

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2017 to October 13, 2017

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 X		SCEP	
				Cohort (4, 5, 6, or 7?): 6			
Model: <b>SIG 6</b>							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Shimon Waronker	Mr. Kenneth Klein	Ms. Reina Jovin, School Implementation Manager		9 <sup>th</sup> grade – 12 <sup>th</sup> grade	792	239	2415
	Appointment Date: September 5 <sup>th</sup> 2017						

#### **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*.

As of the submission of the last quarterly report two major changes have impacted the Hempstead High School community: (1) a new superintendent was appointed to the district and (2) a new principal has been assigned to the school. Since both leaders are new to Hempstead Union Free School District, the changes have led to a stagnated implementation of the year 3 plan, as the district and school leader encounter the staff, students, and families for the first time. However, both leaders have met with the Community Engagement Team to discuss the importance of achieving the original goals established by the team and NYSED from the inception of the Receivership identification.



There has been an expressed commitment on behalf of the superintendent during School Board meetings to provide the school with the appropriate supports to ensure increased academic success. To that end, a new Deputy Superintendent will work directly with both the Hempstead High School and ABGS Middle School to provide additional support and oversight of the progress made at the school. Throughout the school year, the Deputy Superintendent will work with CET and school leadership to monitor the progress made towards the demonstrable indicators and support the necessary adjustments needed, if adequate progress is not evident.

The community will continue to be informed through various forums such as, school board meetings, regularly scheduled Community Engagement Team meetings, and additional parent meetings held throughout the school year.

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



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

**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
School Safety	19	15		No	<p><b>Continuation Plan Submission:</b> Our continuation plan for the 2017-18 school year will include a plan for students who demonstrate behaviors that are uncharacteristic to the school’s culture, while implementing a program, similar to Restorative Justice, which helps to assimilate other students new to the school community.</p> <p><b>Adjusted Plans:</b> Our continuation plan for the 2017-2018 school year will include a restorative approach to discipline that includes a range of guidance interventions in addition to disciplinary action. We will be hiring an additional two full time deans. Each dean will teach a conflict mediation course to teach students how to mediate conflicts between their peers. We will also</p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>• The Suspension data;</li> <li>• The Incident reports; and</li> <li>• The Office discipline referrals</li> </ul>	<p>The school year has already proven challenging around school safety. There has been an increase of safety disturbances that may lead to the school not meeting the 2017-18 Progress Target. The school leader’s plan is to examine the formative data points on a regular-basis and ensure that the goals for school safety are met. The school leader, school safety staff, the administrative team, and Community Engagement Team will discuss interim data and make appropriate adjustments to the school’s plan for addressing any actions impeding progress towards achieving the 2017-18 Progress Target.</p>



				<p>creating an In-School Suspension room and will be hiring a full-time In-School Suspension Teacher and In-School Suspension Teaching Assistant. We will also be implementing detentions four days per week (Tuesdays, Wednesday, Thursdays, and Saturdays). Detentions will be assigned for infractions such as school dress code violations, cutting classes and insubordination. In addition, students who are suspended from day school 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.</p>		
2015 Total Cohort Passing Math Regents	25%	31%		<p><b>Continuation Plan Submission:</b> The continuation plan for this area is to continue providing support to the math department teachers and develop more rigorous curriculum and common assessments across all topics of mathematics.</p> <p><b>Adjusted Plans:</b> The school has increased the number of advanced mathematic courses from 3 to 6. This change was based on the number of students who successfully passed the Mathematic Regents in middle school and students who are on track for taking advanced mathematic courses currently in the school.</p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>• The Diagnostic Tests: Regents examination (multiple choice only) for all students;</li> <li>• The Unit tests (administered monthly and aligned to modules);</li> <li>• The Mock Regents results based on a December and January administration of the test; and</li> <li>• The Regents administered in January 2018</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. Therefore, the school’s goal is to maintain our current status and to increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>• Providing intensive professional development to continue the progress already made with improving the curriculum in each mathematic section;</li> <li>• Identifying strategies for using data during the instructional period so that all students are provided timely instructional supports;</li> <li>• Using the data from the unit, mock, and diagnostic tests to purposefully group students in classes and provide additional assistance to students who demonstrate the need for additional instruction; and</li> </ul>



							<ul style="list-style-type: none"> <li>Ensuring that all teachers have lesson plans that outline their instructional approach, goals, and objectives for daily lessons that will culminate in students' ability to successfully take and pass the Mathematics Regents examination.</li> </ul>
Total Cohort 4-year grad rate all students	44%	50%		yes	<p><b>Continuation Plan Submission:</b> The continuation plan for this area will be to continue to provide students with increased rigorous instruction and provide teachers with professional development that leads to the increased student achievement.</p> <p><b>Adjusted Plans:</b> In each of the Professional Learning Communities (PLCs), the school leaders and staff <b>will work to develop an action plan to closely monitor students' acquisition of credits by examining mid-term grades, examination scores and progress reports.</b> We will help students achieve this goal by offering additional instructional time through our Saturday Academy and Tiger Academy (i.e., Night School). We will also offer Mock Regents exams in Algebra, Geometry, and Algebra 2 in order to help student earn a Regents Diploma with Advanced Designation.</p>	<p>The school leaders and staff will:</p> <ul style="list-style-type: none"> <li>Identify the number of students who are on track for graduating within 4 years based on attained credits as of January 2018;</li> <li>Monitor the 2014 cohort, which currently has 348 of 651 (53%) students who have 14 or more credits entering the 2018 school year;</li> <li>Monitor the 2015 cohort, which currently has 343 of 550 (62%) students who have 8 or more credits entering the 2018 school year; and</li> <li>Monitor the 2016 cohort, which currently has 366 of 667 (55%) students who have 4 or more</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. Therefore, the school's goal is to maintain our current status and to increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>Tracking students' performance in classes on a quarterly-basis to ensure that students receive timely supports that will assist them with passing their classes and attain credits;</li> <li>Creating an action plan to support the 47%, 38%, 45% of the 2014, 2015, and 2016 cohort students respectively entering the 2018 school year needing supports to graduate with their cohort peers;</li> <li>Using observations to identify teachers who need coaching and professional development on delivering rigorous and engaging lessons to students that yield student perseverance and persistence aligned to acquiring new knowledge and success in the course.</li> </ul>



						credits entering the 2018 school year. The cohort totals reflect the current students attending Hempstead High School.	
Total Cohort 4-year grad rate with adv designation – all students	6%	9%		yes	<p><b>Continuation Plan Submission:</b> The continuation plan to address this section is to get students to have increased opportunities to participate in course work that will lead to passing additional Regents leading to an Advanced Diploma. These classes will be possible by providing teachers who lead these classes targeted professional development in curriculum development, instructional approaches, and analyzing data from assessments.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>• The number of advanced courses available to students in all Regents-based subjects; and</li> <li>• Collect teacher recommendations to identify students who are not registered for advanced placement courses, but could do well in said courses.</li> </ul>	<p>Since the school has not successfully met this progress target for advanced placement, the school plans to:</p> <ul style="list-style-type: none"> <li>• Provide purposeful credit and credential (adv. Regents Diploma v. Regular Diploma) counseling to all students, which will highlight the benefits for college- and career-bound students that obtaining an Advanced Regents Diploma can yield; and</li> <li>• Increase the number of available advanced courses so that more students can obtain the advanced designation. Thus far, the school has increased the math advanced courses from 3 to 6 for incoming 9<sup>th</sup> grade students and current 10<sup>th</sup> grade students.</li> </ul>
Cohort 5-Year Grad Rate - All Students, 2017-18: 2013 Total Cohort 5-Year Grad Rate - All Students	50%	56%		yes	<p><b>Continuation Plan Submission:</b> The teachers and support staff will work together to ensure that all students remaining from the 2013 cohort have targeted plans that ensure successful completion of earning their graduation credentials. This action plan will include an academic roadmap for attaining necessary credits and Regents pass scores and a targeted social and emotional plan of support that addresses students' needs.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>• The number of students who are not on track for graduating within 4 years across cohort;</li> <li>• The attendance data of the subset of students not on track for graduating within 4 years across all cohorts; and</li> </ul>	<p>Since the school has not successfully met this progress target for ensuring that all students not graduating within 4 years can graduate in 5 years, the school plans to:</p> <ul style="list-style-type: none"> <li>• Provide intensive credit accumulation counseling; and</li> <li>• Provide students opportunities to have tutoring for challenging courses to heighten the chance of success.</li> </ul>



						<ul style="list-style-type: none"> <li>The suspension and referral data aligned to all students not on track for graduating within 4 years across all cohorts.</li> </ul>	
Priority School makes yearly progress	N/A	Make Progress			<p><b>Continuation Plan Submission:</b> The school will continue to work towards making annual yearly progress by addressing the student achievement targets in all areas.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>The targets in all data points aligned to AYP; and</li> <li>Interim data points associated with graduation rates, Regents performance, and other areas aligned to AYP.</li> </ul>	<p>Since the other demonstrable indicators align to the school successfully meeting annual yearly progress, the school leaders and staff will use the strategies listed in those areas to address this area.</p>
2014 Total Cohort Passing ELA Regents (Score >=65), 2017-18: 2015 Total Cohort Passing ELA Regents (Score >=65)	42.3%	48.3%		yes	<p><b>Continuation Plan Submission:</b> This is a new indicator for the school as of the 2016-2017 school year; therefore, there was not a section in the continuation plan for this area.</p> <p><b>Adjusted Plans:</b> We will offer Mock ELA Regents exams for students who have taken and not passed the ELA Regents exam one or more times. Including. To address shifts to CCLS, teachers will use technology such as Castle Learning and Common Lit for frequent assessments of skill development and rapid feedback as it relates to reading and writing skills.</p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>The students' progress in their English courses;</li> <li>The students' performance on Diagnostic English Regents;</li> <li>The unit examinations; and</li> <li>The mid-term progress reports.</li> </ul>	<p>The plan for this indicator will mirror the process for ensuring students do well in English. Therefore, the school's goal is to increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>Providing intensive professional development to continue the progress already made with improving the curriculum in the English classes;</li> <li>Identifying strategies for using data during the instructional period so that all students are provided timely instructional supports;</li> <li>Using the data from the unit, mock, and diagnostic tests to purposefully group students in classes and provide additional assistance to students who</li> </ul>



							<p>demonstrate the need for additional instruction; and</p> <ul style="list-style-type: none"> <li>Ensuring that all teachers have lesson plans that outline their instructional approach, goals, and objectives for daily lessons that will culminate in students' ability to successfully take and pass the English Regents examination.</li> </ul>	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part II – Demonstrable Improvement Indicators (Level 2)**

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.





Curriculum development and support	Developing (Stage 2)	Movement up one level on the HEDI rating scale		Yes	<p><b>Continuation Plan Submission:</b> The school leaders will ensure that continued supports are provided to teachers within the core subject and enrichment areas to accomplish continued curriculum development and instructional supports in the classrooms.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>• Responding to the recommendations aligned to 3.2, 3.3, 3.4, and 3.5 of the 2016-2017 DTSDE school visit;</li> <li>• The lesson plan data collected during walkthroughs and observations; and</li> <li>• The PLC and common planning meeting agendas.</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. Therefore, the school's goal is to maintain our current status and to increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>• Ensuring that teachers use the existing Understanding by Design (UbD) units created in the core curriculum areas;</li> <li>• Monitoring that daily lesson plans explicitly align to the UbD units of study; and</li> <li>• Monitoring that all teachers use the Blackboard Configuration for organizing the delivery and objectives for each lesson.</li> </ul>
2014 Total cohort with 5 more credits	41%	47%		Yes	<p><b>Continuation Plan Submission:</b> The school leaders will ensure that continued supports are provided to teachers within the core subject and enrichment areas to accomplish continued curriculum development and instructional supports in the classrooms.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will:</p> <ul style="list-style-type: none"> <li>• Identify the number of students who are on track accumulating the appropriate credits per term;</li> <li>• Monitor the 2014 cohort, which currently has 488 of 550 (89%) students who have 5 or more credits entering the 2018 school year; and</li> <li>• Monitor the progress of students' performance in all classes using mid-term grade reports.</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. The number of current students attaining the 5 or more credits in the 2014 cohort is 488 (89%), which indicates that the school is on track for reaching the goal established by the CET and NYSED. Therefore, the school's goal is to maintain their current success and increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>• Tracking students' performance in classes on a quarterly-basis to ensure that students receive timely supports that will assist them with passing their classes and attain credits;</li> <li>• Creating an action plan to support the 11% of students needing</li> </ul>



							<p>supports to accumulate the appropriate number of credits to ensure they are on-track to graduate with their cohort peers;</p> <ul style="list-style-type: none"> <li>Using observations to identify teachers who need coaching and professional development on delivering rigorous and engaging lessons to students that yield student perseverance and persistence aligned to acquiring new knowledge and success in the course.</li> </ul>
2015 Total cohort with 5 more credits	43%	49%		Yes	<p><b>Continuation Plan Submission:</b> The school leaders will ensure that continued supports are provided to teachers within the core subject and enrichment areas to accomplish continued curriculum development and instructional supports in the classrooms.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>Identify the number of students who are on track accumulating the appropriate credits per term;</li> <li>Monitor the 2015 cohort, which currently has 479 of 608 (79%) students who have 5 or more credits entering the 2018 school year; and</li> <li>Monitor the progress of students' performance in all classes using mid-term grade reports.</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. The number of current students attaining the 5 or more credits in the 2015 cohort is 479 (79%), which indicates that the school is on track for reaching the goal established by the CET and NYSED. Therefore, the school's goal is to maintain their current success and increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>Tracking students' performance in classes on a quarterly-basis to ensure that students receive timely supports that will assist them with passing their classes and attain credits;</li> <li>Creating an action plan to support the 21% of students needing supports to accumulate the appropriate number of credits to ensure they are on-track to graduate with their cohort peers;</li> </ul>



							<ul style="list-style-type: none"> <li>Using observations to identify teachers who need coaching and professional development on delivering rigorous and engaging lessons to students that yield student perseverance and persistence aligned to acquiring new knowledge and success in the course.</li> </ul>
2016 Total cohort with 5 more credits	37%	43%		Yes	<p><b>Continuation Plan Submission:</b> The school leaders will ensure that continued supports are provided to teachers within the core subject and enrichment areas to accomplish continued curriculum development and instructional supports in the classrooms.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>Identify the number of students who are on track accumulating the appropriate credits per term;</li> <li>Monitor the 2016 cohort, which currently has 351 of 667 (53%) students who have 5 or more credits entering the 2018 school year; and</li> <li>Monitor the progress of students' performance in all classes using mid-term grade reports.</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. The number of current students attaining the 5 or more credits in the 2016 cohort is 351 (53%), which indicates that the school is on track for reaching the goal established by the CET and NYSED. Therefore, the school's goal is to maintain their current success and increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>Tracking students' performance in classes on a quarterly-basis to ensure that students receive timely supports that will assist them with passing their classes and attain credits;</li> <li>Noting that students in this cohort are expected to have 5 credits, the school leaders and staff members will create an action plan to support the 47% of students needing supports to accumulate the appropriate number of credits to ensure they are on-track to graduate with their cohort peers. This is especially important for this cohort since preventing further</li> </ul>



							<p>lagging will increase the chances for students to graduate within 4 years; and</p> <ul style="list-style-type: none"> <li>Using observations to identify teachers who need coaching and professional development on delivering rigorous and engaging lessons to students that yield student perseverance and persistence aligned to acquiring new knowledge and success in the course.</li> </ul>	
Providing 200 Hours of Expanded Learning Time (ELT)	14-15 NA	200 hours of ELT		Yes	<p><b>Continuation Plan Submission:</b> The school will continue to offer extended learning time to students and expand students' opportunity to engage in enrichment classes during the school day.</p> <p><b>Adjusted Plans:</b> <b>Remain the same</b></p>	<p>The school leaders and staff will use:</p> <ul style="list-style-type: none"> <li>The number of extended-day opportunities offered to students;</li> <li>The extended-day student attendance;</li> <li>The Saturday Academy attendance; and</li> <li>The number of students successfully completely the credit recovery courses.</li> </ul>	<p>Based on the 2016-17 school year performance, Hempstead High School has already met the progress target established by NYSED for the 2017-18. Therefore, the school's goal is to maintain their current status and to increase proficiency in this area by:</p> <ul style="list-style-type: none"> <li>Continuing to offer students the opportunity to participate in various extended-day and Saturday programs that are intended to provide tutoring services, interventions, Regents preparation, and credit recovery.</li> </ul>	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part III – Additional Key Strategies – (As applicable)**

<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> </ul>
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<ul style="list-style-type: none"> <li>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.</li> <li>Every school must discuss the use of technology in the classroom to deliver instruction.</li> </ul>		
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	The implementation of TeachTCL.com as an interactive social studies textbooks in Social Studies Bi- Lingual classes, Teachers are frequently continuing reserving laptop carts and computer labs for classroom use and professional development around Google Docs
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	<p>Curriculum</p> <p>Strategic Reading -This first semester double-dose course helps English teachers narrow skills gaps so students can succeed in their second-semester core course.</p> <p>Transition to Advanced Mathematics prepares students for the rigorous sequence of standards-based high school mathematics courses.</p> <p>Freshman Seminar is a course offered during the first semester of ninth grade. Students practice the note-taking, time management, study, social and human relations skills.</p> <p>Small Learning Communities</p> <p>9th Grade Academy, Visual and Performing Arts Academy, International Academy, STEM Academy, Business and Entrepreneur Academy</p> <p>STF builds practices to regularly monitor the Early Warning Indicators (EWI) of Attendance, Behavior, and Course Performance with SLC leaders. Together, they implement and develop whole school, targeted, and intensive interventions that help build the culture and environment that prevent students from falling off-track and help students get back on-track for future success.</p> <p>PBIS</p> <p>Data Collection/Analysis</p> <p>Utilize PowerSchool Discipline Log Entry feature</p> <p>PowerSchool Data Analysis/OCR Data Analysis</p> <p>Identify trends in infraction times and locations</p> <p>Tiger Tickets</p> <p>Hempstead High School reward system</p> <p>Positive reinforcement</p>



			<p>Schedule</p> <ul style="list-style-type: none"> <li>Block scheduling</li> <li>75-minute schedule</li> <li>Increases amount of instructional time in core classes (English and Math)</li> <li>Allows for engaging and innovative instructional strategies</li> <li>Affords students time and flexibility to engage in guided and independent practice</li> <li>Allows teacher teams time for common planning</li> <li>Ability to earn more credits per year</li> <li>Allows for effective scheduling</li> <li>Creates room for skills-gap and acceleration courses</li> <li>Flexibility for extra help or academy themed electives</li> <li>Twilight school opportunities</li> </ul>
3.	Intensive and focused work with the Alverta B. Gray Schultz Middle School		<p>Hempstead High School and the Alverta B. Gray Schultz Middle School have secured professional development services that will ensure students spanning from the 6-12 continuum begin to receive rigorous instruction and engaging instruction that begins in middle school and culminates to the successful completion of high school experience. Teachers in the middle school will begin creating curriculum maps that can be used as foundational roadmaps to high school standards in all core curriculum areas. Furthermore, the school leadership in both schools will receive coaching from the same Master Principal and School Turnaround Leader, which will serve to norm the feedback and supports teachers in the 6-12 continuum receive from their school leaders. The impact of this work will provide the district and schools with comprehensive and cohesive instructional maps, strategies, and protocols that strengthen teacher practices and increase students' achievement outcomes.</p>
4.	Intensive support for Bilingual and ENL teachers		<p>Teachers will receive intensive curriculum development support by way of continuing to learn how to adapt the core curriculum units by infusing scaffolds, differentiated materials, and strategies that build academic vocabulary and language objectives into their daily instruction. In addition, since Hempstead High School is increasing the number of co-teaching (ENL and core curriculum teachers) courses for English language learners, the co-teachers will receive professional development that will focus on strategies for co-teaching and using data to address students' needs by lowering the teacher-to-student ratio in increased core curriculum classrooms. The impact of this work will lead to students experiencing effective and robust supports leading to expedited English acquisition, the ability to increase their</p>



			performance on the Regents’ examinations, increase the rate of accumulating credits in the core curriculum courses in a timely manner, and increase the likelihood to graduate within 4 years along with their peers.
5.	Leadership Development and Support		School leadership coaching will be provided by a Master Principal and School Turnaround Leader. The leadership coaching is planned to assist the school leaders’ norm their observation of instructional practices and the actionable feedback provided to teachers and other staff members. This work will be conducted by walkthroughs and the continued use and tracking of formal and informal observation data to create trends that indicate the need for coaching and supervisory supports.
	Coalition of Partnerships		The school currently has maintained the same partnerships and supports, as the supports provided have proven to be successful, as indicated by the data noted in sections I and II. The school will continue to conduct monthly meetings with representatives of all organizations and provide regular reports to the whole school community and Community Engagement Team. Thus far, two partnership meetings have taken place in the school.
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part IV – Community Engagement Team and Receivership Powers**

<b>Community Engagement Team (CET)</b>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The Community Engagement Team (CET) has held five meetings as of July - October 2017. On 7/6/2017, the CET met with the Superintendent, Dr. Waronker as the newly appointed Superintendent to introduce the members of the committee. On 8/17/2017, the CET held an emergency meeting to discuss the matter of the high school that still did not have a principal for the upcoming school year. Assistant Superintendent, Mr. Clark attended the meeting and shared details of the Community School Grant Initiative planned for the high school and extended an invitation the members to the Community Schools Conference scheduled for October 2017. As a result, a few members attended the Community Schools Conference. On 8/31/2017, the CET met with the Superintendent, Dr. Waronker at the Central Office regarding the technology (smartboards) recommended by the CET to be replaced/ updated, but the Superintendent used the funding for other things without consulting the CET of any changes that was made. On 9/19/2017, there was a meet and greet meeting held to formally introduce the CET to the newly appoint interim principal, Mr. Kenneth Klein. On 10/14/2017, the CET held its monthly meeting at the high school and was joined by the



	Distinguished Educator, Dr. Jack Bierwirth. The focus of the CET meetings will continue to be to discuss the progress and needs for adjustments aligned to the goals outlined in the Continuation and Receivership plans. The ultimate goal of the CET and the community is to achieve success yielding the removal from the NYSED Receivership list and earn a federal identification of Hempstead School District in Good Standing.		
<b><u>Powers of the Receiver</u></b>			
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		
	The current receiver, Dr. Shimon Waronker and his Designee, have done three things during the quarter: appointed a new principal, negotiated a contract with the Teacher's Union, and have continued communication with all stakeholders. On September 1, 2017, we placed a new Interim High School Principal. On July 16, 2017, we negotiated a contract with the Teacher's Union extending their daily instructional time and increasing the year. Finally, the Receiver continues to conduct weekly meetings with the principals of our receivership schools, as well as individual meetings. In an effort to ensure the other administrators are aware of the happenings in the Receivership schools, each building principal is provided an opportunity to share out at monthly principals' meeting officiated by the Superintendent of Schools. The Receiver continues to keep the board informed on a monthly basis. Contracts outlining the body of work conducted at each school site is provided to the BOE for review prior to approval. The principals and the Receiver have hosted public forums to update the community and have allowed the community to ask clarifying questions regarding the efforts to transform the schools to good academic standing.		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	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 – 6/30/18 budget period.)*

<b><u>Community Schools Grant (CSG)</u></b>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	The school plans to conduct a school-wide needs assessment with the staff during the 2017-18 school year. Since the planning for the grant is still being formulated by the school community, the date for the assessment has not been solidified.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	Thus far, the school has held a meeting with parents to discuss the Community Schools Grant (CSG). In addition, members of the CET attended the Community Schools Conference in October 2017. The school plans to continue to hold regular meetings with the school community and discuss the progress towards the CSG goals with the CET.





2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Thus far, limited notifications have been sent to the school's constituencies, as the plan is still being formulated by the school team. Prior to submitting the plan, the school community via department and CET meetings will be conducted to notify the community of the goals established in the plan and garner feedback from all constituents. Once the plan is submitted and approved, notices of the approval and plans for implementing the grant will be sent to constituents.				
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	The school leader intends to hire a Community School Site Director who will facilitate the Steering Committee and ensure that progress is being made to successfully meet the approved goals in the plan.				
Steering Committee (challenges, meetings held, accomplishments)	Thus far, the Steering Committee has been focused on creating the CSG implementation plan to NYSED for approval. To this end, ongoing meetings have focused on investigating the school's needs and securing the best services to address those needs.				
Feeder School Services (specific services offered and impact)	Hempstead High School will be working with Alverta B. Gray Schultz Middle School to create greater continuity across the instructional practices and students' support services.				
Community School Site Coordinator (accomplishments and challenges)	N/A - This person has not been hired at this time.				
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	N/A - The plan has not been submitted and approved at this time.				
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	N/A – The plan for capital improvements has not been approved at this time.				
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.



PSSG:		Due to staff changes at the District Business office, the school’s accessibility to this funding was significantly limited until October 2017. For that reason, purchased services such as contracted professional development did not commence timely. Budget codes have since been created and are available to implement the plan moving forward.
SIG:		Due to staff changes at the District Business office, the school’s accessibility to this funding was significantly limited until October. Budget codes have since been created and are available to implement the plan moving forward.
CSG:		Plan has not been approved at this time, funding is not yet available.

**Part VII: Best Practices (Optional)**

<b><u>Best Practices</u></b>	
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.	
2.	
3.	



**Part VIII – Assurance and Attestation**

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

Name of Receiver (Print): Dr. Shimon Waronker  
Signature of Receiver: [Handwritten Signature]  
Date: 11/7/17

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

Name of CET Representative (Print): Mrs. Isoken Irowa  
Signature of CET Representative: [Handwritten Signature]  
Date: 11/8/2017