

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Hempstead High School	280201030007	Hempstead Union Free School District	John Hopkins University	Check which plan below applies:			
				SIG			SCEP
				Cohort (5, 6, or 7): 6			
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Regina Armstrong, Acting Superintendent of Schools	Stephen Strachan	Ms. Reina Jovin, School Implementation Manager		9 th grade – 12 th grade	43	9	2265
	Appointment Date: January 18, 2018						

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

Currently, the Receiver is continuing to support the school leader by regularly visiting the school and working collaboratively with the school leadership team. The Receiver continues to assess the resources necessary to ensure the school community has all the necessary tools to fully implement the school's programs. In addition, the Receiver meets with members of the Community Engagement Team where achievement data are discussed and revisions to the improvement plans.

In addition, the Receiver works closely with the Distinguished Educator to ensure that the goals and vision of the New York State Education Department (NYSED) Commissioner are being accomplished, as well. Since the first quarterly report, it has been determined that the school has



met all, except one, of the school’s demonstrable targets. Continuing to be a priority are collaboration and consistent high-quality instruction for all students in the district. Hempstead High School explicitly articulates a mapping backwards approach to communicating academic expectations for all students. In fall 2018, the school leaders continued to be reflective about the changes necessary in the school so that improvements are certain.

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



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

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
School Safety	19	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	New: The school has 3 full-time deans, one who is bilingual. The detention room is available 3-days per week (Tuesdays, Thursdays, and Saturdays). Detentions are assigned for infractions such as school dress code violations, cutting classes and insubordination. The school is utilizing	<p>The school is continuing to use the following data to not only determine the student support needs, but to evaluate success with behavior management:</p> <ul style="list-style-type: none"> • Office discipline referrals (ODRs) • Incident reports (to compare the level of seriousness of students’ infractions); and • Suspension data. <p>Based on the data collected, the school has only experience one serious incident between September 2018 – December 2019.</p>	<p>Since the school has only experienced one serious incident this school year, all evidence demonstrates that the school’s approaches to supporting students are successful. The school has continued to work with Ramapo for Children, which has provided strategies for supporting students and adults. The focus of their work continues to include strategies for communication, response to behaviors, and increasing the capacity for inclusive environments. Additionally, there continues to be a strong focus on Restorative Justice protocols to ensure that students feel</p>



				<p>community-based organizations such as Reign for Life to work with students who are persistently being referred to the dean's office or who are consistently suspended for violent behavior. The school has two full-time Safety Resource Officers (police officers from the Village of Hempstead), one of whom is bilingual. Once a week they speak to classes about youth-related issues and concerns. They also mentor at-risk students and develop strategies in crime prevention on school campus. The Safety Resource Officers provide the school's deans assistance with conflict resolution strategies.</p> <p>Previous: Last spring, the school hired two additional deans and have maintained the staff for the 2018-19 school year. The deans continue to teach conflict mediation</p>		<p>respected and valued; yet, high expectations for appropriate behaviors are present in every classroom. We are confident that these practices will continue to yield positive results that will not only continue to show improvement but be sustained by our staff and students.</p>
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				<p>courses focused on encouraging students to use newly acquired skills to self-regulate and mediate conflicts between their peers. The In-School Suspension room continues to be utilized for detention four days per week (Tuesdays, Wednesday, Thursdays, and Saturdays), which the school has found to be a viable alternative to suspending students outside of the school building. Detentions continue to be assigned to students who do not comply with the school's dress code, cutting classes, and insubordination. When necessary, students who are suspended from day school for more serious infractions will be required to attend two hours of instruction in the afternoon, from 2:30 pm – 4:30 pm or from 4 pm – 6 pm. Additionally, an alternative school has been created for students aged 17-21 years old at 100 Main</p>		
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					Street, Hempstead NY where an incident management program exists.		
2015 Total Cohort Passing Math Regents	25%	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: To monitor the mathematics courses offered to students, the department staff meet twice a week using an I notice...I wonder protocol to discuss:</p> <ul style="list-style-type: none"> • Administer benchmarks every 5 weeks; • Development of action plans and reteach standards that were not assessed well; • Creating extended response questions and examining the responses to identify common students' misconceptions <p>In addition, teachers participated in growth mindset in classroom and Right Reason Technologies professional</p>	<p>New: Since the 1st semester grades will not be available until late January, teachers were surveyed about the perception of students' performance. Based on the positive feedback from the teachers, the school leaders feel extremely confident that students' academic performance in mathematics will demonstrate favorable results.</p> <p>Other data points considered are the results of the benchmark assessments, which provided the data discussed during professional learning community sessions. Although the benchmark data alone do not result in the students' final grades, teachers use it as a strong indicator to determine if students are successful in the course.</p> <p>Additionally, as stated in the initial report, the schools will continue to administer benchmark examines and unit tests next semester.</p> <p>Previous: The school leaders have created and distributed a benchmark assessment calendar for teachers and students to use aligned to all core curriculum courses. The following will be used as data to monitor the progress in this area:</p> <ul style="list-style-type: none"> • Diagnostic Exam Regents Prep (multiple choice section only) - September 19 • Benchmark 1- October 18 • Benchmark 2- November 28 • Benchmark 3- January 8 • The Unit tests (administered monthly and aligned to modules); and <p>The Regents administered in June 2018.</p>	<p>New: The data demonstrates that students have increased understanding of the content across the mathematics department courses. Therefore, the teachers will continue the current practice of meeting collaboratively to discuss student data, course content, and professional development to refine instructional strategies.</p> <p>Previous: The school has created professional learning communities for teachers to be able to discuss and address student achievement aligned to instructional practices. Last year, teachers voted to attend an 80-minute PLC meeting once a week. During the PLC time, the teachers continue to review curriculum, student assessments, share tips on instructional practices, and evaluate students' progress. The school believes that this type of qualitative work, aligned to the progress monitoring via assessments, will lead to improved student performance.</p>



					<p>development sessions, which was discussed during the extended Wednesdays and PLC meetings. Teachers have expressed positive feedback about the current practices.</p> <p>Previous: Last year, the school increased the number of advanced mathematics courses from three to six. The change enabled the school to address the number of students who successfully passed the Mathematic Regents in middle school and students who were on track for taking advanced mathematic courses in the school. The school continues to progress monitor students’ performance in mathematics and offer supports to ensure success.</p>		
Total Cohort 4-year grad rate all students	44%	Pending ESSA Reconfiguration	Green (Based on sustainin g 2017-2018	Yes	<p>New: The current data for credit accumulation for the 4-year cohort is approximately 70% (347 of 489). This number represents students who have 14.5 credits or</p>	<p>New: The school will use the credit accumulation data to track students’ progress. In addition, all core academic departments are examining students’ data during their collaborative meetings. Staff members continue to create individual action plans to address students’ struggles in classes.</p>	<p>New: Based on the evaluation of students’ credit accumulation, the school is on track to exceed the 44% progress target. In fact, the 70% of students with enough credits to keep them on track to graduate within 4 years not only exceeds the last</p>



			Progress Target)		<p>more entering the 2018-2019 school year. The school staff members are focused on supporting students' success with graduating within a 4-year period.</p> <p>Previous: Preliminarily, 52% of the students in the 2014 cohort graduated in 2018. All administrators, teachers, and support staff are working collaboratively to continue the practice of monitoring student progress and ensure continued success in this indicator.</p>	<p>Additionally, the school is increasing the approach to highlight career and technical education (CTE) opportunities for students to capture a wider group of students' attentions about the importance of completing their credentials. To thoroughly capture the students' interest, the following opportunities are being offered to students:Fashion Design and Marketing/Merchandising</p>	<p>Culinary Arts and Nutrition</p>	<p>Business Administration and Marketing</p>	<p>Graphic Design</p>	<p>progress target, but we will meet the state's graduation rate expectations.</p> <p>Several practices are in place to support students who may have difficulties with the work. There are extended day options, counseling to support students who experience difficulty due to social issues, and test preparation to assist with exiting Regents-based classes successfully.</p> <p>However, the school is working diligently to address the graduation rate of all students within this cohort so as many students as possible can graduate on time.</p> <p>Previous: At this time, the school achieved its 2017-18 target of 50% of the 2014 cohort graduating within 4 years. Since the school plans to continue the data collection practice</p>
						Career and Financial Management	Career and Financial Management	Career and Financial Management	Career and Financial Management	<p>and successfully implemented last year, it is anticipated the 2015 cohort will experience the same success. Additionally, the school is continuing with plans to support students early in their high school experience by creating and implementing a 9th grade academy that ensures every student is known and supported closely by the adults in the school.</p>
						Garment Construction I*	Introduction to Foods	Introduction to Marketing	Graphic Design	
						Garment Construction II*	Food Preparation	Computer Application	Graphic Design II	



						Fashion Design and Textiles I*	Nutrition and Foods 1	Accounting	Commercial Art I
						Fashion Design and Textiles II*	Nutrition and Foods 2	Business Law	Commercial Art II
						Fashion Technology and Computer Sketching		Web Design I	Studio Art A-(2D)
						Virtual Enterprise – Product Development and Industry Marketing		Web Design II	Studio Art B-(3D)
						Independent Study*		Virtual Enterprise	Virtual Enterprise
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						<p>Business Administration and Marketing Advantages to becoming a CTE Approved Program.</p> <ul style="list-style-type: none"> ○ Students completing a sequence (3.5 units) may receive a CTE Endorsement on their Regents Diploma. 			



						<ul style="list-style-type: none"> ○ Students may take advantage of the Regents 4+1 exam policy and substitute an approved CTE technical assessment in place of one required Regents exam. ○ Students completing CTE approved programs may receive up to 4 units of academic credit toward diploma requirements for integration of academic skills in the CTE program. ○ Schools are eligible to apply to the state for federal Perkins funding for program improvement. <p style="text-align: center;">Courses</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Course Title</th> <th style="width: 20%;">Number of Credits</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Introduction to Marketing</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Computer Application</td> <td style="text-align: center;">.5</td> <td></td> </tr> <tr> <td>Accounting</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Business Law</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Web Design I</td> <td style="text-align: center;">.5</td> <td></td> </tr> <tr> <td>Web Design II</td> <td style="text-align: center;">.5</td> <td></td> </tr> <tr> <td>Virtual Enterprise</td> <td style="text-align: center;">1 HS/ 3 HE</td> <td></td> </tr> <tr> <td>Independent Study*</td> <td style="text-align: center;">.5</td> <td></td> </tr> <tr> <td>Career and Financial Management*</td> <td style="text-align: center;">.5</td> <td></td> </tr> </tbody> </table>	Course Title	Number of Credits		Introduction to Marketing	1		Computer Application	.5		Accounting	1		Business Law	1		Web Design I	.5		Web Design II	.5		Virtual Enterprise	1 HS/ 3 HE		Independent Study*	.5		Career and Financial Management*	.5	
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Total Cohort 4-year grad rate with adv designation – all students	6%	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018)	Yes	New: Drawing on the successful practices that resulted in 60 students earning Advanced Regents Diplomas, the school will continue that practice and ensure the students that earn an	New: The credentials that will be used are: <ul style="list-style-type: none"> • Credit Accumulation; • Course examinations and interim data; • Number of sections for Advanced Regent courses; and • Examination of students’ involvement in tutoring, extended day, test preparation; and other support services aligned to academic achievement. 	New: Thus far, the school has continued to examine students’ progress to ensure that they remain on task to earn an Advanced Diploma. The leadership team plans to meet with department chairs as soon as the results for course grades and January Regents results are available. Each																				



			Progress Target)	<p>Advance Regents Diploma increases over time. The counseling team is working collaboratively with the school leadership to ensure that students understand the benefits of the advanced credentials.</p> <p>Previous: During the 2017-18 school year, 11% of the 2014 cohort graduated with advanced designation. To ensure the school continues to have success, increased opportunities to participate in advanced-level course work is being offered to students. One of the school's major goals is to continue to support students' achievement of earning this designation via Saturday Academy and Tiger Academy (i.e., Night School). Mock Regents exams in Algebra, Geometry, and Algebra 2 help students earn a Regents Diploma with Advanced</p>	<p>Department chairs of core content courses are also meeting with the school leadership to discuss the progress of students on track or close to earning an Advanced Diploma.</p> <p>Previous: The school leaders and staff will use data from the following:</p> <ul style="list-style-type: none"> • Students' performance in several advanced courses available in all Regents-based subjects; and • The collection of teacher recommendations to identify students who are not registered for advanced placement courses but could do well in said courses. 	<p>department will create a plan of support for every student demonstrating a need for support.</p> <p>Previous: The school leaders, support staff, and teachers will continue to act on their goal to increase student awareness of the importance of challenging themselves and signing-up for enrollment in an Advanced-Regents diploma. The school is in the process of creating strategies to encourage more students to engage in and pass the additional Regents examinations that lead to the Advanced Regents status. These conversations are occurring with all students, particularly those in middle school and 9th grade.</p>
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					Designation are also utilized to prepare students to successfully pass the Regents examinations. Additionally, teachers who lead these classes are provided targeted professional development in curriculum development, instructional approaches, and analyzing data from assessments.		
Cohort 5-Year Grad Rate - All Students, 2018-19: 2014 Total Cohort 5-Year Grad Rate - All Students	50%	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: The school has identified 17 students who are in the 5-year (2014), 6-year (2013), 2015, and 2016 cohorts who are severely behind in earning credits. Those students are enrolled in the Test Assessing Secondary Completion (TASC) program where they receive academic and socio-emotional supports so that the students stay engaged with school and graduate as soon as possible.</p>	<p>New: The school leaders and staff continue to collect timely data for the students within the cohort. Currently, the course grade report and January Regents scores are not available. However, the school leadership team will meet specifically with the 5-year cohort team as soon as the data becomes available. The 5-year cohort team will create action plans for all students who continue to struggle with academics and social issues that impede their ability to graduate in a timely fashion.</p> <p>Previous: The school leaders and staff will collect data on and track:</p> <ul style="list-style-type: none"> • The number of students who are not on track for graduating within 4 years in the future cohort; • The attendance data of the subset of students not on track for graduating within 4 years in the future cohorts; and • The suspension and referral data aligned to all students not on track for graduating within 4 years in future cohorts. 	<p>New: The enrollment data into special programs such as the Nassau County BOCES' Twilight and TASC programs are evidence that students' needs are being met. In addition, the school leadership will continue to track success for the 5-year cohort students. The school continues to work with community-based organizations that provide supports for students who experience difficulty with social issues and CTE programs.</p> <p>Previous: Hempstead High School has created an opportunity for students who opt not to continue to the complete the traditional path to graduation credentials. This option includes a partnership with the Nassau County BOCES to provide a Twilight</p>



				<p>As of September 2018, the school has identified all of the students in the 5-year cohort and has placed those students in a special group that receives regular check-ins with counselors and tracking of their academic progress.</p> <p>Previous: Recognizing that last school year Hempstead High School did not meet the target indicator of 56% students in the 2013 cohort graduating within 5 years, the school is developing an intensive effort to track and support those 2014 cohort for this school year. In addition, the school's action plan includes an academic roadmap for students to attain necessary credits and Regents pass scores; along with a targeted social and emotional plan (Restorative Justice) of support that addresses students' needs.</p>		<p>program located at 100 Main Street in Hempstead, NY. This program provides native English speakers and English language learner students from ages 17-21 with preparation for successfully completing the Test Assessing Secondary Completion examination and earn their school equivalency certification. The program is also offered in partnership with Queensborough Community College, which provides both instructional services and tutoring. Students are also able to participate in a Construction Training Center program to prepare to work in that industry. The goal of the program is to allow students in the community to earn their credentials so that they can move on to careers, vocational studies, or college. The program takes place four days a week (Monday-Thursday) from 4:00 PM – 7:00 PM.</p>
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<p>2015 Total Cohort Passing ELA Regents (Score >=65)</p>	<p>42.3%</p>	<p>Pending ESSA Reconfiguration</p>	<p>Green (Based on sustaining 2017-2018 Progress Target)</p>	<p style="text-align: center;">Yes</p>	<p>Next: The ELA Department currently altering their scope and sequence based on the following factors:</p> <ol style="list-style-type: none"> 1) An expected Humanities-based course fusing 5 enduring issues within the Social Studies framework of NGS; 2) A further layered component within an updated curriculum differentiating with ENL student needs; and 3) "A basic skills" component within the general ed population within the 9th grade to further the mantra of meeting students where they are. <p>The English department continues to administer mock Regents exams. However, the department is in the process of creating ways to reporting data special education and English language learners since the exam is given within</p>	<p>New: Since the 1st semester grades will not be available until late January, teachers were surveyed about the perception of students' performance. Based on the positive feedback from the teachers, the school leaders feel extremely confident that students' academic performance in English will demonstrate favorable results.</p> <p>Other data points considered are the results of unit assessments, mid-term progress reports, and mock English Regents examination. Although the data alone do not result in the students' final grades, teachers use it as a strong indicator to determine if students are successful in the course.</p> <p>Previous: The school leaders and staff will use the following data to address this indicator:</p> <ul style="list-style-type: none"> • The students' progress in their English courses; • The students' performance on Diagnostic English Regents; • The unit examinations; and • The mid-term progress reports. <p>The staff in Hempstead High School are aware of the need to address the needs of the English as a new language sub-group, as they will need to take and pass the ELA Regents, as well. This school year, there are approximately 928 English as a new language (ENL) students attending Hempstead High School, which accounts for approximately 41% of the total student population. During the 2017-18 school year, the following represented the ENL students in the school:</p> <p>9th Grade</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #a0c0ff;">Entering</td> <td style="background-color: #a0c0ff;">Emerging</td> <td style="background-color: #a0c0ff;">Transitioning</td> <td style="background-color: #a0c0ff;">Expanding</td> <td style="background-color: #a0c0ff;">Commanding</td> </tr> </table>	Entering	Emerging	Transitioning	Expanding	Commanding	<p>Next: The data demonstrates that students have increased understanding of the content across the English department courses. Therefore, the teachers will continue the current practice of meeting collaboratively to discuss student data, course content, and professional development to refine instructional strategies.</p> <p>The school underwent an independent review:</p> <p>Overall Focus:</p> <p>Provide PD/PLC sessions and job embedded instructional coaching for developing the capacity of the ELN and HLA teachers</p> <p>Conducted Professional Learning & Training sessions on: (provided for the ENL & HLA, and other departments)</p> <ul style="list-style-type: none"> ○ Deepening Our Understanding of: Essential Questions & The Importance of Checking for Understanding ○ Support Deeper Understanding of Co-Teaching/Collaboration for Teachers of ELLs ○ The What, Why, & How to Set SMART Goals & Scaffold Instruction
Entering	Emerging	Transitioning	Expanding	Commanding								



					<p>Finally, all ENL freshman students will have the opportunity to meet with one staff member to discuss their 9th grade progress report grades and goals, which helps students understand and take ownership of their own data. Therefore, students will be able to seek assistance and supports when they are experiencing difficulty.</p>	<p>The facilitator:</p> <ul style="list-style-type: none">○ Engaged with instructional staff in dialogue to promote teacher effectiveness○ Provided digital & paper resources to support teacher’s needs.○ Provided support for practices that lead to more students to earn a Seal of Biliteracy. <p>Collected Evidence for ENL work:</p> <ul style="list-style-type: none">○ Staff’s affirmation and value of diversity in the multilingual/diverse student population at Hempstead High School.○ Shared faculty goal to supporting students to attain a high level of English proficiency by providing effective instruction.○ Highly committed faculty and leadership. <p>Previous: Teachers are continuing to work in their PLCs twice a week for 40-minutes to discuss the curriculum, students’ assessments, and instructional practices to address the academic needs of all students. This work is intended to increase the number of students who passed the ELA Regents.</p>
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Curriculum development and support	Developing (Stage 2)	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: The school is still working on creating alignment in many of the curriculum areas. Various core content departments are working to refine their course materials and scopes and sequences so that all courses are current and relevant for students.</p> <p>Previous: The school’s goals are to create alignment across the</p>	<p>New: The school will continue to collect artifacts from the different meetings, school walkthroughs, observations of teacher practices, and student data.</p> <p>Previous: The data the school will collect and analyze aligned to this indicator are:</p> <ul style="list-style-type: none"> • Attendance sheets during teacher team meetings; • Agendas for teacher team meetings; • Adjusted curriculum materials; 	The school will conduct several check-in meetings aligned to a cohesive approach to curriculum development and support. This work will consist of facilitated department meetings, administering surveys, and conducting mock teacher interviews that



					<p>curriculum areas, while providing robust supports to students. This will be accomplished by implementing the following:</p> <ul style="list-style-type: none"> • Providing department heads and teachers face-to-face support with understanding the expectations for Tenet 3; • Provide the teachers with professional development supports in all co-teaching partnerships; and • Provide professional development and curriculum development to science and mathematics teachers. 	<ul style="list-style-type: none"> • Observations of teacher practices, and student work. 	resemble the DTSDE Tenet 3 review process.
2015 Total cohort with 5 more credits	41%	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: The school continues to collect data about the 2015 cohort so that students who are on-track to graduating within 4-year period are successful and when help is needed, students receive it.</p> <p>The leadership team has reviewed the data for the 2015 cohort and the number of students entering the school year prepared to graduate June 2019.</p> <p>Previous: During the 2017-18 school year, the school exceeded meeting the progress target by 9% points, by having 56% of the 2015 cohort students to attain 5 credits or more. In an effort to continue with this</p>	<p>New: Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student achievement during department data meetings and extended Wednesday professional development sessions demonstrate that students in the 2015 cohort are doing well in their classes. In addition, 70% of the cohort entered the school year with 14 or more credits, demonstrating success in course completion and credit accumulation.</p> <p>Previous: The school will include the following data sources to include in the data tracking system:</p> <ul style="list-style-type: none"> • Students performance in class; 	<p>New: The school staff have continued to make connections between students’ academic achievements and socio-emotional health. Those connections are used to direct students to the appropriate supports, both, academically and socio-emotions.</p> <p>Previous: The school’s staff will continue to work collaboratively with the student support staff to</p>



					<p>success, the school will create a maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle.</p>	<ul style="list-style-type: none"> • Students performance on unit exams; • Students performance on homework and project assignments. 	<p>ensure that students are on track for earning at least 5 credits and where students may be found to struggle, an immediate action plan will be executed to support the student’s efforts for passing all classes. This approach will ensure that the 2015 cohort of students earn enough credits to graduate within 4 years.</p>
2016 Total cohort with 5 more credits	43%	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: The school continues to collect data about the 2016 cohort so that students who are on-track to completing their junior year and graduating within 4-year period are successful and when help is needed, students receive it.</p> <p>The leadership team has reviewed the data for the 2016 cohort and purposeful partnerships with community-based organizations have been made to support all students in need of assistance.</p> <p>Previous: During the 2017-18 school year, the school met the progress target by having 46% of the 2016 cohort students attain 5 credits or more. In an effort to continue with this success, the school will create a maintain a data tracking system that</p>	<p>New: Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student achievement during department data meetings and extended Wednesday professional development sessions demonstrate that students in the 2016 cohort are doing well in their classes. In addition, 60% of the cohort entered the school year with 9 or more credits, demonstrating success in course completion and credit accumulation.</p> <p>Previous: The school will include the following data sources to include in the data tracking system:</p> <ul style="list-style-type: none"> • Students performance in class; • Students performance on unit exams; • Students performance on homework and project assignments. 	<p>New: The school staff have continued to make connections between students’ academic achievements and socio-emotional health. Those connections are used to direct students to the appropriate supports, both, academically and socio-emotions.</p> <p>Previous: The school’s staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits and where students may be found to struggle, an immediate action plan will be</p>



					highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students when early indicators identify when students struggle.		executed to support the student's efforts for passing all classes. This approach will ensure that the 2015 cohort of students earn enough credits to graduate within 4 years.
2017 Total cohort with 5 more credits	37%	Pending ESSA Reconfiguration	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: The school continues to collect data about the 2017 cohort so that students who are on-track to completing their sophomore year and graduating within 4-year period are successful and when help is needed, students receive it.</p> <p>The leadership team has reviewed the data for the 2017 cohort and purposeful partnerships with community-based organizations have been made to support all students in need of assistance.</p> <p>Previous: During the 2017-18 school year, the school exceeded meeting the progress target by 9% points, by having 52% of the 2015 cohort students to attain 5 credits or more. In an effort to continue with this success, the school will create a maintain a data tracking system that highlights both quantitative and qualitative information for all students so that the school and district staff members can appropriately support all students</p>	<p>New: Although the pass rate and credit accumulation reports are not available until the end of the month, the conversations about student achievement during department data meetings and extended Wednesday professional development sessions demonstrate that students in the 2017 cohort are doing well in their classes. In addition, 61% of the cohort entered the school year with 4 or more credits, demonstrating success in course completion and credit accumulation.</p> <p>In addition, data collected and analyzed by Talent Development Secondary show that:</p> <ul style="list-style-type: none"> • 9th grade 2018-19 Distribution % Q1 data shows significant improvement in comparison to 2017-18 whole school data <ul style="list-style-type: none"> ○ Attendance Off track 14% Sliding 7% On track 14% High achievement 64% ○ Behavior Off track 0% On track 100% 	<p>New: The school staff have continued to make connections between students' academic achievements and socio-emotional health. Those connections are used to direct students to the appropriate supports, both, academically and socio-emotions.</p> <p>The Talent Development Secondary</p> <p>Previous: The school's staff will continue to work collaboratively with the student support staff to ensure that students are on track for earning at least 5 credits and where students may be found to struggle, an immediate action plan will be executed to support the student's efforts for passing</p>



					<p>when early indicators identify when students struggle.</p>	<ul style="list-style-type: none"> ○ ELA Off track 38% Sliding 11% On track 24% High achievement 27% ○ Math Off track 65% Sliding 8% On track 13% High achievement 14% ○ EWI ≥ 2 EWIs 36% 1 EWI 35% 0 EWIs 30% • 2017-18 Distribution % Q1 ○ Attendance Off track 32% Sliding 10% On track 16% High achievement 42% ○ Behavior 4% N/A On track 96% ○ ELA Off track 33% Sliding 15% On track 21% High achievement 31% ○ Math Off track 47% Sliding 22% On track 14% High achievement 17% ○ ≥ 2 EWIs 28% 32% 1 EWI 27% 0 EWIs 46% <p>Previous: The school will include the following data sources to include in the data tracking system:</p> <ul style="list-style-type: none"> • Students performance in class; • Students performance on unit exams; • Students performance on homework and project assignments. 	<p>all classes. This approach will ensure that the 2015 cohort of students earn enough credits to graduate within 4 years.</p>
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Providing 200 Hours of Expanded Learning Time (ELT)	14-15 NA	200 hours of ELT	Green (Based on sustaining 2017-2018 Progress Target)	Yes	<p>New: The goal of Hempstead High School Tiger Academy is to produce academically successful students and improve overall school climate. The student population served will consist of those students identified as severely at risk, repeaters having earned less than 3 credits per cohort year, non-repeaters having excessive, unlawful absence or excessive/continuous lateness, and/or continuous violations of school rules. All students enrolled at Hempstead High School identified as severely at-risk of failure, will be afforded the opportunity to either recover failed required credit or pass first time required courses. Students who are assigned to the Tiger Academy will stay in the program for at least 1 Semester before being eligible for reentry into the regular day school program. Those who enter after the beginning of the semester will stay for the balance of that term and the entire following semester. In the Tiger Academy, students have regular guidance to the counselor and program administrators regarding what behavior and achievement is necessary to re-enter into the regular day school program.</p> <p>The Tiger Academy program adds 4 hours daily, Monday through Thursday, from 3:15 p.m. to 7:15</p>	<p>New: After the initial start of the school year, the school leadership team implemented more strategies to evaluate the impact of ways the ELT programs inform the approach to students’ academic achievement and socio-emotional needs. Tiger Academy has always and remains to be a bifurcated approach to providing students with targeted assistance. Students are selected and strongly encouraged to attend the academy based on academic and socio-emotional needs.</p> <p>For students needing socio-emotional supports:</p> <ul style="list-style-type: none"> • On-site Social worker and guidance counselors are available during the Tiger Academy time for check-in and progress monitor; • Several Community-based Organizations (i.e., Girl Talk, Man Up, and I-Can, etc.) work with students during the ELT periods; and • Career readiness training and preparation are provided with the intent to support students’ employment (Youth Career and Access Program) while enrolled and after graduation. <p>Previous: The data used to determine success for the ELT indicator are:</p> <ul style="list-style-type: none"> • Attendance sheets, which are created based on students’ enrollment needs (for your consideration: these sheets are 	<p>New: The school will continue to monitor students’ participation in the ELT programs in comparison the same students’ success with completing courses. Where students are not doing well, they will be referred to the ELT counselors, who also work after school.</p> <p>Previous: The school continues to offer all students the opportunity to participate in expanded learning time.</p>
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				<p>p.m., and 3:15 pm -5:15 pm on Fridays for a total of 18 hours per week. Its school days follow the Hempstead School District’s schedule regarding special closings and holidays. Tiger Academy operates as a continuation of the regular school day, with the same policies and procedures. There is an administrator, counselor, and special education teacher present each day. Tiger Academy also offer college entrance exam test support for juniors and seniors. Core subject areas courses are led by full-time HHS faculty members.</p> <p>Tiger Academy weekdays include:</p> <ul style="list-style-type: none"> o After-school Credit Accrual program for students who need to accrue credits required for graduation. o After-school tutoring programs - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation. o Enrichment programs - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes, 	<p>being emailed under separate cover);</p> <ul style="list-style-type: none"> • Based on the data aligned to students’ graduation and progress needs, credit-bearing core courses are offered for students’ enrollment (courses also include Regents prep); • Teacher team meetings to discuss student progress; and • Student transfer of improved knowledge in core subject classes. <p>For students, by which the counselors believe need support in both socio-emotional and academic needs, are able to participate in both sessions of Tiger Academy.</p>	
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				<p>JROTC, Culinary, Electrical Trades program, sports, and enrichment classes.</p> <p>Tiger Academy Saturdays include:</p> <ul style="list-style-type: none">o Programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation.o support students with limited English build their English reading comprehension, speaking, and writing skills. <p>For a student in Tiger Academy to be considered for return to the regular day school program, the student will have to attain satisfactory standards of attendance, achievement, and conduct. Approval for return to the regular program will be decided by the administrative staff in conference with the student’s parents / guardians. Additionally, before a student moves back into the regular day program, the student must be interviewed by the school principal.</p> <p>Previous: During the 2017-18 school year, the school met the progress target of offering at least 200 hours of expanded learning time. The goals for this area remain to simply offer</p>		
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					quality programs to all students throughout the school year for at least a total of 200 hours.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

Key Strategies <ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology in the classroom to deliver instruction	Green	<p>NEW: The school is involved in a grant that focuses on:</p> <ul style="list-style-type: none"> T-Mobile’s EmpowerED program aims to narrow America’s homework gap by providing off-campus devices and data plans to students at eligible schools and districts; 2000 Laptops/Tablet will be available for our students to take home upon agreement; and Mobile access holds the power to close the "homework gap" by giving students the tools they need to plug in to 21st century learning and opportunity at any time, from anywhere. <p>Currently, the technology department is working to improve the department in the following manner:</p> <ul style="list-style-type: none"> Make sure our students and staff have access to the use technology; Workshops (Microsoft Office, Castle Learning, Big Idea, for Cengage Learning ENL, Benchmark assessment) our staff to enhance their technology skills and introduce them to new district and online resources; and Facilitate the use of technology in the classroom and assist in the implementation/Integration of technology in lesson planning. <p>Previous: The school has followed through on purchasing the technology for the school. During the mock Tenet 3 review of the school, it was noted that teachers were using technology in the classrooms, which included Promethean boards and the Google Classroom Platform via Wi-Fi. The Strategic Planning Team is using the Office 365 Platform to communicate and create the strategic plan.</p> <p>There will be a continued focus on the school assisting the district with the Responsible User Protocol (RUP) so that the HHS students and staff understand the expectations of using technology on- and off-campus. The school will also focus</p>



			<p>on ensuring that all new staff members to the school have access to user accounts for their aligned departments. In addition to maintaining the school’s equipment, there will be a purposeful effort to increase the available platforms such as Castle Learning, digital baseline/benchmark assessments, examining data, Power Teacher, and other resources that can be used to enhance students’ learning and achievement.</p> <p>Additionally, teachers and administrators are receiving supports from Right Reason™ to accelerate the understanding and response to students’ assessment and academic data using the school’s data tracking tool. These sessions are on-going and occur during the school day and during the extended Wednesday professional development sessions.</p>
2.	John Hopkins remains the lead partner for Hempstead High School	Green	<p>New: The lead partner continues to work with and support the efforts of the school. In addition, the lead partner, acts as an advisor for school-wide policy and effective implementation of practices.</p> <p>Previous: John Hopkins remains the lead partner for Hempstead High School</p> <p>The school will continue the strategies highlighted within this area so that positive gains are maintained; however, the school is currently embarking on a school reflection process that will yield a Strategic Plan addendum to address all areas that demonstrate stagnated results or prove to be far away from achieving the identified goal. Thus far, the team has identified Family and Community Engagement, Perceptions and Biases Work, and Robust Communication as areas that need to be prioritized in the next iteration of school improvement work. Since the school staff has created new units of study and focused attention on curriculum development in the beginning of the SIG journey, there will be a more targeted effort on instructional decisions and practices with the classrooms to enact the curriculum.</p> <p>In the previous years, the school highlighted the following information, which remain present for the 2018-19 school year: Progress during the 2017-18 school year was made though SLC implementation was unfortunately suspended. Improvements have marked ninth-grade academy implementation, the use of data in school management, and teacher support and training. Their work was focused on:</p> <ul style="list-style-type: none"> • Ninth-grade academy: Teacher teams meet both to support students with Early Warning Indicators and to improve academy climate and culture. They have used an attendance bulletin board and a monthly attendance recognition awards to improve student attendance and are holding report card conferences each marking period; and • Data use: Behavior data and weekly attendance progress data are now compiled electronically. TDS staff worked with guidance counselors, attendance officers, the superintendent, and deputy superintendent to analyze 11th and 12th grade students’ transcripts and ensure they were on track to graduate. Regent’s exam data from the past three years has been analyzed, and small learning communities used teacher data to brainstorm solutions with academic departments; and



			<ul style="list-style-type: none"> This school year, practices to continue to the successful model have been reinstated and are at the early stages of implementation. Teachers are continuing to receive supports and training via professional development in instructional strategies and classroom management; addressing chronic using attendance team protocols and procedures; and using data protocols and Google classroom. HHS instructional coaches have launched an HHS Instructional Digest to support their colleagues' professional development.
3.	<p>As with the 2017-18 school year, the school is embarking on a partnership with Alverta B. Gray Schultz Middle School. The staff of Hempstead high school continue to be interested in setting-up protocols to have students be able to receive instruction in a mathematics and science courses, which will assist with students earning an Advanced-Regents Diploma.</p>	Green	<p>New: Thus far, Hempstead High School shared professional development space with the middle school teachers to ensure that teachers of both schools had opportunities to be in the same space and perhaps discuss educational issues and victories with the ways in which they are addressing students' needs. There are plans to continue the cross conversations.</p> <p>Previous: A major outcome from the school's strategic planning assessment was that HHS needed to continue to make purposeful connections with the middle and elementary schools in the district to ensure that curriculum alignment for K-12 education was created and honored. Therefore, the school will continue to partner with the middle school, as well as the elementary schools in the district to discuss and review vertical curriculum maps that prepare students to successfully complete their education in a timely manner. The HHS team has already surfaced that the ways to avoid any student in the school district from needing remedial or interventions at the middle and high school levels, teachers units of student must scaffold and build off of the standards in a dynamic and connected way across the grades so that students are well prepared for the rigors of earning advanced designated diplomas. The school will plan inter-visitations to the school and continue the practice of opening our classes to mock DTSDE Tenets 3 and 4 reviews. This will assist with calibrating feedback across the district and ensuring that all teachers receive normed actionable feedback from all administrators.</p> <p>Updated information for Quarter 3: Conversations and partnerships continue to occur with the Alverta B. Gray Schultz Middle School. The staff are particularly interested in setting-up protocols to have students be able to receive instruction in a mathematics and 4science courses, which will assist with students earning an Advanced-Regents Diploma. The leadership work in the school has shifted from the principal, since an experienced principal has been reinstated, to the assistant principals so that instructional norming of expectations and feedback can take place.</p> <p>In the previous reports, the school highlighted the following information: As of 2017, Hempstead High School and the Alverta B. Gray Schultz Middle School have partnered to ensure that the students have high levels of consistency in academic instruction and use of curriculum. This is being secured through shared professional development aligned to pedagogy. Teachers in the middle school are receiving support around developing curriculum maps that can be used as foundational roadmaps to high school standards in all core curriculum areas. The high school leadership is receiving coaching from a Master Principal and School Turnaround Leader. The impact of this work will provide the district and</p>



			<p>schools with comprehensive and cohesive instructional maps, strategies, and protocols that strengthen teacher practices and increase</p>
4.	<p>Teachers continue to receive face-to-face supports and professional development. The consultant working with teachers has provided teachers with SIOP training based on discussions of the students’ assessment data. In addition, the consultant to support instruction for ENL students has also created an English as a New Language and Bilingual manual for the staff members to use in the school.</p>	Green	<p>New: This far, the ENL department has implemented the following foci:</p> <ul style="list-style-type: none"> ○ Provided instructional coaching for the ENL & HLA teachers with planning and delivery effective instruction of ELLs. ○ Provided support for co-teacher using the ELA pacing guides/curriculum. ○ Provided support for developing a common understanding of all curriculum components. <p>In addition, the department collaborated with ICLE consultant Maggie Pagan to develop and present professional development sessions on: Differentiation Instruction, SMART Goals, and ELA Regent Writing Strategies. Students also:</p> <ul style="list-style-type: none"> ○ Analyzed the Demonstrable Indicator Review Report with Ms. Moreno and provided the information during PLC meeting. ○ Provide support with the “Her Story Program” in the ENL teacher classrooms. ○ Planned and delivered the schedule for the “Her Story Program” consultants (Helen & Daphne) ○ Collaborated with ENL teachers to select students to participate in “Herstory Program”, which 15 students from Mr. Hogu’s ENL 11-12 E/E classes stories got published, and 400,000 copies of the book are being sent by publisher to ENL teachers throughout the United States. ○ Provided support with the Tiger Academy so that ENL teachers have the appropriate supports. ○ Established and facilitated the “Sharing Best Practices” PLC sessions, where teachers shared success stories, strategies, and techniques being implemented in their classrooms. Some topics shared by teachers include: <ul style="list-style-type: none"> ○ Understanding the Co-teaching model ○ One-minute speech & tri-folds ○ Bloom’s Taxonomy ○ ELA Regents M-C Strategies ○ Facilitate Common Planning Time during the PLC ○ Collaborated with guidance counselors, Ms. Thomas from John Hopkin University and other teachers and formed the Career Day Committed. Career Day took place December 18, 2018, 73 guest speakers visited multiple classrooms and shared their professional experiences with our students; and ○ Department has been focused on developing curriculum that meets the needs of our students using the Edge and 3D instructional programs. First two quarters we revised our Pacing Guides and decided that every Friday we will all meet at the end of the day (ENL, HLA and ELA co-teachers) to plan and align curriculum and instruction. Discussions have been very productive.



			<p>Previous: The school will continue the strategies highlighted within this area so that positive gains are maintained; however, the school is currently embarking on a school reflection process that will yield a Strategic Plan addendum to address all areas that demonstrate stagnated results or prove to be far away from achieving the identified goal. Thus far, the team has identified Family and Community Engagement, Perceptions and Biases Work, and Robust Communication as areas that need to be prioritized in the next iteration of school improvement work. Since the school staff has created new units of study and focused attention on curriculum development in the beginning of the SIG journey, there will be a more targeted effort on instructional decisions and practices with the classrooms to enact the curriculum.</p> <p>Teachers continue to receive face-to-face professional development supports. During this support, the coaching consultant has provided teachers with Sheltered Instruction Observation Protocol training based on discussions of the students’ assessment data. In addition, the teachers, with support of the school administrators and coaching consultant, have identified an instructional language plan to address the needs of students. Teachers implement these practices during the newly constructed co-teaching classes and free-standing ENL sessions.</p> <p>In the previous reports, the school highlighted the following information: Teachers are receiving intensive curriculum development support aligned to the adaption of core curriculum units, learning ways to infuse learning scaffolds, the use of differentiated materials, and strategies that build academic vocabulary and language objectives into their daily instruction. In addition, the school has increased the number of co-teaching (ENL and core curriculum teachers) courses for English language learners. Those teachers are currently receiving focused professional development aligned to strategies for co-teaching and using data to address students’ needs. The impact of this work will result in increased student performance on Regents exams, class performance, and increased graduation rates for English language learners.</p>
5.	The assistant principals will join mock review visits and continue to norm their teacher feedback aligned to curriculum development and instruction.	Green	<p>New: The school leaders continue to hold norming conversations focused on teacher feedback and overall teaching and learning. The team plans to continue their practice of visiting classes together to further develop their consistency across classrooms.</p> <p>Previous: Since the school has dedicated the first half of the SIG opportunities enhancing and reframing the curricula used throughout the school to address the current needs of the students and new state standards, the leadership development will continue to focus on targeted calibration across the administrators. This leadership development and support will continue by the administrators continuing the calibration work they learned last year and the use of online Platform focused on norming actionable feedback, understandings of instructional expectations, look-fors for NYSUT Standards and Elements, and critical conversations.</p> <p>During the 2018-19 school year, the leadership development and support will continue to be provided to assistant principals. The support provided to the assistant principals will include informal visits to classes to ensure that teachers across the grades and departments are receiving common feedback. The goal for the norming will continue to align with</p>



			<p>the teacher performance rubric used to provide feedback and the shifts needed to improve in the school's Tenet 3 practices.</p> <p>In the previous reports, the following information: School leadership coaching was provided by a Master Principal and School Turnaround Leader. The leadership coaching planned assisted the school leaders' norming of observations of instructional practices and the actionable feedback provided to teachers and other staff members. This work was conducted by walkthroughs and the continued use and tracking of formal and informal observation data to create trends that indicated the need for coaching and supervisory supports. It also focused on teachers' lesson plans and their implementation of the plans to ensure that it demonstrated alignment to Common Core Standards. During classroom observations and teachers' submissions of lesson plans, administrators observed the incorporation of rigorous and differentiated tasks that challenged students' metacognitive skills. Qualitative feedback was provided to teachers based on observations of strategies implemented in and out of the classroom.</p>
	<p>The school continues to work with the same partnerships to support students and teachers. The school leadership team is working to determine the best ways to benefit from the partnership during the last years of SIG.</p>	<p>Green</p>	<p>New: The school continues to work closely with its partners to ensure that students and teachers have access to the appropriate supports. Upon an evaluation of students' needs, the school staff, particularly, the counseling staff, refer students to meet and discuss their success or struggles with school.</p> <p>The school will work with Talent Development Secondary to work on the following next steps:</p> <ul style="list-style-type: none"> • EWI training sessions for teacher leaders • EWI meeting implementation – will provide details on level of implementation for all academies • Freshman Seminar classes engaged in project-t based learning initiatives • Community report card conferences for 9th grade academy • Student & adult surveys • Organizing and planning surveys • By May 30, 2019 Via surveys, there will be evidence of at least one fourth of the student body engaged in learning via student-centered career academies. <p>These goals and future work are intended to frontload the work with freshman students to more effectively prepare them for the challenges of high school so that they are more able to graduate within 4 years.</p> <p>Previous: Although the school continues to work with its current partners, the Strategic Planning Team's work will redefine where the school is with achieving its goals, which may alter the focus of the coalition of partnerships. Thus far, Hempstead High School has benefitted from the dynamic partnerships. Therefore, we plan to continue to leverage the assistance and cooperative spirit each partner brings to our school to ensure that our actions and responses are timely and targeted towards success. The school has experienced consistent supports by continuing to work with the same</p>



			<p>partnerships to support students and teachers. The school leadership team is working to determine the best ways to benefit from the partnership during the last year of SIG.</p> <p>In the previous reports, the school highlighted the following information: The school maintained the same partnerships and supports, as the supports provided have proven to be successful, as indicated by the data noted by meeting all except two demonstrable indicators for the 2017-18 school year and all except one for the school years prior to 2017-2018. The school continued to conduct monthly meetings with representatives of all organizations and provide regular reports to the whole school community and Community Engagement Team.</p>			
	<p>The school’s efforts to align all its partners around the Community School strategy is modeled from the National Center for Community Schools work, which is aimed to build organizational infrastructure and processes to manage and ensure fidelity of the Community School strategy on a systematic level.</p>	Green	<p>The school’s continuation plan for this area is to fully implement a school-wide Restorative Justice program and to leverage our partnership with the Children’s Aid Society to fully engage students and families in our school’s efforts towards improvement. To this end, all staff members will receive training in Restorative Justice and other resources will be provided so that there is a common approach for supporting students.</p> <p>Since Hempstead High School is also a Community School Grant recipient, we have partnered with organizations that can assist us with providing experiences and assistance to students that will lead to greater achievement. Specifically, our Community Schools partnership, the Children’s Aid Society, will:</p> <ul style="list-style-type: none"> • Build awareness of the Community Schools strategy among Community Engagement Team, services providers, partners, families, young people and the community at large – National Center for Community Schools will facilitate a series of Community Schools 101 informational sessions for the aforementioned stakeholders as needed; • Facilitate a strategy development session with Community Engagement Team, Community School Director, Principal, Partners and School Implementation Manager to identify priority areas, resources and gaps –as identified by needs assessment and resource inventory; • Support Hempstead High School efforts to align all its partners around the Community School strategy – National Center for Community Schools will work closely with you to build organizational infrastructure and processes to manage and ensure fidelity of the Community School strategy on a systematic level; • Provide implementation support for Hempstead High School lead agency partner, John Hopkins to ensure alignment, effective partnership management and oversight of the Community School staff team at Hempstead High School; • Provide coaching and implementation support for newly hired Community • School Director to ensure clarity of role, effective coordination and leadership of Community School; <p>Work with Community School Director and Principal to support the partnership, address and find solutions to dilemmas in practice, alignment of Community School strategy around results, quality and fidelity.</p>			
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	Yellow	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; background-color: #ffff00; text-align: center;"> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> </td> <td style="width: 33%; background-color: #ff0000; text-align: center;"> <p>Red</p> </td> <td style="width: 33%; background-color: #ff0000; text-align: center;"> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> </td> </tr> </table>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>
<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>				



Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
Green	<p>New: The CET continues to meet on a regular basis. Thus far, the committee has begun to meet and discuss school reports, the supports provided to staff members, and data. The team will review this report with the school leadership and CET.</p> <p>Previous: We met first on May 31st discussed club fairs and school student engagement, community school conference turnkey to the committee members, on July 5th HHS met the eight benchmarks identified by the state, ESSA could move to a new Comprehensive Support school designation due to attendance and a graduation rate still below 67%. We discussed funding availability, returning programs for the new school year, on September 21st we discussed capital improvements, advanced placement class offerings, extended day activities, and demonstrable growth and we discussed areas of focus for the new school year included the three pillars, chronic absenteeism, student engagement, mentoring program. The CET combined with the PTSA to facilitate the career day at the high school. The Community Engagement Team will continue to meet to discuss and plan for school improvement. Other areas of focus for the group has been the professional development plan for the school, as well as, academic curriculum and instruction.</p>
<u>Powers of the Receiver</u>	
Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
Yellow	<p>New: The Receiver continues to collaborate with the Distinguished Educator and school leadership around evaluating the effective practices implemented in the school. The Receiver, Acting Superintendent Armstrong, visits the school regularly and conducts conversations about student data, reflecting on the school’s improvement plan, checking-in on professional development efforts to improve teacher practices and student achievement. In addition, the Receiver, approved the hiring of two School Resource Officers to ensure that the focus on physical safety in the school was appropriately funded. The Receiver and The Distinguished Educator accompanied the school leader to Albany to learn about the ways the new identification regulations would impact the school and district communities. Finally, the Receivership negotiations have come to a standstill and will require Commissioner’s intervention. The goal is to send the Commissioner of Education the items the District and Teachers’ Union have not agreed upon prior to February break for resolve.</p> <p>Previous: The Receiver has continued to work with the Distinguished Educator to provide oversight and support for the school. Although Superintendent Armstrong is still acting superintendent, she is working closely with the school to provide guidance around the adjustments necessary to return to a sense of normalcy after the mid-year change in school and district leadership. Ms. Armstrong has taken the following critical actions to move the district forward:</p> <ul style="list-style-type: none"> • Worked with school’s principal to provide support around initiatives new to the school;



	<ul style="list-style-type: none"> Encouraged strong working collaboration across the k-12 continuum and the principals leading all schools by organizing and participating in intervisitations and learning walks; and Examining the strategies and practices in Hempstead High School to guide the principal’s decisions and responses to school improvement. 				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	<p>New: This is not applicable for Qtr 2 of academic year 2018-2019. The various areas of focus remain from the needs assessment that was completed by partner Children’s Aid in Dec 2017.</p> <p>Previous: As of the 1st quarter there is no plan to administer a new needs assessment. However, both CSD’s of ABGS and HHS have convened to discuss opportunities to create and implement interest and climate surveys at both campuses.</p>
<p>To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:</p> <ol style="list-style-type: none"> public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) 	<p>New: For Q2, HHS has continued to host their monthly (1) PTSA (Parent Teacher Student Association) meetings which are fully translated in Spanish and English; (2) Community Engagement Team (CET)Engagement Meetings and (3) Hands Across Hempstead Meetings lead by the Team Center, a monthly meeting of service providers to the district and greater Long Island area.</p> <p>In addition, the school hosted Parent Teacher conferences on Nov 20th, an event that showcased multiple school and district partners that provided offerings to parents and families from educational support, medical to financial. The evening also included a co-sponsored community dinner hosted by PTSA and CET members. The dinner allowed for introduction of both memberships, purpose and goals; updates on school progress and a few presentations from partners offering multiple enrichment opportunities for students.</p> <p>Previous: For Q1, HHS has hosted the following (2) PTSA (Parent Teacher Student Association) meetings which are fully translated in Spanish and English. (2) CET Engagement Meetings (2) Hands Across Hempstead Meetings- a monthly meeting of service providers to the district and greater Long Island area. In addition, we have hosted formal</p>



	<p>parent/community events to address incoming and newcomer student needs: 9th Parent Welcome, Senior Parent Night and Meet the Teacher Night. Each event we have aimed to increase direct student involvement. Our 9th Grade Parent event included a student showcase work in performing arts and JROTC. Each event has also included various partner agencies to provide informational tables of current school support and upcoming offerings to whole school community both internal and external.</p>
<p>2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)</p>	<p>New: We have continued to provide any notice in print via district calendar and flyer, electronic signage (outside of school) and email. The CSD continues to use Remind* (free text messaging app) to support communication for programming and events. In Q2, we have also begun to increase our use of adding important notices to our school webpage through the HUFSD portal.</p> <p>Previous: Currently, the convening of the PSTA and CET provide notice in print via district calendar and flyer, electronic signage (outside of school) and email. CSD has created a Remind* account (free text messaging app) to support communication for each group in addition to others that include student specific clubs, events and interests. *Remind allows for messages of 300 characters or less to be sent to subscribed members.</p>
<p>3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee</p>	<p>New: Yes. The CSD for HHS maintains a M-F schedule during the school day and rotates extended day hours weekly to support programs and host open office hours. During Q2, the CSD for HHS has participated as a member and attendee of the PTSA and CET as well as Hands Across Hempstead meetings. Served as planner for parent event including PT Conferences held on Nov 20th, listed above and hosted Community School/Community Engagement Table. Steering Committee has continued to support school-wide events and served as a joint host for the community dinner hosted in honor of Thanksgiving.</p> <p>Previous: HHS CSD is on-site M-F both during the school day and rotates extended day hours weekly to support programs and host open office hours. During Q1, participated in the Back to School –Empire After School Event, member and attendee of the PTSA and CET as well as Hands Across Hempstead meetings. Served as planner for parent events listed above and hosted Community School/Community Engagement Table. Established the Remind Account and has added to all current communications. Steering Committee has participated in the parent/community events listed above and in community agency recruitment.</p>
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>New: For Q2, only two meetings have taken place. They were held on the 3rd Wednesday of each month. Accomplishments: •Successful partnership with members of PTSA to host a school-wide, community dinner. Challenges: • Lack of communication in-between meetings Non-implementation of roles or creation of sub-committees.</p> <p>Previous: For Q1, two meetings have taken place. They are held every 3rd Wednesday. Accomplishments:</p>



	<p>* Improve return time of meeting minutes and communication in between meetings. * Review of budget and understanding of the allocations and completion of Spring/Summer 18 projects and remaining actions. Challenges: Continuous participation by same members</p>
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	<p>New: Q2- Accomplishments</p> <ul style="list-style-type: none"> •Increased student engagement and follow through of various student enrichment opportunities through current school partners. Q2 included the Hofstra Medical Science program, which a combination of 8th and 9th grade students partook in weekly lessons at the university. The CSD coordinated weekly travel, ongoing communication with students, parents and hosts and any additional support. The HS maintained 100% of participation for its students. •Served as the lead liaison for the Gilder Lehrman/Hamilton in Education program which allowed for all US History classes to partake in the special curriculum and awarded 62 students to attend a performance of the Broadway show. We successfully had 100% student participation. Including one of our students that was selected to perform their original piece. The CSD provided additional support to the students that were selected for this project by coaching their performances and filming the submissions. • Served as program manager for pilot offering of community conversational Spanish classes. We met 73% of our participation goal. Continued support will be provided to strengthen the 2nd offering during Spring 2019. <p>Coordinated two offerings with Baseline Health to provide convenient medical support to staff by hosting an on-campus medical van for staff/community members.</p> <p>Continued professional training on Community Schools strategy and connecting with state and national associations. Attended the NYS Community School Conference in November 2018.</p> <p>Partnering with CSD of our MS feeder to share resources, and support on key events.</p> <p><u>Challenges</u></p> <ul style="list-style-type: none"> •Finding balance between traditional assigned projects and on-going minute of needs or tasks. • Collective time with steering committee to identify goals and sustainability. <p>Previous: Q1- Accomplishments * Create a clear line of communication and support by creating a standard schedule and implement use of multiple platforms (in-person, print and electronic) * Increased student engagement and follow through of various student enrichment opportunities through current school partners (i.e. NY Gear Up/Gear</p>



		UP, Empire After School, Culinary Program) * Initiated and coordinated partnership with Gilder Lehrman and Hamilton in Education for US History classes * Initiated partnership with MentorNY * Coordinated enrollment and scheduling of conversational Spanish classes (open to community). * Establishing a Community School Youth Council to meet weekly * Continued professional training on Community Schools strategy and connecting with state and national associations. * Implemented protocols and procedures to strengthen communication. * Supported in the on-boarding of the newly hired STF School Transformation Facilitator Challenges * Some challenges have existed in school and community members understanding the CSD role and clear ways to support. * Interruption of standing meeting times (i.e. holiday and circumstances outside our control)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Johns Hopkins Talent Development Secondary	This has been accomplished; Full time Community School Director on site \$290,932 (2017-2019)
		NYU Winthrop	NYU Winthrop withdrew participation because they were unable to staff for the services promised; we have instead partnered with Hempstead Mental Health Clinic to address this gap \$24,000
		Helen Keller/Pearl Vision/Lens*	This work is pending through Warby Parker instead
		Village of Hempstead	This partnership has been accomplished; 2 full time SRO's are onsite \$176,264
		Reign 4 Life; QueensBorough Community College; Genesus Construction; BOCES TASC program; Ramapo for Children, Morrison Mentors	These partnerships have been accomplished and programs implemented at the 100 Main St. Alternative Pathways program; the gang prevention organization is onsite daily at the high school and various sites in the district. All programs are open and students have been taking full advantage of these opportunities \$1.2M
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		90% of the Capital Projects have been accomplished. We are currently working through a punch list of small details to bring all projects to completion. The Science classrooms at the high school have been fully renovated and were ready for students on the first day of school opening. The New Track and Auditorium spaces have also been completed.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		

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



<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		The availability of carryover of the PSSG Funds of 2017-2018 have allowed many of the programs and services to continue into the 2018-2019 school year. Upon the completion of a Fiscal Audit Review conducted by the office of Accountability, we should have full access to this carryover. Purchase orders have been issued for most of the approved vendors, all services have continued for the lead agency Talent Development Secondary (Previously known as John Hopkins Talent Development Secondary) a full time School Transformation facilitator is onsite. We have continued with partnerships of professional development such as REACH, ICLE and Targeted Tenacity. Student programs also continue to be funded through the PSSG Carryover such as the Electrical trades program, SAT Prep program and Culinary Program. As a result of the continued work of the Lead Agency, we have developed the EWI system to identify students' social, emotional, and academic needs early on, and have connected them to support systems provided early to them. Tiger night school and tutoring to support students in need of credit recovery is well underway; Tiger also provide additional opportunities for students to develop their English proficiency skills; provides enrichment activities; Varies partners have been engaged around the school-wide professional development to impact student performance and we can see the intended effects.
SIG: SIM position Academy Lead Teachers		1 School Implementation Manager expenses in code 15. Teachers are presently being recruited for Academy Lead teacher position for the 2018-2019 school year. Purchase orders have been generated for Code 40 approved vendors.
CSG: Pathways Program inclusive of High School Equivalency Class for Native and ELL Learners, Genesis Construction Trades, BOCES Twilight Program, Morrison IT & Computer Repair		Budget codes have been created from the 2-year approved grant term, updated contracts for varies partnerships are being finalized to continue work into the 2018-2019 SY, District Engineers have begun the process for approved Capital Projects application to be submitted to SED of Facilities. Programs at the Pathways site continue to prepare students for the High School Equivalency examination (HSE), the Hempstead School District has partnered with BOCES and their Twilight Program as well as Queens borough Community College (QCC) which provides classroom instruction and optional tutoring for the students. providing training and career guidance in the fields of masonry, carpentry, plumbing, electrical and HVAC. Information Technology & Computer Maintenance high school students take a hands-on learning approach to the physical operation of a computer hardware system.



Part VII: Best Practices (Optional)

Best Practices The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.		
List the best practice currently being implemented in the school.		Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	Curriculum & Instruction with Professional Development	The curriculum and instruction work that we consider best practices are: <ul style="list-style-type: none"> • Implementation of flexible block schedule and skill building curricula for 9th grade students performing below grade level expectations in ELA and Math; and • On-going training, coaching, and technical support of Freshman Seminar instructors.
2.	Teacher Teams & Small Learning Communities	The goals for 2018-2019 are aimed to create a school culture of intentionality and high levels of collaboration. These goals are: <ul style="list-style-type: none"> • Collection and analysis of real time data examined during teacher lead planning sessions that also form small learning communities; • Implementation of an early warning system intended to assist teachers with meeting curricular expectations from 80% to 90%, as well as the 60% of the teachers meeting lesson planning expectations will increase to 70%; and • Facilitate planning of thematic units and/or interdisciplinary projects during weekly or bi-monthly teacher meetings.
3.	Tiered Student Supports	To ensure students entering the school are prepared and supported to do well in their high school experience, the school received support from Talent Development Secondary to: <ul style="list-style-type: none"> • Provide support with the implementation of 9th grade collaborations of mock regent exams;



		<ul style="list-style-type: none"> • Co-construct efforts of securing speakers for 9th grade Freshman Seminar classes to provide real-life solutions to challenges in job readiness and career pathways; • Collaborate with Gear-up in classroom placement, orientation, and support of college tutors for 9th grade students; • Ensure TDS STFs from the middle school and high school meet weekly, and visits the other’s site to collaborate and coordinate best practices that can be mirrored (i.e. EWS); • Ensure TDS STF are considering initiatives (i.e. skills fair, shadow day) to facilitate 8th grade transition to high school; • Ensure as of March 1, 2019; an early warning system (EWS) will be implemented bimonthly. Data will be used to identify student weaknesses and develop strategies to address them; and • Lead and/or participate in teams (i.e. Curriculum, data, and or leadership, SLCs, Community Partners, PLCs, etc.) to provide or seek information to empower teacher and student voice.
4.	Can-Do Culture & Climate	<p>To build a culture that fosters increased student achievement includes the implementation of:</p> <ul style="list-style-type: none"> • Team collaboration in planning and facilitation of Hempstead High School College & Career Fair. The event engaged students, teachers, staff, PTSO, community partners & resources, Career Academy and community stakeholders • Freshman Seminar instructors worked collaboratively (Talent development counselor and community engagement counselor) to create opportunities for students to engage in service learning project • Surveys, community student report card conferences, and student led initiatives; there will be evidence of at least one fourth of the student body engaged in student-centered project-based learning by May 30, 2019 • Liaise between leadership & teacher teams to encourage and influence a positive and proactive climate & culture



Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Ms. Regina Armstrong
Signature of Receiver: Regina Armstrong
Date: 1/30/19

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Mrs. Isoken Irowa
Signature of CET Representative: Isoken Irowa
Date: 1/30/19