | 85 | 59 | 146 |
| Alg BM 3 | 1 | 5 | 31 | 71 | 108 |

| COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL |
|----------------------------|-------|------|------|-------|-------|
| ALGEBRA 1 CORE Regent | 53 | 8 | 45 | 15% | 85% |
| ALGEBRA 2 BI | 58 | 45 | 13 | 78% | 22% |
| ALGEBRA 2 CORE | 115 | 96 | 19 | 83% | 17% |
| AP CALCULUS AB1 | 30 | 26 | 4 | 87% | 13% |
| AP COMPUTER SCIENCE A | 22 | 22 | 0 | 100% | 0% |
| AP STATISTICS A | 21 | 20 | 1 | 95% | 5% |
| FINANCIAL ALGEBRA | 111 | 84 | 27 | 76% | 24% |
| FINANCIAL ALGEBRA BI | 28 | 19 | 9 | 68% | 32% |
| FOUNDATIONS OF GEOMETRY | 335 | 227 | 108 | 68% | 32% |
| FOUNDATIONS OF GEOMETRY BI | 149 | 63 | 86 | 42% | 58% |
| GEOMETRY CORE Regent | 46 | 9 | 37 | 20% | 80% |

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

- Algebra 1 Regents,



| | | | |
|---|--|---|--|
| | | | <ul style="list-style-type: none"> • Financial Algebra, • Financial Algebra Bilingual, • Foundations of Geometry, • Foundations Geometry, and • Geometry CORE Regent <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock mathematics Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that teachers effectively address most students' needs.</p> <ul style="list-style-type: none"> • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time. |
| 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 will use credit accumulation and Regents' results data tracking sheets (via examinations or course pass rates) to determine students' progress towards | <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. The school administrators and staff examined students' data points and strategies in September 2021. They have continued the practice during the second quarter using the following CCCR category: |

earning CCCR accreditation. The data will be 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 school staff will collect 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 school year.

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

• **Describe how the data trends that emerged during this reporting period will inform future action steps.**

The school will examine credit accumulation and students' mock Regents' assessments aligned to the CCCR index later in the term. That data will create trends that reveal students' areas of proficiency and need. The school formed partnerships and programs to further succeed in students' achievement with CCCR. The following organizations are assisting the students in various ways:

| | | |
|--|---------------------------------------|---|
| STEAM Academy: Timeline – 9 th -grade: Introduction to program, 10 th -grade: Admitted to program / 11 th -grade: Mentoring, career exploration, preparation for college entrance exams / 12 th -grade: College or certificate program selection and application / College – Certificate Program: Scholarships, mentoring, academic success services / Graduation: Internships, shadowing and employment opportunities | Northwell Community Scholars Program: | 10 th -grade students receive academic and career support, mentorship, college prep, financial support, connections to Northwell Programs, scholarship opportunities, and career opportunities |
| | NYITCOM Mini-Medical School: | Students from various hospitals will visit the school, teach mini-lessons and give presentations on medical school topics for the high school level. |
| | Medical Careers Day | Students will have the opportunity to speak with employees from Northwell Community |
| | E-Gaming Federation | EGF and Hempstead HS staff are working together to get E-gaming equipment for students. |

| | | |
|---|-----------------------|---|
| 25 Identified staff members to lead department and program meetings | Various Staff Members | The staff members regularly meet with each other and their department/staff team members to identify the support given to students. |
|---|-----------------------|---|



| | | | | | | | | | |
|--|--|--|--|---|--|---|--|--|--|
| | | | | Extended Wednesdays | Professional Development Sessions | Teachers participate in extended Wednesday sessions in various departments and subjects. | | | |
| | | | | | | | | | |
| | | | | International Schools | The dept operates under four pillars that guide teachers' instruction, and response to data and students' needs. | SLC Guiding Principles | SLC Essential Components | | |
| | | | | | | Pillar 1 Teacher Teams & Small Learning Communities | <ul style="list-style-type: none"> • Distributed leadership • Collaborative work time • Manageable number of students (25- 35 students per classroom) • Access to real-time data about shared students' Early Warning Indicators | | |
| | | | | Pillar 2 Curriculum & Instruction with Professional Development | <ul style="list-style-type: none"> • Common instructional core • Acceleration opportunities to keep students on-track • Job-embedded professional development • Math and English instructional coaches • Professional learning community • Professional development linked to instructional practice • Data-guided, tiered student support system | | | | |
| | | | | | Pillar 3 Tiered Student Supports | <ul style="list-style-type: none"> • Attendance Initiatives • Positive behavior & college-going culture incentives • Student resiliency emphasis | | | |



| | | | <table border="1"> <tr> <td data-bbox="1395 228 1634 979"></td> <td data-bbox="1634 228 1838 979"></td> <td data-bbox="1838 228 2067 557"></td> <td data-bbox="2067 228 2575 557"> <ul style="list-style-type: none"> Expanded teacher roles/second shift of adults Parent/community involvement Coordination of partnerships Case management Data-guided, tiered student support system </td> </tr> <tr> <td data-bbox="1395 557 1634 979"></td> <td data-bbox="1634 557 1838 979"></td> <td data-bbox="1838 557 2067 979"> <p>Pillar 4 Can-Do Culture & Climate</p> </td> <td data-bbox="2067 557 2575 979"> <ul style="list-style-type: none"> Supportive school environment with clear pathways to success Highly engaging and relevant learning experiences Formal vehicles for student and teacher voice Initiatives to recognize student progress and teacher accomplishments Data-guided, tiered student support system </td> </tr> </table> <p>• <i>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</i> There are no adjustments in this area.</p> | | | | <ul style="list-style-type: none"> Expanded teacher roles/second shift of adults Parent/community involvement Coordination of partnerships Case management Data-guided, tiered student support system | | | <p>Pillar 4 Can-Do Culture & Climate</p> | <ul style="list-style-type: none"> Supportive school environment with clear pathways to success Highly engaging and relevant learning experiences Formal vehicles for student and teacher voice Initiatives to recognize student progress and teacher accomplishments Data-guided, tiered student support system |
|--|---------------|--|--|----------|---------------|---|--|-------|------|---|---|
| | | | <ul style="list-style-type: none"> Expanded teacher roles/second shift of adults Parent/community involvement Coordination of partnerships Case management Data-guided, tiered student support system | | | | | | | | |
| | | <p>Pillar 4 Can-Do Culture & Climate</p> | <ul style="list-style-type: none"> Supportive school environment with clear pathways to success Highly engaging and relevant learning experiences Formal vehicles for student and teacher voice Initiatives to recognize student progress and teacher accomplishments Data-guided, tiered student support system | | | | | | | | |
| 170: HS Chronic Absenteeism – All Students | | The school continues to address students' attendance issues. There is a team of counselors, administrators, and other support staff and partners who work to reach out to students and their families when a student is absent for a couple of days. The strategy continues to include regular team meetings to discuss attendance concerns and follow-up results. The team also discusses the next steps to provide students and their families the support necessary to improve the students' overall attendance issues. | <p>• <i>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</i></p> <p>The team's efforts have yielded a current average daily attendance of 95.7% to date. This attendance is significantly improved compared to the chronically absent students as of June 2021. The data for students' attendance that the team used to create support plans is as follows:</p> <table border="1"> <thead> <tr> <th>Students</th> <th># of Students</th> <th>6/2021 % of Chronically Absent Students</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>1,593</td> <td>91.%</td> </tr> </tbody> </table> | Students | # of Students | 6/2021 % of Chronically Absent Students | All students | 1,593 | 91.% | | |
| Students | # of Students | 6/2021 % of Chronically Absent Students | | | | | | | | | |
| All students | 1,593 | 91.% | | | | | | | | | |



| | | | <table border="1" data-bbox="1499 228 2421 391"> <tr> <td>Black</td> <td>332</td> <td>88.6%</td> </tr> <tr> <td>Hispanic</td> <td>1,178</td> <td>92.4%</td> </tr> <tr> <td>SWD</td> <td>136</td> <td>89.7%</td> </tr> <tr> <td>ED</td> <td>1045</td> <td>91.4%</td> </tr> <tr> <td>ELLs</td> <td>658</td> <td>94.2%</td> </tr> </table> <p>Students continue to receive the following support from the attendance and student support teams:</p> <ul style="list-style-type: none"> • 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 supports provided. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>The trend for this data point has shed light on the team's impact on increasing attendance. The team will continue to meet to discuss additional supports to offer students and their families. Additionally, the team is discussing other types of partnerships with community-based organizations and in-school incentives that may help to encourage students' attendance.</p> <ul style="list-style-type: none"> • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. <p>There are no adjustments made in this area at this time.</p> | Black | 332 | 88.6% | Hispanic | 1,178 | 92.4% | SWD | 136 | 89.7% | ED | 1045 | 91.4% | ELLs | 658 | 94.2% |
|---------------------------------|--------------------------|--|---|-----------------------------|-----|---------------|----------------------|--------------------|----------------------|------------|--------------------------|--------------------------|----------------|------|-------|-------------|-----|-------|
| Black | 332 | 88.6% | | | | | | | | | | | | | | | | |
| Hispanic | 1,178 | 92.4% | | | | | | | | | | | | | | | | |
| SWD | 136 | 89.7% | | | | | | | | | | | | | | | | |
| ED | 1045 | 91.4% | | | | | | | | | | | | | | | | |
| ELLs | 658 | 94.2% | | | | | | | | | | | | | | | | |
| 230: HS Science All Students PI | | <p>During the pandemic, NYSED announced two science Regents Examinations would be administered in June 2021. Therefore, the school identified alternative data points to determine if students successfully passed their science courses and obtained credit. The school will continue to identify specific strategies and data points to determine if students are successfully passing their All Students Science courses, positively impacting their science performance index (PI). The school administrators and staff have collaborated to create supports that ensure students successfully pass their science courses and obtain credit.</p> | <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. <p>Teachers examined the science data from the 2020-2021 school year to determine the instructional approach for the 2021-2022 school year. The students took benchmark examinations in October, November, and December. The benchmark schedule was as follows:</p> <table border="1" data-bbox="1459 1252 2389 1421"> <thead> <tr> <th colspan="2">Benchmark Assessments Dates</th> </tr> </thead> <tbody> <tr> <td>Earth Science</td> <td>Benchmark 1: Oct. 18</td> </tr> <tr> <td>Living Environment</td> <td>Benchmark 2: Nov. 16</td> </tr> <tr> <td>Chemistry</td> <td>Benchmark 3: December 14</td> </tr> <tr> <td>Diagnostic / Final Exams</td> <td>Repeated / TBA</td> </tr> </tbody> </table> | Benchmark Assessments Dates | | Earth Science | Benchmark 1: Oct. 18 | Living Environment | Benchmark 2: Nov. 16 | Chemistry | Benchmark 3: December 14 | Diagnostic / Final Exams | Repeated / TBA | | | | | |
| Benchmark Assessments Dates | | | | | | | | | | | | | | | | | | |
| Earth Science | Benchmark 1: Oct. 18 | | | | | | | | | | | | | | | | | |
| Living Environment | Benchmark 2: Nov. 16 | | | | | | | | | | | | | | | | | |
| Chemistry | Benchmark 3: December 14 | | | | | | | | | | | | | | | | | |
| Diagnostic / Final Exams | Repeated / TBA | | | | | | | | | | | | | | | | | |



Teachers use the interim assessment results, coursework, chapter exams, and other data garnered during class to grade students. The science data to date are:

Right Reason Technology Data on Assessment 21-22
 Lvl. 4: 89%-100%, Lvl. 3: 81%-88%, Lvl. 2: 54%-80%, Lvl. 1 0%-53%
 Student and Teacher Attendance due to COVID have effected # of students taking Benchmark Exams

| Benchmark | Level 4 | Level 3 | Level 2 | Level 1 | Total Students |
|-----------------|---------|---------|---------|---------|----------------|
| Liv. Env. BM 1 | 1 | 5 | 23 | 51 | 80 |
| Liv. Env. BM 2 | 6 | 7 | 19 | 73 | 105 |
| Liv. Env. BM 3 | 7 | 5 | 17 | 38 | 67 |
| Chemistry BM 1 | 0 | 9 | 31 | 29 | 67 |
| Chemistry BM1 2 | 3 | 6 | 29 | 15 | 69 |
| Chemistry BM 3 | 3 | 6 | 22 | 12 | 53 |
| Physics BM 1 | 0 | 3 | 6 | 8 | 17 |
| Physics BM 2 | 0 | 5 | 3 | 8 | 16 |
| Physics BM 3 | 0 | 0 | 0 | 3 | 3 |
| Earth Sci. BM 1 | 0 | 7 | 43 | 43 | 93 |
| Earth Sci. BM 2 | 1 | 1 | 22 | 55 | 79 |
| Earth Sci. BM 3 | 1 | 2 | 37 | 44 | 84 |

| COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL |
|----------------------|-------|------|------|-------|-------|
| AP ENVIRON SCIENCE A | 8 | 8 | 0 | 100% | 0% |
| APPLIED SCIENCE | 1 | 1 | 0 | 100% | 0% |
| CHEMISTRY H | 74 | 42 | 32 | 57% | 43% |
| CHEMISTRY R | 25 | 15 | 10 | 60% | 40% |
| EARTH SCIENCE R | 131 | 65 | 66 | 50% | 50% |
| EARTH SCIENCE R-BI | 54 | 35 | 19 | 65% | 35% |
| LIVING ENVIRON H | 22 | 21 | 1 | 95% | 5% |
| LIVING ENVIRON R | 127 | 53 | 74 | 42% | 58% |
| LIVING ENVIRON R-BI | 19 | 19 | 0 | 100% | 0% |
| MARINE BIO & OCEAN | 139 | 90 | 49 | 65% | 35% |
| PHYSICS R | 24 | 13 | 11 | 54% | 46% |

The first semester data show that students need more support in certain sections, such as Chemistry H, Chemistry Regents, Earth Science Regents, Living Environment Regents, Marine Biology & Ocean, and Physics Regents. Therefore, the teachers of these sections will meet with the department coaches



| | | | <p>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:</p> <ul style="list-style-type: none"> • 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. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock science Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that most students' needs are being effectively addressed.</p> <ul style="list-style-type: none"> • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time. | | | | | | | | | | |
|---|--------------------------|--|---|-----------------------------|--|-----------------------------------|----------------------|--------------------------|----------------------|--|--------------------------|--|----------------|
| <p>240: HS Social Studies All Students PI</p> | | <p>During the pandemic, NYSED announced that one Social Studies Regents Examination would be administered in June 2021. Therefore, the school identified alternative data points to determine if students successfully passed their science courses and obtained credit. The school will continue to identify specific strategies and data points to determine if students are successfully passing their All Students Social Studies courses, positively impacting their social studies performance index (PI). The school administrators and staff have collaborated to create supports that ensure students successfully pass their social studies courses and obtain credit.</p> | <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. <p>Since students need to pass the social studies Regents and courses to count positively towards the school's performance data, monitoring students' data is imperative. Therefore, the school will continue using alternative data points to determine if students successfully pass their social studies courses and obtain credit.</p> <p>The benchmark schedule was as follows:</p> <table border="1" data-bbox="1459 1214 2389 1382"> <thead> <tr> <th colspan="2">Benchmark Assessments Dates</th> </tr> </thead> <tbody> <tr> <td>Social Studies and Global History</td> <td>Benchmark 1: Oct. 21</td> </tr> <tr> <td>Diagnostic / Final Exams</td> <td>Benchmark 2: Nov. 15</td> </tr> <tr> <td></td> <td>Benchmark 3: December 15</td> </tr> <tr> <td></td> <td>Repeated / TBA</td> </tr> </tbody> </table> | Benchmark Assessments Dates | | Social Studies and Global History | Benchmark 1: Oct. 21 | Diagnostic / Final Exams | Benchmark 2: Nov. 15 | | Benchmark 3: December 15 | | Repeated / TBA |
| Benchmark Assessments Dates | | | | | | | | | | | | | |
| Social Studies and Global History | Benchmark 1: Oct. 21 | | | | | | | | | | | | |
| Diagnostic / Final Exams | Benchmark 2: Nov. 15 | | | | | | | | | | | | |
| | Benchmark 3: December 15 | | | | | | | | | | | | |
| | Repeated / TBA | | | | | | | | | | | | |



Teachers use the interim assessment results, coursework, chapter exams, and other data garnered during class to grade students. The social studies data to date are:

Right Reason Technology Data on Assessment 21-22
 Lvl. 4: 89%-100%, Lvl. 3: 81%-88%, Lvl. 2: 54%-80%, Lvl. 1 0%-53%
 Student and Teacher Attendance due to COVID have effected # of students taking Benchmark Exams

| Benchmark 1 | Level 4 | Level 3 | Level 3 | Level 1 | Total Students |
|-------------|---------|---------|---------|---------|----------------|
| Global BM 1 | 25 | 27 | 109 | 115 | 276 |
| Global BM 2 | 29 | 20 | 103 | 104 | 256 |
| Global BM 3 | 14 | 5 | 100 | 151 | 270 |

| COURSE | TOTAL | PASS | FAIL | %PASS | %FAIL |
|------------------------------|-------|------|------|-------|-------|
| AP GOVERNMENT&POLITICS A | 11 | 10 | 1 | 91% | 9% |
| AP HUMAN GEOGRAPHY A | 17 | 17 | 0 | 100% | 0% |
| AP US HISTORY GOV A | 11 | 9 | 2 | 82% | 18% |
| CIVIL LAW | 55 | 51 | 4 | 93% | 7% |
| CRIMINAL LAW | 95 | 53 | 42 | 56% | 44% |
| CRIMINAL LAW Bilingual | 51 | 37 | 14 | 73% | 27% |
| ECONOMICS | 114 | 71 | 43 | 62% | 38% |
| ECONOMICS Bilingual | 14 | 12 | 2 | 86% | 14% |
| GLBL HIST GEO 1R | 216 | 160 | 56 | 74% | 26% |
| GLOBAL HIST 1H | 100 | 93 | 7 | 93% | 7% |
| GLOBAL HIST GEO 1 Bilingual | 183 | 111 | 72 | 61% | 39% |
| GLOBAL HIST GEO 2R | 39 | 31 | 8 | 79% | 21% |
| GLOBAL HIST GEO 2R Bilingual | 9 | 6 | 3 | 67% | 33% |
| HUMANITES Bilingual | 28 | 28 | 0 | 100% | 0% |
| HUMANITIES | 94 | 64 | 30 | 68% | 32% |
| HUMANITIES H | 66 | 61 | 5 | 92% | 8% |
| PART IN GOV | 120 | 89 | 31 | 74% | 26% |
| PART IN GOV Bilingual | 11 | 10 | 1 | 91% | 9% |
| US HISTORY GOV R | 56 | 21 | 35 | 38% | 63% |
| US HISTORY GOV R Bilingual | 42 | 32 | 10 | 76% | 24% |

The first semester data show that students need more support in certain sections, such as Criminal Law, Economics, Global History Geography bilingual, Global History Geography 2R bilingual, Humanities, 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.



| | | | <p>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:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Describe how the data trends that emerged during this reporting period will inform future action steps. Teachers are presently embedding exit slips into the daily classroom experience so that students have an opportunity to reflect on their learning. Students will take end-of-term tests, mock Social Studies Regent's assessments, and benchmark assessments later in the term. Thus far, a review of the strategies indicates that students' needs are being effectively addressed. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area. | | | | | | | | | | | | | | | | | | |
|---|--------------------------------|---|--|---------------|--------------------------------|---------------|----|----------------|------|----|------------------|-----|----|-------------------|------|-----|---------------------|-------|----|---|------|
| 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, will use 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 their 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 | <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. The 5-year graduation subgroup data show that most students are on track to graduate by June 2022 successfully. There are 491 2016 cohort members, and the following data indicate the status of credit accumulation to date: <table border="1" data-bbox="1459 1154 2494 1357"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>.5 - 2 credits</td> <td>3.3%</td> </tr> <tr> <td>49</td> <td>2.5 – 10 credits</td> <td>10%</td> </tr> <tr> <td>13</td> <td>10.5 - 15 credits</td> <td>2.6%</td> </tr> <tr> <td>385</td> <td>15.5 – more credits</td> <td>78.4%</td> </tr> <tr> <td>28</td> <td>0</td> <td>5.7%</td> </tr> </tbody> </table> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 16 | .5 - 2 credits | 3.3% | 49 | 2.5 – 10 credits | 10% | 13 | 10.5 - 15 credits | 2.6% | 385 | 15.5 – more credits | 78.4% | 28 | 0 | 5.7% |
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | |
| 16 | .5 - 2 credits | 3.3% | | | | | | | | | | | | | | | | | | | |
| 49 | 2.5 – 10 credits | 10% | | | | | | | | | | | | | | | | | | | |
| 13 | 10.5 - 15 credits | 2.6% | | | | | | | | | | | | | | | | | | | |
| 385 | 15.5 – more credits | 78.4% | | | | | | | | | | | | | | | | | | | |
| 28 | 0 | 5.7% | | | | | | | | | | | | | | | | | | | |



| | | | |
|--|--|---|--|
| | | <p>problematic for the 6-year cohort students. This strategy will assist the school with increasing the 6-year graduation rate.</p> | <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps. Since the data show that approximately a little less than 20% of the students within the 2016 cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time.</p> |
|--|--|---|--|

Part III – Demonstrable Improvement Indicators-Level 2

| Level 2 Indicators | | | |
|--|----------------|---|--|
| <i>Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.</i> | | | |
| Quarterly Report #2 Reflection on Activities Completed for this Indicator during October 16, 2021 – January 14, 2022 | | | |
| Indicator | Status (R/Y/G) | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? | <ul style="list-style-type: none"> •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 reporting period will inform future action steps. •Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. |
| | | | |



| <p>65: 2021 Total Cohort (9th Graders) with five or more credits</p> | | <p>The school is implementing strategies to support the freshman students in Hempstead High School to ensure they are successful. The school uses a data tracking system to highlight quantitative and qualitative information for all students. The staff uses the following practices to ensure that students' data is known and understood by all adults supporting the students:</p> <ul style="list-style-type: none"> • Assign each freshman student to a counselor who will work closely with the student; • Have regular meetings with the freshman; • Offer tutoring services to students who are struggling with their coursework; and • Student conferences with teachers to address students' academic progress. | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The freshman students' data for the fall semester show that approximately 50% of the freshmen completed their courses and earned the prerequisite credits for half a year of school. There are 484 freshman students. The following data shows the status of credit accumulation to date:</p> <table border="1" data-bbox="1596 423 2542 626"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>1 credit</td> <td>13%</td> </tr> <tr> <td>235</td> <td>2-3 credits</td> <td>49%</td> </tr> <tr> <td>14</td> <td>4 and more</td> <td>3%</td> </tr> <tr> <td>171</td> <td>0</td> <td>35%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately half of the first-year students have entered the 2nd half of the school year without at least half the credits needed to be on track for completing 9th grade with five credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 64 | 1 credit | 13% | 235 | 2-3 credits | 49% | 14 | 4 and more | 3% | 171 | 0 | 35% |
|--|--------------------------------|--|--|---------------|--------------------------------|---------------|----|----------|-----|-----|-------------|-----|----|------------|----|-----|---|-----|
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | |
| 64 | 1 credit | 13% | | | | | | | | | | | | | | | | |
| 235 | 2-3 credits | 49% | | | | | | | | | | | | | | | | |
| 14 | 4 and more | 3% | | | | | | | | | | | | | | | | |
| 171 | 0 | 35% | | | | | | | | | | | | | | | | |
| <p>66: 2020 Total Cohort (10th Graders) with five or more credits</p> | | <p>The school is implementing strategies to support the sophomore students in Hempstead High School to ensure they are successful. The school uses a data tracking system to highlight quantitative and qualitative information for all students. The staff uses the following practices to ensure that students' data is known and understood by all adults supporting the students:</p> | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The sophomore students' data for the fall semester show that approximately 58% of the sophomores successfully earned the prerequisite credits to be on track to graduate after</p> | | | | | | | | | | | | | | | |

| | | <ul style="list-style-type: none"> • Assign each sophomore student to a counselor who will work closely with the student; • Have regular meetings with the sophomores; • Offer tutoring services to students who are struggling with their coursework; and • Student conferences with teachers to address students' academic progress. | <p>completing the 1st semester of their freshman year. There are 452 sophomore students, and the following data show the status of credit accumulation to date:</p> <table border="1" data-bbox="1596 326 2542 561"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>.5 - 2.5 credits</td> <td>10.4%</td> </tr> <tr> <td>73</td> <td>3 - 5 credits</td> <td>16.2%</td> </tr> <tr> <td>82</td> <td>5.5 - 7 credits</td> <td>18.1%</td> </tr> <tr> <td>182</td> <td>7.5 – more credits</td> <td>40.3%</td> </tr> <tr> <td>67</td> <td>0</td> <td>15%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps. Since the data show that approximately a little less than half of the sophomore students have entered the 2nd half of the school year with less than seven credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time.</p> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 47 | .5 - 2.5 credits | 10.4% | 73 | 3 - 5 credits | 16.2% | 82 | 5.5 - 7 credits | 18.1% | 182 | 7.5 – more credits | 40.3% | 67 | 0 | 15% |
|---|--------------------------------|---|--|---------------|--------------------------------|---------------|----|------------------|-------|----|---------------|-------|----|-----------------|-------|-----|--------------------|-------|----|---|-----|
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | |
| 47 | .5 - 2.5 credits | 10.4% | | | | | | | | | | | | | | | | | | | |
| 73 | 3 - 5 credits | 16.2% | | | | | | | | | | | | | | | | | | | |
| 82 | 5.5 - 7 credits | 18.1% | | | | | | | | | | | | | | | | | | | |
| 182 | 7.5 – more credits | 40.3% | | | | | | | | | | | | | | | | | | | |
| 67 | 0 | 15% | | | | | | | | | | | | | | | | | | | |
| 72: 2018 Total Cohort 4-Year Grad Rate – Black Students | | The school's data-tracking system highlights quantitative and qualitative information for all students and includes subgroups of students. The Black students' data is easily accessible for teachers to examine and respond to when supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings. | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. The Black student subgroup data shows that most students are on track for successfully graduating within their 4-year high school period. There are 105 2018 cohort members who are in the Black student subgroup, and the following data show the status of credit accumulation to date:</p> | | | | | | | | | | | | | | | | | | |



| | | | <table border="1" data-bbox="1599 228 2534 462"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>.5 - 2 credits</td> <td>5%</td> </tr> <tr> <td>12</td> <td>3.5 – 10.5 credits</td> <td>11.4%</td> </tr> <tr> <td>18</td> <td>11.5 - 15 credits</td> <td>17.1%</td> </tr> <tr> <td>57</td> <td>15 – more credits</td> <td>54.3%</td> </tr> <tr> <td>13</td> <td>0</td> <td>12.4%</td> </tr> </tbody> </table> <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps. Since the data show that approximately a little less than half of the Black students within the cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time.</p> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 5 | .5 - 2 credits | 5% | 12 | 3.5 – 10.5 credits | 11.4% | 18 | 11.5 - 15 credits | 17.1% | 57 | 15 – more credits | 54.3% | 13 | 0 | 12.4% |
|--|--------------------------------|--|--|---------------|--------------------------------|---------------|---|----------------|------|----|--------------------|-------|----|-------------------|-------|----|-------------------|-------|----|---|-------|
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | |
| 5 | .5 - 2 credits | 5% | | | | | | | | | | | | | | | | | | | |
| 12 | 3.5 – 10.5 credits | 11.4% | | | | | | | | | | | | | | | | | | | |
| 18 | 11.5 - 15 credits | 17.1% | | | | | | | | | | | | | | | | | | | |
| 57 | 15 – more credits | 54.3% | | | | | | | | | | | | | | | | | | | |
| 13 | 0 | 12.4% | | | | | | | | | | | | | | | | | | | |
| 73: 2018 Total Cohort 4-Year Grad Rate – Hispanic Students | | <p>The school's data-tracking system highlights quantitative and qualitative information for all students and includes subgroups of students. The Hispanic students' data is easily accessible for teachers to examine and respond to when supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.</p> <p>The school staff created the International Academy to provide students with experiences that represent their culture. The program is created based on four pillars.</p> | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. The Hispanic student subgroup data shows that most students are on track to successfully graduate within their 4-year high school period. There are 304 2018 cohort members who are in the Hispanic student subgroup, and the following data show the status of credit accumulation to date:</p> <table border="1" data-bbox="1599 1323 2534 1424"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>.5 - 2 credits</td> <td>2.9%</td> </tr> </tbody> </table> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 9 | .5 - 2 credits | 2.9% | | | | | | | | | | | | |
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | |
| 9 | .5 - 2 credits | 2.9% | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | |
|---|--|---|--|--|--|-----|---------------------|-------|
| | | SLC Guiding Principles | | SLC Essential Components | | 36 | 2.5 – 10 credits | 12% |
| | | Pillar 1 Teacher Teams & Small Learning Communities | | <ul style="list-style-type: none"> Distributed leadership Collaborative work time Manageable number of students (25- 35 students per classroom) Access to real-time data about shared students' Early Warning Indicators | | 49 | 10.5 - 15 credits | 16% |
| | | Pillar 2 Curriculum & Instruction with Professional Development | | <ul style="list-style-type: none"> Common instructional core Acceleration opportunities to keep students on-track Job-embedded professional development Math and English instructional coaches Professional learning community Professional development linked to instructional practice Data-guided, tiered student support system | | 202 | 15.5 – more credits | 66.4% |
| | | Pillar 3 Tiered Student Supports | | <ul style="list-style-type: none"> Attendance Initiatives Positive behavior & college-going culture incentives Student resiliency emphasis Expanded teacher roles/second shift of adults Parent/community involvement | | 8 | 0 | 2.9% |
| <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> Students' performance in class; Students' performance on unit exams; Students' performance on homework and project assignments; and Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps. Since the data show that approximately a little less than 30% of the Hispanic students within the cohort have entered the 2nd half of the school year with less than 15 credits, the staff will continue the support and tutoring opportunities for students.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. There are no adjustments in this area at this time.</p> | | | | | | | | |



| | | | <ul style="list-style-type: none"> • Coordination of partnerships • Case management • Data-guided, tiered student support system | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------|---|---|---|---------------|--------------------------------|---------------|----|----------------|------|----|------------------|-------|----|-------------------|-----|-----|---------------------|-------|---|---|----|
| | | <p>Pillar 4 Can-Do Culture & Climate</p> | <ul style="list-style-type: none"> • Supportive school environment with clear pathways to success • Highly engaging and relevant learning experiences • Formal vehicles for student and teacher voice • Initiatives to recognize student progress and teacher accomplishments • Data-guided, tiered student support system | | | | | | | | | | | | | | | | | | | |
| <p>74: Total Cohort 4-Year Grad Rate - ED Students</p> | | <p>The team has had a weekly meeting focused on the department's work with Ells, Newcomers, the after-school program, and socio-emotional supports.</p> <p>The school's data-tracking system highlights quantitative and qualitative information for all students and includes subgroups of students. The economically disadvantaged students' data is easily accessible for teachers to examine and respond to when supported and deemed necessary. That information is updated every marking period and reviewed by teachers and administrators during the grade level meetings and cabinet meetings.</p> | | <p>•Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</p> <p>The ED student subgroup data shows that most students are on track for successfully graduating within their 4-year high school period. Two hundred fifty-six 2018 cohort members are in the ED student subgroup, and the following data show the status of credit accumulation to date:</p> <table border="1" data-bbox="1596 1143 2542 1382"> <thead> <tr> <th># of Students</th> <th>Credits Earned as of Jan. 2022</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>.5 - 2 credits</td> <td>4.7%</td> </tr> <tr> <td>39</td> <td>2.5 – 10 credits</td> <td>15.2%</td> </tr> <tr> <td>41</td> <td>10.5 - 15 credits</td> <td>16%</td> </tr> <tr> <td>159</td> <td>15.5 – more credits</td> <td>62.1%</td> </tr> <tr> <td>5</td> <td>0</td> <td>2%</td> </tr> </tbody> </table> | # of Students | Credits Earned as of Jan. 2022 | % of Students | 12 | .5 - 2 credits | 4.7% | 39 | 2.5 – 10 credits | 15.2% | 41 | 10.5 - 15 credits | 16% | 159 | 15.5 – more credits | 62.1% | 5 | 0 | 2% |
| # of Students | Credits Earned as of Jan. 2022 | % of Students | | | | | | | | | | | | | | | | | | | | |
| 12 | .5 - 2 credits | 4.7% | | | | | | | | | | | | | | | | | | | | |
| 39 | 2.5 – 10 credits | 15.2% | | | | | | | | | | | | | | | | | | | | |
| 41 | 10.5 - 15 credits | 16% | | | | | | | | | | | | | | | | | | | | |
| 159 | 15.5 – more credits | 62.1% | | | | | | | | | | | | | | | | | | | | |
| 5 | 0 | 2% | | | | | | | | | | | | | | | | | | | | |



| | | | |
|--|--|--|--|
| | | | <p>The staff provided these students support with assignments and overall content using tutoring and after-school opportunities. The staff also strongly encourage and support students' self-monitoring their data via the following:</p> <ul style="list-style-type: none"> • Students' performance in class; • Students' performance on unit exams; • Students' performance on homework and project assignments; and • Students' progress reports and report cards. <p>•Describe how the data trends that emerged during this reporting period will inform future action steps.</p> <p>Since the data show that approximately a little less than 40% of the ED students within the cohort have entered the 2nd half of the school year with less than 15 credits, the staff will provide intensive support and additional tutoring opportunities.</p> <p>•Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</p> <p>There are no adjustments in this area at this time.</p> |
|--|--|--|--|

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school's improvement plan, should be addressed in response to the prompts below.

Report Out of 2021-22 CET Plan Implementation

| | |
|---|---|
| <ul style="list-style-type: none"> • List the categories of stakeholders that have participated as members this reporting period. • Include any changes made to the CET's membership since the development of the Quarter #1 Report. Include the role/title of any new members. | <p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p> |
|---|---|



The Community Engagement Team continues to meet to discuss the school's SCEP commitments and other goals the school community is attempting to accomplish this school year. The list of stakeholders who participated as members of the CET this reporting period are:

| | | |
|-------------------------|--------------------|----------|
| Administrators | Parents | Teachers |
| District representative | Community Partners | Students |

The committee members meet with other staff from their respective departments to discuss current student data and ensure each department focuses on achieving increased student achievement. Additionally, CET members informally communicate with each other to check in around current issues with COVID-related issues that may impact CET-aligned plans.

The committee plans to continue to meet throughout the school year to discuss any changes to the school's plans for addressing student support and families' needs.

The committee members regularly communicate with administrators to inform them of any suggestions each department has aligned with the school's improvement plan. Currently, the school is managing COVID-related issues and students' attendance and socio-emotional needs.

Part V - Receivership Powers

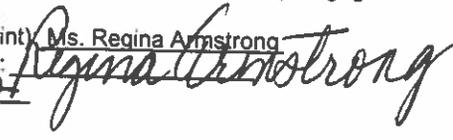
Powers of the Receiver

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

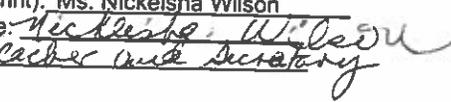
The Receiver focuses on returning to school full-time after several COVID-19-related school closures. Additionally, the Receiver applied for federal funding to support the district and schools due to hardships caused by COVID-19. The budget focuses on providing students and schools with updated technology and academic struggles, causing students to decrease their ability to focus academically.

Part VI – Assurance and Attestation

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

Name of Receiver (Print): Ms. Regina Armstrong
Signature of Receiver: 
Date: 1/28/22

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): Ms. Nickeisha Wilson
Signature of CET Representative: 
Title of CET Representative: Teacher and Secretary
Date: 1/28/22