

## HEMPSTEAD HIGH SCHOOL CONTINUATION PLAN IMPACT MATRIX

### LEVEL 1 INDICATORS

Indicator	Action	Reason for Implementation
<p>67: 2018 Total Cohort (10<sup>th</sup> Graders) Passing Math Regents</p>	<p>The department chair and teachers will continue to analyze student data, create and administer extended response questions, and implement growth mindset strategies during hybrid and remote learning. Benchmark assessments will continue to be used and analyzed to effectively monitor instruction in all math contents. Continued focus will be on Geometry and increase number of students enrolled in Algebra 2 to increase college readiness. Double block periods are also a part of the our over all actions, as well as Saturday School AIS .</p>	<p>Due to the unexpected switch from in-person teaching and learning to remote learning, students had fewer opportunities to work in small groups to engage in solution-based discussion and learning. Additional extended response questions on various performance levels will allow teachers to disseminate and assign students individual problems to be completed at their own pace. This approach circumvents any issues occurring when students sporadically attend remote classes, impacting student workgroup progress. Additionally, teachers will use the additional extended questions to develop individual learning plans for students. Across the school, teachers and other staff members use the growth mindset to understand students' struggles during hybrid and remote learning. Teachers specifically use strategies for developing stamina, resilience, and students' ownership of learning. Increased Graduation Rate and reduction of drop-outs has also been a proven impact .</p>
<p>69: 2017 Total Cohort (11<sup>th</sup> Graders) Passing ELA Regents</p>	<p>The English department will continue its PLC work and using the more engaging curriculum that incorporates online and technology-based instruction, such as Facing History, Alpha Lap (John Hopkins University), and the development of Capstones and widely distributing tablets/phones to students. We will continue to expand the current Advanced Placment Offering . Reduce ELA class sizes specifically at grade 9. ELA 11<sup>TH</sup> Grade level testing in January and June to ensure participation and proficiency.</p>	<p>Since the school's SIG plan already identified the incorporation of English programs that used a mixture of in-person instruction and online tools and activities to expose students to more engaging English instruction, a commitment to continue this plan aligns with hybrid and remote learning. Continuing these plans addressed the need for students to participate in synchronistic and asynchronistic education. Teachers will focus on how students self-pace projects, rather than sticking with daily instructional scaffolds that require uninterrupted participation. These programs are particularly important for students who have unreliable internet connections and overall connectivity issues. Lastly, the pre-COVID tablet/phone distribution planned for students will help students access instruction.</p>
<p>70: 2016 Total Cohort 4-Year Grad Rate - All Students</p>	<p>The school plans to continue with Extended Learning Time initiatives through Tiger Academy, SAT/ACT, JROTC, and other sports and enrichment classes. Including Acellus Credit Recovey courses , Reduced</p>	<p>Since the demands from COVID have distanced students from the school setting, each other, teachers, and other familiar and socio-emotional supports, the school staff needed to provide students with as much continuity as possible. Many HHS students are the eldest children in their households and cared for and assisted their younger siblings with</p>

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	<p>counseling loads , Saturday Academies , Creation of houses (Small Learning Communités) to provide Social and Emotional Support to students</p>	<p>accessing technology and remote learning. Additionally, many students needed to share devices with other household members, which prevented them from attending all classes during designated times. Therefore, continuing to offer ELT activities for students, even if less participate, will provide our students with continuity of services and opportunities to catch-up on assignments and instruction missed during regularly scheduled classes. Finally, some colleges around the country (such as all Florida State Universities and Colleges) have not eliminated the need to present the SAT/ACT as part of college admission packages, which requires that our students continue to have access to the prep programs. More than 75% of the Total 4- year cohort met graduation requirements meeting the “Information Only” DI Targets for the 2019.20 school year.</p>
<p>88: 2015 Total Cohort 5-Year Grad Rate – All Students</p>	<p>The school proposes to provide the same approach for the 5-year cohort students as the 4-year cohort (Extended Learning Time initiatives through Tiger Academy, SAT/ACT, JROTC, and other sports and enrichment classes). Additional programs such as CTE, career-ready programs, and post-secondary college readiness programs. Including Implementation of TASC Program</p>	<p>Although the students in the 5-year cohort benefit from the same reasoning for services as the 4-year students, the additional fact discovered in the spring was that students in this cohort are older and require other incentives to stay engaged in school. The staff will couple the supports with targeted counseling. Although the data showed that student attendance during remote learning was not comparable to pre-COVID, many students continued to benefit from the opportunities. Therefore, offering the program as consistent support provides a place for students who seek help with instruction to receive it and those who want to re-engage with the school to get assistance and support. More than 64% of the Total 5- year cohort met graduation requirements meeting the “Information Only” DI Targets for the 2019.20 school year.</p>
<p>120: HS ELA All Students PI</p>	<p>Teachers will receive professional development and participate in extensive PLC sessions focused on writing and implementing SMART goals to increase reading and writing abilities aligned with the standards addressed in the ELA Regents. Usage of embedded benchmark assessments . Use of Professional Learning Communities and Curriculum Council to monitor student progress.</p>	<p>Since the need to deliver instruction via hybrid and remote learning, teachers realized that teachers’ inability to provide real-time feedback, writing, and ELA instruction needed to align with new student learning needs. This continued approach is especially vital because teaching techniques used during in-person teaching were not translated and successful during remote learning. Therefore, examining the effectiveness of education during PLC meetings is necessary to make timely adjustments.</p>
<p>130: HS Math All Students PI</p>	<p>The approach for this indicator is the same as ELA all students’ performance index.</p>	<p>The mathematics department will use similar ELA department approaches, emphasizing tutoring to complement the curriculum’s data analysis, and adjustments. The additional tutoring is necessary because students who</p>

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		<p>would have participated in Regents examinations before moving to a more rigorous math course had only remote learning as an entry point into their new classes. Therefore, adjustments to the curriculum, intensive data analysis, and tutoring opportunities are useful methods for supporting students.</p>
<p>140: College, Career and Civic Readiness Index – All Students</p>	<p>The school plans to work with an agency to encourage and support students' abilities to earn a Seal of Biliteracy, increasing the number of overall students earning College, Career, and Civic Readiness Index credentials. Bolster the Seal of Biliteracy Program to include more students, Expand the number of Students completing Advanced Regents Diplomas, Increased Advanced Placement Courses offered at earlier grades. On going articulation with middle school to increase the number of students matriculating with graduation credits.</p>	<p>The goal of identifying students to complete the requirements to attain the Seal of Biliteracy aligns with how students engaged in learning during hybrid and remoting learning through self-paced projects and using online resources. Therefore, the school decided to continue its strategy in this area because it will accomplish two goals: increasing the number of students earning the credential and encouraging students to improve their online resources experience.</p>
<p>170: HS Chronic Absenteeism – All Students</p>	<p>The school's strategies for increasing attendance continue to include partnering with The Children's Aid Society, implement a Restorative Justice Action plan, and workshops for families around the importance of consistent attendance. Increase home visits and Student Success Team Meetings to provide wrap around services and safety nets for continued at-risk students. Additional Social Workers hired to support all students, close monitoring through Early Warning Indicators</p>	<p>The school will continue with this work because, during the hybrid and remote learning period, the staff realized the need to communicate regulations, protocols, and expectations for attendance during and after the pandemic. Additionally, students and their families need to receive supports if they become displaced or experience hardships with attending school. The support focused on students who had difficulty participating in classes other activities due to a lack of computers and connectivity issues, proved to help with re-engaging those students.</p>
<p>230: HS Science All Students PI</p>	<p>The approach for this indicator is the same as ELA and math all students' performance index. Including the usage of embedded benchmark assessments. Use of Professional</p>	<p>The science department will use similar math department approaches, emphasizing tutoring to complement the curriculum's data analysis and adjustments. Additionally, based on the shift in teaching approaches, the school will use their PLC time to discover online experiences that can</p>

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	Learning Communities and Curriculum Council to monitor student progress.	substitute for lab and experimental activities that enhance students' learning.
240: HS Social Studies All Students PI	The approach for this indicator is the same as the other All Students Performance Index strategies. Including the usage of embedded benchmark assessments. Use of Professional Learning Communities and Curriculum Council to monitor student progress.	The Social Studies department will use similar ELA department approaches, emphasizing tutoring to complement the curriculum's data analysis, and adjustments. Since students will need to engage in data-based documents teachers decided to modify their coursework to ensure that teachers can credibly assess students' mastery of their Regents standards.
250: Total Cohort 6-Year Grad Rate – All Students	The school proposes to provide the same approach as the other graduation rates for the 4- and 5-year cohorts (Extended Learning Time initiatives through Tiger Academy, SAT/ACT, JROTC, and other sports and enrichment classes). Additional programs such as CTE, career-ready programs, and post-secondary college readiness programs.	Since hybrid and remote learning, these students demonstrated the most disconnection to school. Therefore, the school will use these extended hours and opportunities to engage with other students, teachers, and support staff. Additionally, this group of students and their families demonstrated a need for extensive community-based organization supports to ensure they stay engaged successfully exit the school. More than 64% of the Total 6- year cohort met graduation requirements meeting the "Information Only" DI Targets for the 2019.20 school year.

### LEVEL 2 INDICATORS

Indicator	Action	Impact
65: 2019 Total Cohort (9 <sup>th</sup> Graders) with 5 or more credits	The school will implement a comprehensive monitoring system that allows teachers to identify early warnings of students struggling to stay engaged in school. Summer School , Saturday School , and Tiger Academy credit recovery opportunities , Report card conferences at grades 9-10 to encourage achievement and Early Warning Indicator monitoring through Academy and PLCs.	The school learned that the best way to address students' needs was to place them in tiers because they need targeted support to stay on track. During hybrid and remote learning, the school observed that students in 9 <sup>th</sup> and 10 <sup>th</sup> grades benefitted from early and intensive supports. The incoming freshmen students will also benefit from the tiered approach highlighted in the continuation plan. The administrators will lead the members of support staff supporting students as a preventative measure. More than 60% students matriculating with 5 or more credits meeting the "Information Only" DI Targets for the 2019.20 school year.
66: 2018 Total Cohort (10 <sup>th</sup> Graders) with 5 or more credits	The school planned to use CTE pathways to encourage students to connect real-world experiences with their academic learning. Summer School , Saturday School , and Tiger Academy credit recovery opportunities , Report card conferences at	The school decided to continue with the CTE pathways. Students demonstrated they needed the least reinforcement during hybrid and remote learning to stay engaged in CTE classes and instruction that connected real-world experiences. The school plans will leverage these classes' success by offering them to students to accumulate credits towards promotion. The school will add to this plan the opportunity for

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	<p>grades 9-10 to encourage achievement and Early Warning Indicator monitoring through Academy and PLCs.</p>	<p>teachers to adjust their curriculum for delivery via a combination of in-person and remote learning activities. More than 60% students matriculating with 5 or more credits meeting the “Information Only” DI Targets for the 2019.20 school year.</p>
<p>72: 2019 Total Cohort 4-Year Grad Rate – Black Students</p>	<p>The school plans to continue with Extended Learning Time initiatives through Tiger Academy, SAT/ACT, JROTC, and other sports and enrichment classes. Additionally, staff will have opportunities to participate in training sessions focused on understanding the pandemic's disproportionate impact on the Black students and their families.</p>	<p>Since the demands from COVID have distanced students from the school setting, each other, teachers, and other familiar and socio-emotional supports, the school staff is attempting to provide students with as much continuity as possible. Many students have experienced issues aligned with COVID that may impact their ability to graduate within 4-years. Therefore, the school will continue to offer as many touchpoints with professionals as possible, which will increase the students’ opportunities to stay engaged and successful in school. More than 70% of the Total 4-year cohort- Black students met graduation requirements meeting the “Information Only” DI Targets for the 2019.20 school year.</p>
<p>73: 2016 Total Cohort 4-Year Grad Rate – Hispanic Students</p>	<p>The school plans to continue with Extended Learning Time initiatives through Tiger Academy, SAT/ACT, JROTC, and other sports and enrichment classes. Like the sessions focused on Black students, the school will have staff engaged and learning about Hispanic students and their families disproportionately impacted by the pandemic.</p>	<p>The school will remotely address students’ needs in a tiered manner because most of the student population falls within this identification, making a focused approach to support students imperative. Since the demands from COVID have distanced students from the school setting, each other, teachers, and other familiar and socio-emotional supports, the school staff is attempting to provide students with as much continuity as possible. Many students have experienced issues aligned with COVID that may impact their ability to graduate within 4-years. Therefore, the school will continue to offer as many touchpoints with professionals as possible, which will increase the students’ opportunities to stay engaged and successful in school. More than 70% of the Total 4- year cohort- Hispanic students met graduation requirements meeting the “Information Only” DI Targets for the 2019.20 school year.</p>
<p>75: 2016 Total Cohort 4-Year Grad Rate - ED</p>	<p>The school plans to continue with Extended Learning Time initiatives through Tiger Academy, SAT/ACT, JROTC, and other sports and enrichment classes. Since the students in this category overlap with the Black and Hispanic sub-group graduation rate work, the solutions for all three groups overlap.</p>	<p>The school is electing to use the same strategy to address economically disadvantaged students' needs in the same manner for all other sub-groups because of their overlap. Although some economically disadvantaged students may align with a sub-group other than Black and Hispanic, the practices the staff used at the beginning of hybrid and remote learning helped to support students successfully. The school will continue these successful strategies. More than 70% of the Total 4- year cohort- Economiccally Disadvantaged students met graduation requirements meeting the “Information Only” DI Targets for the 2019.20 school year.</p>

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