Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:		
Alverta B. Gray Schultz	280201030010	Hempstead Union Free Public District	FHI 360	Check which grant(s) below apply:		
				CSG	PSSG	SIG (6 or 7)
					X	

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Regina Armstrong, Interim Superintendent	Carey Gray Interim Principal Appointment Date: 01/06/20	Reina Jovin, School Implementation Manager	6-8	37	12	1330

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*.

In the 2020-2021 academic school year, the Alverta B. Gray Middle School continues to build on the gains of achieving demonstrable improvement in 9 out of 11 targets from the 2018-2019 academic school year. A.B.G.S is currently in year three of candidacy for the International Baccalaureate Middle Years Program. We are currently in the application phase for final certification. The International Baccalaureate Middle Years Program continues to serve as the foundation for inquiry- based instruction and transformational practices. The A.B.G.S. administrative team implemented procedures aligning our practices to the IB framework and a comprehensive transformational plan which has produced a systemic approach to instruction. It should be noted that there have been new members added to the administrative team for the 2020-2021 school year inclusive of Assistant Principals (2), and a new IB coordinator (December 2020). The previously mentioned systems allowed for a more seamless transition in those positions of leadership.

A.B.G.S Middle School adopted a Hybrid schedule for the 2020-2021 school year. Our hybrid schedule allows for students to participate in learning five days per week. We adopted a blended learning model to meet mandated COIVD-19 protocols, provide routine and supports for students, and provide clarity for parents and faculty. In our Hybrid learning model, students are on a three-day rotational schedule for in person instruction. In addition, special education students are scheduled to attend school in person every day. Moreover, families were provided the opportunity to solely select a 100% remote learning platform that would mirror in-school instruction. A.B.G.S and district leadership worked diligently at the beginning of the school year to ensure devices were distributed to each student who were in need. In addition, interactive whiteboards (Promethean) were installed in every classroom. When students are not attending in person instruction; they are live streaming into class. As of December 2020, all students are equipped to learn synchronously five days per week.

At the onset of the COVID-19 pandemic, A.B.G.S leadership established an instructional technology leadership team to support implementation of online learning, teacher support, family, and student support. In response to COVID-19, adjustments and modifications were made to our Math, ELA, and Science instructional programing. All Faculty and staff members connected to instruction and administrative support were aggressively trained on Microsoft office TEAMS and ACELLUS, as our primary Learning Management Systems. Trainings and supports have continued into the 2020-2021 school year and is embedded into our yearly professional development series.

The plan for success and instructional priorities for the 2020-2021 school year is ongoing in the implementation of the MYP program and the addition of Career and Technical Education. We are also offering Regents level courses for our grade 8 cohort, including Algebra 1, US History, Living Environment and Earth Science. Teacher schedules have been designed to include planning and team collaboration across grade and content area. Students are arranged by grade into student teams. Each student team share the same teacher team, which include one Social Studies, Math, English Language Arts and Science Teacher. Block scheduling and collaborative team planning are built into the master schedule to maximize opportunities for planning, instruction and aligning best practices and strategies. With the use of Atlas- Managebac, curriculum is streamlined to allow all teachers to plan, share and align practices, materials and assessments to standards from one central location. Analysis of student assessment data contributed to the identification and selection of "writing across the content areas" and questioning strategies as targeted instructional priorities for the 2020-2021 school year. Training has been embedded into our PD series to provide ongoing support to instructional staff in the utilization of the R-A-C-E (Restate, Answer, Cite, Explain) tool to assist students with developing constructed responses.

Monthly data meetings are conducted to determine student progress, performance levels and tiered interventions with modifications to instruction as deemed appropriate. On-going classroom walkthroughs with timely feedback to monitor instructional strategies and practices is consistently performed. Teachers and students engage in reflective practices and instructional staff is supported with on-going professional learning throughout the year. Through PLC's, Instructional Coaches support teachers in analyzing formative and summative assessment data and implementing instructional modifications to minimize instructional gaps and support the differentiated needs of our students. The interim Principal engage stakeholders and collaborate with the CET (Community Engagement Team) to continue to support A.B.G.S as a community school model. Assistant Principals hold regular virtual check-in meetings with the student body and facilitate monthly parent meetings aside from scheduled Parent-Teacher Conferences.

The Principal meets regularly with the school leadership team, Instructional Coaches (ELA, Math, Science, Social Studies, Data, IT, and ENL), school support team and school security to ensure sustainability of systems and structures. Within the framework of an inquiry-based learning environment, the Principal leads, supports and fully implements instructional goals and priorities, and meets and exceed all established progress targets with fidelity.

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 mid-year reporting instrument for receivership schools. The Mid-Year Report, in its entirety, must be posted on the district website.

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 continuation plan 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	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, **please answer yes or no below.**	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#33 3-8 ELA All Students MGP	48.6		yes	For the 2020-2021 school year, Alverta B. Gray Schultz Middle School will continue to focus on skills. Through weekly meetings, the ELA Instructional Coach will provide teachers with support by facilitating Professional Learning Communities (PLC's), that support peer collaboration and training in the use of data, to drive instruction. 1. The Administration will collaborate with the ELA Instructional coach and ELA Team, to create a framework outlining dates for assessments. Quarterly Benchmark assessments will be used to monitor progress of students. 2. A Common prep-time is allotted and designated for the ELA coach to hold content and grade specific meetings that will address the use of best practices within the	• iReady baseline and quarterly benchmark assessments • Formative and summative assessments aligned to NYS ELA standards. This is inclusive of curriculum standardized assessments, thematic unit projects, exit tickets homework	Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 46.9 IReady Reading Diagnostic 1 Participation See table below Performance Data:

IReady Reading Diagnostic 1 Participation

Grade	Students Assessed Percent	Total	**Percent**
6	216	318	68%
7	263	554	47%
8	208	448	46%
Total Assessed	687	1320	52%

classroom and the use of daily focus time on constructed response writing.

3. ELA coach with assist with developing strategies to address deficiencies as well as, utilizing the data coach to assist teachers with locating and interpreting, student data.

4. The ELA Coach will support Professional Learning to build capacity and enhance pedagogy amongst teachers.

6. Administration and coaches will offer content
specific training through webinars, and monitor teacher progress

Enhancement
- Virtual Summer Learning Institute was held for instructional staff in August 2020 to provide professional development across all content areas in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform.
- Digital Subscription to Pearson instructional resource "*My Perspectives*" -Follow up training for teachers will be provided to reinforce understanding and usage of the program.

assignments and journal writing.

- Developed a walkthrough tool and schedule for the use of the tool to provide teachers with constructive feedback

- The school selected iReady and a beginning of year preassessment was done. There were problems with setting up iReady due to the technical readiness problems within the District and the school. This pushed the administration calendar out nine weeks later than was expected. All baseline assessments were completed by November 2020

Our goal is to increase the proficiency level on the NYS ELA assessment

Grade	Mid or Above Gr. Level	Early on Gr. Level	1 grade level Below	2 grade Levels Below	3 Grade Levels below	Total Assess-ed
6	1%	1%	12%	12%	74%	216/318
7	7%	9%	16%	14%	54%	263/554
8	9%	8%	12%	5%	66%	208/448

Review of Assessment and attendance data indicated student participation and attendance has been affected by COVID-19 mandates. Actions taken thus far to increase participation and performance are:

- Weekly attendance committee meeting (AP, Deans, Attendance, Counselors, and Clinicians)
- Weekly outreach and student home visits
- Ensured every student received a computer device
- Monthly virtual parent meetings by grade Level
- Weekly student meetings 8th grade facilitated by AP and Counselor
- Monthly Parent workshops facilitated by Ramapo for Children to support learning from home and social and emotional management
- Transitioned from Hybrid/Asynchronous learning to Hybrid/Synchronous by ensuring all classrooms were able to stream students into class when not in person (December 20/20)
- Established weekly goals for IREADY participation for all students for Formative Assessments

					of all students to reach a subject performance index of 48.6.	- Restructured IREADY Benchmark Assessment plan to ensure simultaneous building-wide and online Assessment - IREADY virtual award ceremony to celebrate students who have participated and completed their required IREADY assignments I-Ready mid-year benchmark assessments are February 1,2,4. Mid-Year Benchmark data will be compared to Baseline data to review effectiveness of strategies Summative I-Ready Assessment will be administered in June 2021 A Common prep-time is allotted and designated for the ELA coach to hold content and grade specific meetings that addresses: - The use of best practices within the classroom and the use of daily focus time on constructed response writing. - Professional Development sessions for use of RACE Tool - ELA coach assists with developing strategies to address deficiencies as well as, utilizing the data coach to assist teachers with locating and interpreting, student data. - The ELA Coach supports Professional Learning to build capacity and enhance pedagogy amongst teachers by emailing weekly resources, to support and reinforce best practices. Teacher Progress is monitored through specific teacher training and guided webinars. Evidence:

					• Teachers are using the RACE tool to formulate question and discussion strategies as evidenced by lesson plans and observations. • Students have a weekly minimum goal for IREADY participation weekly monitored through class • 6th and 8th grade assistant principals receive support and guidance from state consultants in monitoring teacher practices in the use of RACE and IReady.
#39 3-8 Math All Students MGP	49.6		yes	• Continuation of implementation of inquiry-based curriculum and IB principles and practices. • Quarterly Benchmark assessments • Continuation of performance-based groupings and daily focus time on constructed response writing. • Continuation of PLC Content and grade specific meetings • Targeted professional learning and monthly data meetings. • Implementation and ongoing Math based Professional Learning to build capacity and enhance pedagogy. • **Update:** Math digital subscription to Pearson Envisions	• iReady baseline and quarterly benchmark assessments Formative and summative assessments aligned to NYS Math standards, inclusive of unit assessments, cumulative standardized assessments, thematic unit projects, homework assignments, exit tickets and journal writing. • Formative and summative assessments aligned	Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 43.1 IReady Math Diagnostic 1 Participation Performance Data:

IReady Math Diagnostic 1 Participation

Grade	Students Assessed	Total	Percent
6	207	318	65%
7	268	554	48%
8	140	448	31%
Total Assessed for Math	615	1320	47%

to NYS Math standards, inclusive of unit assessments, projects

- Developed a walkthrough tool and schedule for the use of the tool to provide teachers with feedback

- The school selected iReady and a beginning of year preassessment was done.

Our goal is to increase proficiency on the NYS Math Assessment of all grade 6-8 students to reach a level of 49.6 Mean Growth Percentile

Grade	Mid or Above Gr. Level	Early on Gr. Level	1 grade level Below	2 grade Levels Below	3 Grade Levels below	Total Assessed
6	0%	2%	16%	25%	57%	216/318
7	3%	14%	19%	16%	48%	263/554
8	4%	5%	9%	13%	70%	208/448

Review of Assessment and attendance data indicated student participation and attendance has been affected by COVID-19 mandates. Actions taken thus far to increase participation and performance are:

- Weekly attendance committee meeting (AP, Deans, Attendance, Counselors, and Clinicians)
- Weekly outreach and student home visits
- Ensured every student received a computer device
- Monthly virtual parent meetings by grade Level
- Weekly student meetings 8th grade facilitated by AP and Counselor
- Monthly Parent workshops facilitated by Ramapo for Children to support learning from home and social and emotional management
- Transitioned from Hybrid/Asynchronous learning to Hybrid/Synchronous by ensuring all classrooms were able to stream students into class when not in person (December 20/20)
- Established weekly goals for IREADY participation for all students for Formative Assessments

					- Restructured IREADY Benchmark Assessment plan to ensure simultaneous building-wide and online Assessment - IREADY virtual award ceremony to celebrate students who have participated and completed their required IREADY assignments - I-Ready mid-year benchmark administered on in January25,26,28. - Ongoing Weekly PLC Meetings to address content alignment, constructed response writing (RACE) and student data. - PD development for use of RACE Strategies specifically for Math Evidence: Preliminary Diagnostic data from January Benchmark for math indicated over 70% participation on the Mid-Year benchmark after day 1. Increase of 33%. A full update will be added to report after data from all test days are reviewed Teachers are utilizing RACE strategies in Math to address Constructive response questions IReady end of year benchmark will be administered in June 2021

| #100 3-8 ELA All Students Core Subject Performance Index | 80.9 | | yes | The ELA Instructional coach will work with teachers and facilitate regular meetings with the ELA department.

The ELA Instructional coach and the curriculum writers will facilitate Professional Learning Communities (PLC's) to support, the implementation of the inquiry-based curriculum.

The ELA Instructional Coach and the IB Coordinator will support teachers with the incorporation of IB principles and practices, in their lesson plans.

The ELA teachers will collaborate within PLC's with the support of Administration, IB Coordinator, Curriculum Writers and the Instructional Coach, to align with IB model. During PLC's, the time will be provided to build capacity and enhance pedagogy, to best meet the needs of the students.

Quarterly Benchmark assessments will be used to monitor student progress. The ELA teachers will receive instructional support from the ENL and Data Instructional Coaches to address the needs, demonstrative from the data. Monthly data meetings will be used to support instruction, within the classroom.

Common planning and suggestions from the ENL Coach will assist teachers, in developing strategies that will support ENL students in the mainstream classroom.

In order to best meet the needs of the ELA students, teachers will use the following programs for instruction/ assessments:

• NEWSELA
• I-Ready | The plan of action is to aggressively address the academic challenges as outlined:

• Provide instructional supports in the form of weekly (AIS) Academic Intervention Services.

• On- going ELA Professional Learning to build capacity and enhance pedagogy

• Collaborative instructional groups

• Daily focused time on constructed response writing.

Our goal is to increase the proficiency level on the NYS ELA assessment of all students to reach a subject performance index of 80.9 | Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 77

The ELA Instructional coach facilitates regular PLC meetings with the ELA department to support the implementation of the inquiry-based curriculum.

The ELA Instructional Coach and the IB Coordinator have collaborated on providing professional development for all teachers to support with the incorporation of IB principles and practices in their lesson plans.

The ELA teachers collaborate within PLCs with the support of Administration, IB Coordinator, Curriculum Writers and the Instructional Coach, to align with IB model. During PLC's, the time is provided to build capacity and enhance pedagogy, to best meet the needs of the students.

Evidence: Use of the IB learner profiles to support an inquiry-based learning model is used consistently in planning and delivery of Instruction to support constructed response writing in conjunction with RACE strategies

• Quarterly Benchmarks assessments through the use of I-Ready are used to monitor student progress.
• The ELA teachers receive instructional support from the ENL and Data Instructional Coaches to address the needs, demonstrative from the data.
• Ongoing Professional Development on I-ready was provided to all teachers to support student progress.

In order to best meet the needs of the ELA students, teachers use the following programs for instruction/ assessments:

• NEWSELA |

				• Digital Subscription to Pearson Realize, *My Perspectives* • Vocabulary.com • Immersive Reader within Office 365		• I-Ready • Digital Subscription to Pearson Realize, *My Perspectives* • Vocabulary.com • Immersive Reader within Office 365
#110 3-8 Math All Students Core Subject Performance Index	61.4		yes	• Continuation of implementation of inquiry based IB curriculum, principles and practices. • Quarterly Benchmark assessments • Continuation of performance-based groupings and daily focus time on constructed response writing. • Continuation of PLC Content and grade specific meetings • Targeted professional learning and monthly data meetings. • Implementation and ongoing Math based Professional Learning to build capacity and enhance pedagogy • Math digital subscription to Envisions • Virtual professional development across all content areas in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform. Virtual Secondary articulation meetings. An instructional Math pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12	• iReady baseline and quarterly benchmark assessments • Formative and summative assessments aligned to NYS Math standards, inclusive of unit assessments, • Curriculum standardized assessments, thematic unit projects, homework assignments, exit tickets and journal writing • Formative and summative assessments aligned to NYS Math standards, inclusive of unit assessments, projects • Developed a walkthrough tool	Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 57.7 IReady Math Diagnostic 1 Participation (table below) Performance Data: (table below)

IReady Math Diagnostic 1 Participation

Grade	Students Assessed	Total	Percent
6	207	318	65%
7	268	554	48%
8	140	448	31%
Total Assessed for Math	615	1320	47%

Performance Data:

Grade	Mid or Above Gr. Level	Early on Gr. Level	1 grade level Below	2 grade Levels Below	3 Grade Levels below	Total Assessed
6	0%	2%	16%	25%	57%	216/318
7	3%	14%	19%	16%	48%	263/554
8	4%	5%	9%	13%	70%	208/448

					and schedule for the use of the tool to provide teachers with feedback • The school selected iReady assessment program and a beginning of year preassessment was done. **Our goal is to increase proficiency on the NYS Math Assessment of all grade 6-8 students to reach a Core Subject Performance index level of 61.4**	I-Ready benchmark will be administered midyear. Summative I-Ready Assessment will be administered in June 2021 • The math teachers collaborate within PLCs with the support of Administration, IB Coordinator, Curriculum Writers and the Instructional Coach, to align with IB model. During PLC's, the time is provided to build capacity and enhance pedagogy, to best meet the needs of the students. As a result, use of the IB learner profiles to support an inquiry-based learning model is used consistently in planning and delivery of Instruction • IReady will be used as the Benchmark Assessment for math (April and June) to monitor student progress. • Math teachers have grade specific weekly meetings with the Math School Leadership Council Teacher to identify best practices, planning and review unit plans. • The math digital subscription to Envisions is assisting teachers with their online and offline instruction. It is used to customize and differentiate lessons.
#150 Grades 4 and 8 Science All Students	94.5		yes	• Continuation of implementation of inquiry-based curriculum and instruction. • Continuation of performance-based groupings and daily focus time on constructed response writing.	• Formative and summative assessments aligned to NYS Science standards, inclusive	Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 103 • All 8th grade students are scheduled to take Regents Assessments in either Living Environment or Earth Science

			- Continuation of PLC meetings, professional learning and data meetings. - Continuation of implementation of inquiry-based curriculum and IB principles and practices. - Quarterly Benchmark assessments - Continuation of performance-based virtual groupings and daily focus time on constructed response writing. - Continuation of PLC Content and grade specific meetings - Targeted professional learning and monthly data meetings. - Implementation and ongoing Science based Professional Learning to build capacity and enhance pedagogy. - Instructional support via ENL, Data and Science Instructional Coaches - Digital Subscription to HMH Dimensions Science instructional resource - On-going professional development in best practices for virtual learning and enhanced training in Microsoft office TEAMS learning platform. - Virtual Secondary articulation meetings. An instructional pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 8-12 Intervention time (AIS) will be utilized to ensure students are making the maximum growth for the 2020- 2021 school year	of unit assessments, curriculum based - Curriculum based standardized assessments, thematic projects, homework assignments, exit tickets and journal writing. - Student Reflection journals - Hands on demonstrations and Labs **Our goal is to increase the proficiency level on the NYS Grade 8 NYS Science assessment of all students to a subject performance index of 94.5**	- For Living Environment 254 Students are scheduled - For Earth Science 196 Students are scheduled - Teachers will implement and utilize feedback and guidance from administrative walkthroughs. - Teachers are provided with professional development in using the translation tools and services available to the district through Microsoft. - Teachers are provided with weekly professional development in regards to using new technology tools and programs during COVID-19. - Science midterm assessments will be administered January 25- 29,2021. - Science PLCs take place biweekly to discuss curriculum alignment and collaboration to enhance pedagogy. - The Science Instructional Coach and the IB Coordinator have collaborated on providing professional development for all teachers to support with the incorporation of IB principles and practices in their lesson plans and inquiry-based curriculum. Evidence: Results from science Mid-Terms will be used to establish projections for student performance on Living Environment and Earth Science Regents

| #160 Chronic Absenteeism -All students | 24 | | yes | The partnership with FHI 360 will continue and implementation of Parent University will be geared to:
• Attendance awareness
• Monitoring consistent daily attendance
• Implementation of initiatives around identification of students in the early stages
Ongoing developing of mentoring cohorts. | • Daily monitoring, tracking and reporting as well as implementation of the following measures to ensure consistency in student attendance.
• Continuation of parent meetings and targeted workshops
• Implementation of a Parent University
• The enhancement of attendance awareness among all stakeholders
Implementation of initiatives to identify students in the early stages of absenteeism | Grade level administrators conduct monthly parent outreach meetings to increase remote and in-person student attendance.

2018-2019 Performance 36.4

• Weekly attendance committee meeting (AP, Deans, Attendance, Counselors, and Clinicians)
• Weekly outreach and student home visits are made by the attendance aides, attendance teacher
• Teachers email and call homes daily if students are absent. |

| Green | Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_. | 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 II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#2 Plan for and Implement Quality Community School Model	Y		Yes	In response to COVID 19, based on the school size, the school has been divided into 4 alphabetical cohorts ranging from A to D. The A, B, C cohorts consist of students who have chosen the blended model. The D cohort consist of students who are 100% remote learning. A-C cohorts rotate throughout the course of the week in which they attend school in-person. Organization of hybrid and remote learning based on Learning Preference Survey from August 12 and 13, 2020- Parent Orientation (151 parents attended). Collaborative creation of Learning Preference survey for instructional remote or hybrid learning by Community School Director with school administration. Supported IB instruction by facilitating community partnerships. Continuation of monthly parent meetings and targeted workshops with toolkit for managing at home remote	• Attendance platform is being used virtually to track the estimated 300 students attending remote instruction. • Attendance is also monitored for students in the hybrid program. • Collectively over 150 parents attended the parent workshops and/or meetings.	• Increased referrals for supportive services • Increased referrals for mental health services • Increased referrals for mentorships • Increased participation and support from Community Based Organizations • Further development of a Community Space which will be reported in the final quarterly report.

				learning and youth behavior, building relationships, detecting anxiety and depression symptoms exacerbated by Covid-19.		
				Increased communication with parent via ABGS website, Parent Support Form, Robocalls, mailing, emailing, and phone calls.		
				Provided technical support during Parent-Teacher conferences with increase in overall parent response.		
				Solicited school supply donations and 150 miniature white boards for teachers and students to accommodate remote instruction and learning.		
				Monitored partnerships, such as My Brothers' Keeper, that have supported virtual platform for academic development and mentorship.		
				The CSD has supported the Derner Hempstead Child Clinic's movement to telehealth services that are equitable for both parents and students.		
				Provided website and in-person technical support to grade level Assistant Principals who facilitated monthly student meetings geared toward academic improvement, social service and remote learning supports, technology access, and updates on ongoing developments.		
				The CSD has co-facilitated the CET meetings alongside the Principal and the Chair.		
				CSD supported donation of 50 turkeys by Island Harvest that were distributed to school staff and students.		
#35 3-8 ELA Black Students MGP	47		yes	1. Continuation of Parent meetings and targeted workshops for instructional departments	• iReady baseline and quarterly benchmark assessments	Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 47.9

				2. Administration and coaches will hold Specific team meetings that target, the needs of shared students, along with grade level meetings that address common concerns, strategies, and social-emotional needs of the students. 3. Monitoring and tracking of attendance based on participation rates 4. Teachers will make phone calls to parents/guardians, refer chronic absences to the attendance office, and follow-up with the Dean's office for support. 5. Continuation of a multitude of services that are targeted to meet students' academic, emotional and social needs via counseling, interests, and academic related services. 6. AIS, assistance from support staff, community assistance programs and clubs that will focus on developing strategies to increase *Literacy Skills.* 7. ELA instructional coach, along with the department, will create benchmarks based on data collected from previous assessments. The data and ELA coach will assist teachers with accessing the data, interpreting the data, and developing strategies to address the deficiencies. 8. The ELA Department has access to the following resources: – Digital Subscription to Pearson's, *My Perspective* _ Instructional resources – I-Ready – Acellus	Formative and summative assessments aligned to NYS ELA standards. This is inclusive of curriculum standardized assessments, thematic unit projects, exit tickets homework assignments and journal writing. • Developed a walkthrough tool and schedule for the use of the tool to provide teachers with feedback • The school selected iReady and a beginning of year preassessment was done. • **Our goal is to increase the proficiency level on the NYS ELA assessment of all Black students to a mean growth percentile of 47.**	**The continuation plan incorporates contingencies for a virtual of blended model of instruction.** Continuation of Parent meetings and targeted workshops for instructional departments Administration and coaches hold specific team meetings that target, the needs of shared students, along with grade level meetings that address common concerns, strategies, and social-emotional needs of the students. Monitoring and tracking of attendance based on participation rates All teachers make phone calls to parents/guardians, refer chronic absences to the attendance office, and follow-up with the Dean's office for support. Continuation of a multitude of services that target students' academic, emotional and social

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- Castle Learning
- NEWSELA
- Vocabulary.com
- Brain Pop
- Immersive Reader within Office 365
- Teacher created materials
- Schoology/TEAMS
- Microsoft Office 365

- Virtual professional development across all content areas- best practices for virtual learning and enhanced training, in Microsoft office *TEAMS* learning platform.

Virtual Secondary articulation meetings An instructional ELA pacing plan was developed to provide comprehensive and consistent instructional alignment for grades 6-12
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needs via counseling, interests, and academic related services.

AIS is offered through an online Saturday program. Assistance is also available from support staff, community programs and clubs that focus on developing strategies to increase *Literacy Skills.*

The ELA department uses I-Ready to administer benchmark exams and assess the data.

The ELA Department has access to the following resources:

- Digital Subscription to Pearson's, *My Perspective*
- Instructional resources
- I-Ready
- Acellus
- Castle Learning
- NEWSELA
- Vocabulary.com
- Brain Pop
- Immersive Reader within Office 365
- Teacher created materials
- Schoology/TEAMS
- Microsoft Office 365
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<tr><td># 37 3-8 ELA ELL Students MGP</td><td>47.1</td><td></td><td>yes</td><td>The ENL Instructional Coach will work with teachers and facilitate on-going meetings. The ENL Instructional Coach will provide support to teachers by facilitating</td><td>
- iReady baseline and quarterly benchmark assessments
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- i-Ready Mid-year Assessment will be administered in February 2021 to all
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				Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction. ENL teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). ENL teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms. The ENL department's primary objective is to improve the literacy skills in English of the four modalities (listening, reading, writing, speaking). In order to best meet the needs of our ELL students, teachers will use the following strategies. - Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material - Pre-teach vocabulary - Scaffold vocabulary - Provide sentence starters, sentence frames for writing instruction - Use graphic organizers - Utilize RACE and RAFT strategies and rubrics consistently - Higher Order Thinking Questions: factual, conceptual, debatable questions In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments. - Newsela	- Formative and summative assessments aligned to NYS ELA standards. This is inclusive of curriculum standardized assessments, thematic unit projects, exit tickets homework assignments and journal writing. - Developed a walkthrough tool and schedule for the use of the tool to provide teachers with feedback - The school selected iReady and a beginning of year preassessment was done. **Our goal is to increase the proficiency level on the NYS ELA assessment of all ELL students to reach a mean growth percentile of 47.1**	ELL students in stand-alone and co-teach classes. - Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 41.3. - Teachers will implement and utilize feedback and guidance from administrative walkthroughs. - Teachers are provided with professional development in using the translation tools and services available to the district through Microsoft. - Teachers are provided with weekly professional development in regards to using new technology tools and programs during COVID-19. - ENL Instructional Coach facilitates bi-weekly Professional Learning Communities (PLC) meetings to support, collaborate and train teachers. - The ENL Instructional Coach and the IB Coordinator have

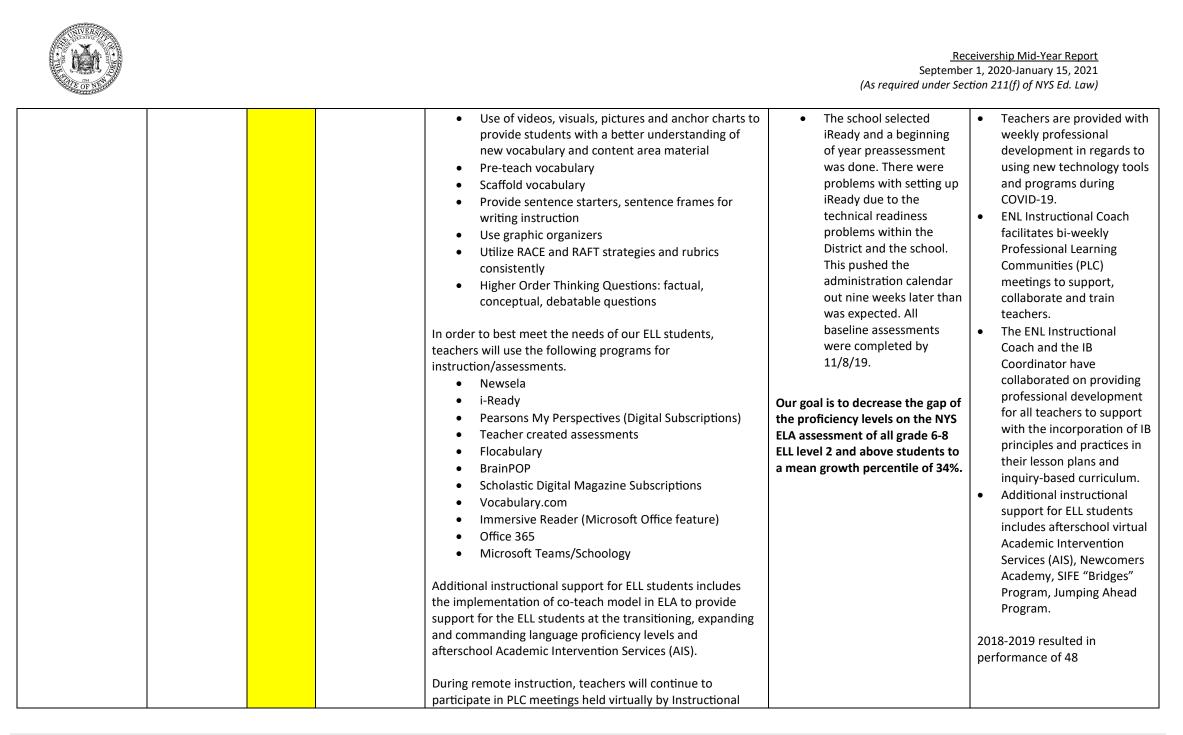|						
				• i-Ready • Teacher created assessments • Flocabulary • BrainPOP • Scholastic Digital Magazine Subscriptions • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Office 365 • Microsoft Teams/Schoology Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS) and the Newcomers Academy for students that have been in this country less than one year. During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.		collaborated on providing professional development for all teachers to support with the incorporation of IB principles and practices in their lesson plans and inquiry-based curriculum. • Additional instructional support for ELL students includes afterschool virtual Academic Intervention Services (AIS), Newcomers Academy, SIFE "Bridges" Program, Jumping Ahead Program.
#43 3-8 Math ELL Students MGP	48.8		Yes	The Instructional Coaches will work with teachers and facilitate on-going meetings. The Instructional Coaches will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction. Mathematics teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). Teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for	• iReady baseline and quarterly benchmark assessments • Formative and summative assessments aligned to NYS Math standards, inclusive of unit assessments, curriculum standardized assessments, thematic unit projects, homework assignments, exit tickets and journal writing.	• i-Ready Mid-year Assessment will be administered in January 2021 to all ELL students in stand-alone and co-teach classes. • Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 41.3. • Teachers will implement and utilize feedback and guidance

				the use of Microsoft Teams and Schoology online learning platforms. The Mathematics department's primary objective is to improve the problem-solving skills and number sense in English. In order to best meet the needs of our ELL students, teachers will use the following strategies. • Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material • Pre-teach vocabulary • Scaffold vocabulary • Vocabulary banks • Provide sentence starters, sentence frames for writing instruction • Use graphic organizers • Utilize RACE strategies and rubrics consistently • Higher Order Thinking Questions: factual, conceptual, debatable questions In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments. • Pearson Envisions (Digital Subscription) • Newsela • i-Ready • Teacher created assessments • Flocabulary • BrainPOP • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Delta Math • Khan Academy • Acellus • Gizmos • Office 365 • Microsoft Teams/Schoology	• Developed a walkthrough tool and schedule for the use of the tool to provide teachers with feedback • The school selected iReady assessment program and a beginning of year preassessment was done. • ELL teachers received training on how to teach students to respond to constructed response questions in math. **Our goal is to increase the proficiency level on the NYS Math assessment of all grade 6-8 ELL students to a mean growth percentile of 48.8**	from administrative walkthroughs. • Teachers are provided with professional development in using the translation tools and services available to the district through Microsoft. • Teachers are provided with weekly professional development in regards to using new technology tools and programs during COVID-19. • ENL Instructional Coach facilitates bi-weekly Professional Learning Communities (PLC) meetings to support, collaborate and train teachers. • The ENL Instructional Coach and the IB Coordinator have collaborated on providing professional development for all teachers to support with the incorporation of IB principles and practices in their lesson plans and inquiry-based curriculum.

				Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS) and the Newcomers Academy for students that have been in this country less than one year. During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/ blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.		• Additional instructional support for ELL students includes afterschool virtual Academic Intervention Services (AIS), Newcomers Academy, SIFE "Bridges" Program, Jumping Ahead Program. Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 44.2
#48 3-8 ELA ELL Level 2 and above Gap with non-ELL Students	34		yes	The Instructional Coaches will work with teachers and facilitate on-going meetings. The Instructional Coaches will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction. ELA and ENL teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). ELA and ENL teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms. The ENL department's primary objective is to improve the literacy skills in English of the four modalities (listening, reading, writing, speaking). In order to best meet the needs of our ELL students, teachers will use the following strategies.	• iReady baseline and quarterly benchmark assessments • Formative and summative assessments aligned to NYS ELA standards. This is inclusive of curriculum standardized assessments, thematic unit projects, exit tickets homework assignments and journal writing. • Developed a walkthrough tool and schedule for the use of the tool to provide teachers with feedback	• i-Ready Mid-year Assessment will be administered in February 2021 to all ELL students in stand-alone and co-teach classes. • Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 41.3. • Teachers will implement and utilize feedback and guidance from administrative walkthroughs. • Teachers are provided with professional development in using the translation tools and services available to the district through Microsoft.

	 		- Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material - Pre-teach vocabulary - Scaffold vocabulary - Provide sentence starters, sentence frames for writing instruction - Use graphic organizers - Utilize RACE and RAFT strategies and rubrics consistently - Higher Order Thinking Questions: factual, conceptual, debatable questions In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments. - Newsela - i-Ready - Pearsons My Perspectives (Digital Subscriptions) - Teacher created assessments - Flocabulary - BrainPOP - Scholastic Digital Magazine Subscriptions - Vocabulary.com - Immersive Reader (Microsoft Office feature) - Office 365 - Microsoft Teams/Schoology Additional instructional support for ELL students includes the implementation of co-teach model in ELA to provide support for the ELL students at the transitioning, expanding and commanding language proficiency levels and afterschool Academic Intervention Services (AIS). During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional	The school selected iReady and a beginning of year preassessment was done. There were problems with setting up iReady due to the technical readiness problems within the District and the school. This pushed the administration calendar out nine weeks later than was expected. All baseline assessments were completed by 11/8/19. **Our goal is to decrease the gap of the proficiency levels on the NYS ELA assessment of all grade 6-8 ELL level 2 and above students to a mean growth percentile of 34%.**	- Teachers are provided with weekly professional development in regards to using new technology tools and programs during COVID-19. - ENL Instructional Coach facilitates bi-weekly Professional Learning Communities (PLC) meetings to support, collaborate and train teachers. - The ENL Instructional Coach and the IB Coordinator have collaborated on providing professional development for all teachers to support with the incorporation of IB principles and practices in their lesson plans and inquiry-based curriculum. - Additional instructional support for ELL students includes afterschool virtual Academic Intervention Services (AIS), Newcomers Academy, SIFE "Bridges" Program, Jumping Ahead Program. 2018-2019 resulted in performance of 48

				Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/ blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.		
#53 3-8 Math ELL Level 2 and above Gap with non-ELL Students	27		yes	The Instructional Coaches will work with teachers and facilitate on-going meetings. The Instructional Coaches will provide support to teachers by facilitating Professional Learning Communities (PLC), supporting peer collaboration and training in the use of data to drive instruction. Mathematics teachers will collaborate as a PLC with support from administration and Instructional Coaches. The PLC time is used to discuss strategies for implementing instructional practices aligned to Next Generation Learning Standards (NGLS). Teachers will participate and engage in technology training provided in using learning platforms as a language acquisition tool. A Virtual Summer Learning Institute for instructional staff, provided professional development for the use of Microsoft Teams and Schoology online learning platforms. The Mathematics department's primary objective is to improve the problem-solving skills and number sense in English. In order to best meet the needs of our ELL students, teachers will use the following strategies. - Use of videos, visuals, pictures and anchor charts to provide students with a better understanding of new vocabulary and content area material - Pre-teach vocabulary - Scaffold vocabulary - Vocabulary banks - Provide sentence starters, sentence frames for writing instruction - Use graphic organizers - Utilize RACE strategies and rubrics consistently	- iReady baseline and quarterly benchmark assessments - Formative and summative assessments aligned to NYS Math standards, inclusive of unit assessments - Curriculum based Standardized assessments, thematic unit projects, homework assignments, exit tickets and journal writing. - Formative and summative assessments aligned to NYS Math standards, inclusive of unit assessments, projects - Developed a walkthrough tool and schedule for the use of the tool to provide teachers with feedback	- i-Ready Mid-year Assessment will be administered in January 2021 to all ELL students in stand-alone and co-teach classes. - Last 3-8 State Testing Administration of 2018-2019 resulted in performance of 41.3. - Teachers will implement and utilize feedback and guidance from administrative walkthroughs. - Teachers are provided with professional development in using the translation tools and services available to the district through Microsoft. - Teachers are provided with weekly professional development in regards to using new technology tools and programs during COVID-19. - ENL Instructional Coach facilitates bi-weekly Professional Learning Communities (PLC) meetings to support,

				• Higher Order Thinking Questions: factual, conceptual, debatable questions In order to best meet the needs of our ELL students, teachers will use the following programs for instruction/assessments. • Pearson Envisions (Digital Subscription) • Newsela • i-Ready • Teacher created assessments • Flocabulary • BrainPOP • Vocabulary.com • Immersive Reader (Microsoft Office feature) • Delta Math • Khan Academy • Acellus • Gizmos • Office 365 • Microsoft Teams/Schoology Additional instructional support for ELL students includes afterschool Academic Intervention Services (AIS). During remote instruction, teachers will continue to participate in PLC meetings held virtually by Instructional Coaches. Microsoft Teams and Schoology will be used as the online learning management systems/platforms. The hybrid/ blended model of instruction, used during COVID-19, will incorporate small group instruction and virtual class meetings.	• The school selected iReady assessment program and a beginning of year preassessment was done. There were problems with setting up iReady due to the technical readiness problems within the District and the school. This pushed the administration calendar out nine weeks later than was expected. All baseline assessments were completed by 11/8/19. • ELL teachers received training on how to teach students to respond to constructed response questions in math. **Our goal is to decrease the gap of the proficiency levels on the NYS Math assessment of all grade 6-8 ELL level 2 and above Gap with non-ELL students to 27%**	collaborate and train teachers. • The ENL Instructional Coach and the IB Coordinator have collaborated on providing professional development for all teachers to support with the incorporation of IB principles and practices in their lesson plans and inquiry-based curriculum. • Additional instructional support for ELL students includes afterschool virtual Academic Intervention Services (AIS), Newcomers Academy, SIFE "Bridges" Program, Jumping Ahead Program. 2018-2019 resulted in performance of 35
#94 Providing 200 Hours of Extended Day Learning Time (ELT)	ELT Rubric		yes	Both internal and external partnerships here at the ABGS Middle School have implemented extra curricula programs and activities geared towards addressing the many facets of youth development.	• Student attendance rates for ELT • School schedule • Student Referrals	• Programs are in quarter rotation based on student preference.

| | | | | | | | Saturday programming attendance and participation rates | Students receive on-going support service referrals as needed

Academic intervention services are constantly offered to students in need. |

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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
- 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 use of remote and hybrid instruction.
- Describe student social emotional support strategies.

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	G	Incorporated in Parts I and II
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.			
4.			
5.			

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 IV – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET) 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 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The CET will continue to be a cross-representative of school staff, leadership, community-based organizations, and community members. The Building Principal, CET and the Community School Director continue to meet in collaboration to achieve success in the following areas: 1. Meet the social and emotional needs of all students. 2. Visual representation of student successes. 3. Continue to actively support and ensure accessibility to efficient technology that allows for remote learning continuity. CET Meeting Dates: • September 16, 2020- This meeting focused on recapping the decision to transition into a hybrid environment for the 2020/2021 school year. A learning preference survey was made accessible to parents/guardians in which they chose students method of instruction which was either 100% Remote Learning or Blended Learning (student will have a set schedule which will include a mix of in-person days at school and remote learning at home). • October 14, 2020- Addressing Parent Concerns regarding purpose of instructional packages. In addition, anticipated date of distribution for additional laptops for students. • November 16, 2020- Regular occurrence of Administrative meetings to address ongoing development of the schools' progress (engagement, supports, instruction, scheduling). In addition, review of the present year indicators and the upcoming 1st Virtual Parent Teacher Conference. The meeting also discussed the school's robust measures in addressing responses to COVID exposure. • January 13, 2021- Building Principal reviewed the state visit with the members of the CET. Administrative Team also celebrated the distribution of Promethean Boards to all classrooms. In addition, celebration of 50 Turkey meal distributions to the students.
Powers of the Receiver 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
	No Receivership Powers were used during this period

Green		Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 – *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) as applicable. Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved **2017-21** (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG:	G	Expenditures are on target for the 20-21 school year, the Receivership funding has given ABGS access to professional development for implementing the International Baccalaureate strategies and best practices. The purchasing of voice amplifiers significantly improved the quality of voice sound of teachers conducting hybrid classes where students are live streaming into the classroom from home. Another notable improvement made available via PSSG funding during this period is the purchasing of the Atlas curriculum which streamlined the ABGS curriculum allowing all teachers to plan, share and align practices, materials and assessments to standards from one central online location.
SIG:	N/A	N/A
CSG:	G	CSG carryover funding has allowed the ABGS Middle School to continue with our lead partnership Family Health International 360 for transformation to a fully implemented Community School.

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.		
2.		
3.		