

LEA Name:	Hempstead Public Schools
LEA BEDS Code:	280201030010
School Name:	Alverta B. Gray Schultz Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Hank Williams/Rowena Costa	Title	Assistant Principal
Phone	(516) 434-4303	Email	rcosta@hempsteadschools.org
Website for Published Plan	www.hempsteadschool.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Fadhilika Atiba-Weza	
President, B.O.E. / Chancellor or Chancellor's Designee		Maribel Toure'	

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers

- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
October 22, 2015	School Conference Room	19-Apr-16	School Conference Room
October 28, 2015	School Conference Room	3-May-16	School Conference Room
November 17, 2015	School Conference Room	10-May-16	School Conference Room
December 18, 2015	School Conference Room	7-Jun-16	School Conference Room
January 5, 2016	School Conference Room	21-Jun-16	School Conference Room
January 16, 2016	School Conference Room	30-Jun-16	School Conference Room
February 2, 2016	School Conference Room	6-Jul-16	School Conference Room
February 9, 2016	School Conference Room	25-Jul-16	School Conference Room
February 9, 2016	School Conference Room		
February 25, 2016	School Conference Room		

Name	Title / Organization	Signature
Hank Williams	Interim Principal	
Maria Cady	Media Specialist	
Silvia Ceron	Parent	
Rowena Costa	Assistant Principal	
Dr. Marion Hutchinson	7th Grade Math Teacher	
Delva King	ENL Instructional Coach	
Beverly Robinson	Special Education ELA Teacher	

School Information Sheet

School Information Sheet							
Grade Configuration	6-8	Total Student Enrollment	1527	% Title I Population	100	% Attendance Rate	94
% of Students Eligible for Free Lunch	100	% of Students Eligible for Reduced-Price	100	% of Limited English Proficient Students	15	% of Students with Disabilities	12

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	34	% Hispanic or Latino	64	% Asian, Native Hawaiian / Other Pacific Islander	1	% White	1	% Multi-Racial	0

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	3	# of Deans	2	# of Counselors / Social Workers	5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	1	% Teaching with Fewer than 3 Years of Experience	2	Average # of Teacher Absences	10+

Overall State Accountability Status							
Priority School	YES	Focus School Identified by a Focus District	NO	SIG 1003(a) Recipient	YES	SIG 1003(g) Recipient	NO
Identification for ELA?	YES	Identification for Math?	YES	Identification for Science?	YES	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	6	Math Performance at Level 3 and Level 4	4	Science Performance at Level 3 and Level 4	21	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	YES	Failing School (per Education Law 211-f)	YES				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
N/A	American Indian or Alaska Native	NO	Black or African American
NO	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-Racial
NO	Students with Disabilities	NO	Limited English Proficient
NO	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
N/A	American Indian or Alaska Native	NO	Black or African American
NO	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-Racial
NO	Students with Disabilities	NO	Limited English Proficient
NO	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
N/A	American Indian or Alaska Native	NO	Black or African American
NO	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-Racial
NO	Students with Disabilities	NO	Limited English Proficient
NO	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
NO	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with

- Limited Degree (Fewer than 20% of planned activities were funded.)

- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

A school uniform program was implemented with incentives which showed a positive attitude toward school culture and community solidarity; Grade level town hall meetings to disseminate instructional and administrative activities as well as to inform and answer questions for further clarity; Nassau Community College Gear Up Career and College Readiness program was launched for 8th grade only Principal's Parent Newsletter published two issues to keep parents informed about monthly activities and to reiterate ABGS's vision and goals, Guidance newsletter to discuss promotional procedure and protocols and college and career opportunities, After School Positive Reinforcement program to encourage student on-time class arrival; Opened Parent Portal, Girls Talk empowerment Program, My Brother's Keeper; Nassau Community College Student interns provided tutoring for students in all subject areas; All of these community programs supported the students's academic and support services which ultimately reduced behavioral and suspensions

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The Fall 2015 NWEA scores showed minimal growth. Upon reviewing the data, a corrective action plan was put in place for a Saturday Academy program wherein all students, especially those in the subgroups (ELLs and Special Education students) could receive additional academic support. We also put in place during the winter of 2016an AIS program for math, ELA, science and ENL. An online individual tutorial program (itutor) was instituted for 7th grade students in the spring to reinforce Math. All programs were implemented to support students in their quest to improve their academic performance.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

Extended learning time provided all students with additional Math and ELA support. Saturday Academy designed to assist Ell's, EnL and all other students in ELA and Math. Academic Intervention Services program implemented for after school will support students in Math, ELA and Homework/projects.

- List the identified needs in the school that will be targeted for improvement in this plan.

- Improve students' academic performance in all areas, especially reading and writing *Close progress monitoring of subgroups (Special Education and ELLs) as well as general education students who score below proficiency on NYSED assessments. *Teacher training with an emphasis on SIOP as well as on improving delivery of instruction, classroom management, data analysis, alignment of curriculum to Common Core Learning Standards, Response to Intervention, and time management. Professional development needs to be ongoing, targeted, and continuous. Increase parental involvement *Reduce student suspension rates and improve student attendance *Renovate the bandbox (our band room) to create a stage for student performances such as

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of

The mission of Alverta B. Gray Middle School is to provide students with a progressive and disciplined learning environment that is academically challenging, safe and secure. This will be accomplished through the monitoring and accountability of excellence in teaching and learning in partnership with family and community to ensure that students gain and develop the knowledge and skills necessary to excel in high school and beyond. The school's mission includes the goal of rigorous academic excellence deemed necessary for high school and career and college readiness essential for entering the real world marketplace. The aforementioned are clearly addressed in the CEP plan which outlines specific professional development programs and initiatives that target guidelines which prepare students for a positive future in high school and beyond.

- List the student academic achievement targets for the identified subgroups in the current plan.

- * 5 percent gains in ELA and Math * Intense reading and writing instruction * Implementation of a school-wide "literacy across the curriculum" model. District will implement Achieve 3000 for ELLs and special education students. Instructional staff to closely monitor progress and provide social and emotional support in addition to participation in "check-in check-out" advisory minutes and implementation of a Team Center.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

Incoming 6th graders will be assigned with a rigorous curriculum to our 6th Grade Academy where they will transition into true middle school students the following year. 7th and 8th grade students will be the core of the Middle School with an emphasis on preparation for high school. All students will gain knowledge about the skills necessary to be prepared for high school and ultimately college and career ready when they move up from the middle school. Nassau Community College's Gear Up program will support our 6th, 7th and 8th graders. The program provides a social development curriculum for college readiness. Parent portal and district/school websites will improve communication and the sharing of important school information as well as strengthen students' technology skills. Classrooms will contain the necessary resources/technology for student access and success. The learning environment must be positive, welcoming, aesthetically pleasing, safe, and reflect cultural values so that all students are motivated to learn upon entering

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Many of our immigrant students struggle with adjusting to the changes in the educational expectations and common core standards. Our biggest barrier or obstacle is acclimating those students and their parents to the school, the classroom and to the Hempstead community. School and PTSA communication and correspondence will be provided in both English and Spanish. Welcoming teachers, administrators and staff promote an upbeat atmosphere (for our students and their parents) in which learning and sharing can take place. Acknowledging culture, heritage, values, and beliefs reinforces a sense of positive diversity and trust. Positive behavior management strategies must be implemented consistently so that all students feel continuously safe at school. To reduce our high suspension rate, students will participate in programs such as a Girls Empowerment program, My Brother's Keeper, CODA, Peacemakers, and Gear Up. The implementation of a Team Center along with the addition of a female dean to the building leadership team will further

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Professional development opportunities (using CTLE state approved PD providers) will be provided in the following areas: NYLearns, SIOP (Sheltered Instruction Observation Protocol), data analysis, Common Core Learning Standards, Response to Intervention, 21st Century Skills, Tri-State Rubric, NYS Teaching Standards, APPR, ELA & Math Modules, Best Practices for ELLs, project-based learning, STEM, Classroom Management, Sensitivity Training, Gang Violence, and the Inclusion Teaching Model. Staff developers will include school leaders, secondary instructional coaches and outside consultants from New York University, and Johns Hopkins University for Talented Youth Development Secondary. School leaders and teachers may register for specific, relevant workshops, conferences, and courses from Nassau BOCES and local educational institutions of higher learning in New York State and other locations across the country. Professional learning communities, collegial circles and weekly common planning meetings will allow teachers to share best practices and analyze data. The rationale is to improve student achievement to ensure that all students are prepared for high school, and college and

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

School leaders will strengthen relationships with school staff and community in several ways: 1. Actionable feedback will be provided to staff after formal and informal observations, and classroom walkthroughs. 2. School leaders will meet with staff at common planning meetings, department meetings, Peer-Support Team meetings, and faculty meetings. 3 Teachers will have access to university credit for additional certification strands to strengthen their instructional profile. 4. Town Hall meetings will be held with parents and the community. 5. Newsletters published by the school will be available, in both English and Spanish, to parents and the community. 6. The school will connect with the local community newspaper so that student accomplishments are highlighted on a regular basis. 7. School leaders will attend parent meetings such as PTSA, SEPTA, District Board of Education meetings, Town Hall meetings and events such as Homecoming. 8. District theatrical productions and holiday concerts which showcase the talents of a variety of students in the school district. 9. Additional forms of communication will include the school's website, the Principal's Weekly Memo, surveys targeting specific parent

- List all the ways in which the current plan will be made widely available to the public.

Parents will be informed by use of the parent portal and website. Letters of events, activities, and school correspondence will be mailed to parents. Parents will be invited to Monthly PTSA meetings to stay informed. Parent Workshops will be offered to parents during Saturday Academy program with supporting strategies to help their children at home. Parents will be invited to attend "Open School" night, "Parent Walkthroughs" (twice a year), and Parent/Teacher conferences (three times a year) with interpreters at every session for non English speakers Newsletters will go out to parents via postal service quarterly. Automated call out service will be utilized to inform parents of events, services, and activities.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Re-Identified Focus Schools

(Applicable to schools that were re-identified as Focus during the 2014-2016 identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. The

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea->

1. Identify the Turnaround Principle the school is choosing to implement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response include

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

Continuation of the NYS modules in ELA and Mathematics. Teachers will utilize resources from EngageNY. The implementation of the NYLearns will ensure that curriculum is aligned with NYS Learning Standards. All teachers will submit lesson plans, prior to 9:00am every Monday morning, to the school administration for actionable feedback and strategic planning . Adjustments will be made based on the state assessment data received at the end of July 2016. Instructional leaders and coaches will plan with teachers during common planning time to adjust curriculum to address student deficiencies.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

Instructional Leaders and Subject Instructional Coaches will work directly with teachers in their professional learning communities that will include extensive job-embedded professional development. Partnerships with educational institutions of higher learning such as Hofstra University, John Hopkins University, and Nassau Community College will provide teachers with on site professional development opportunities. Teachers will participate in vertical articulation meetings, weekly common planning meetings, department and team/interdisciplinary meetings, collegial book clubs, and professional learning communities. Teachers will receive Response to Intervention training and develop school-wide progress monitoring protocols in the Fall. NYLearns will enable teachers to plan collaboratively and share lessons from any location via online distance learning.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

To continue with the schedule proposed in the 2015-16 plan Extended learning time in all major subject areas with 80 minute blocks for each. Teachers will be trained in the Fall through the John Hopkins University Talented Development Model to effectively utilize the 80 minute block. The John Hopkins partnership will also foster implications and opportunities for widespread school transformation, teaching and learning/Academic Interventions with Grade Level supports, Whole-School Collaboration and Integration; Social and Emotional Needs to students. The Talented Development Model has been implemented in several struggling schools across the Country that continue to show growth and improvement.

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

2016-17 Assessment results will include 2015-16 NYS tests, benchmark exams, formative, and summative assessments. School wide data driven instruction will be enforced and monitored. Professional development in the areas of data collection, data analysis, and implications of data results for instruction will be provided for all teachers. Building Data Team will provide additional support to teachers and will be discussed at every common planning meeting. Results will be analyzed with immediate actionable feedback followed by instructional leadership monitoring. Counselors and teachers will be responsible for mandatory parent/student communication to ensure that students are on track for promotion. Grades will be reviewed quarterly and struggling students will be provided with immediate interventions for support. Struggling students will be referred to our academic intervention services provided before school, after school, and or during our Saturday Academy.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Systems will continue to reinforce the "Dress for Success" uniforms for students. Students will receive counseling in the Team Center as well as their mandated counseling. Implementation of a Team Center "Alternative setting for students with chronic absences/behavior/discipline issues in addition to the In-School Suspension Room. Incentives and rewards for exemplary behavior/attendance/dress code participation in the form of educational trips, in school events, and monthly celebrations. Clear expectations for all students supported through the PBIS school Wide Model. School newsletter highlighting student success and school events sent to parents. Students representatives will attend all PTSA and SEPTA meetings to share school information and successes. Continuation of Peer Mediation Program and Nassau Community Colleg's Gear UP Advisory program. A fifth lunch period was added to reduce crowed conditions at lunch time in the cafeteria. Continuation of the "After School Banking" to enforce positive behavior in school. School climate surveys will be administered to students, parents, and staff in October 2016, February, and June 2017.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

Resource Room support for Special Education students will be more content-specific and taught by content area specialists. ENL students will benefit from implementation of the SIOP model and peer tutors. Implentation of the Read 180 and Math 180 for all ENL students .Not sure what this means???? Students underrepresented in higher education will participate in college campus visitations; school will strenghthen partnerships with local universities; implementation of parent/student workshops explaining the college application process; invite alumni back to speak to students, act as role models and share successes and real life experiences of overcoming obstacles. Continuation of Peer Support Team's Character Education Initiative. Students will attend Nassau County's Special Olympics. After school academic support will be provided twice a week for the subgroups (ENL/Special Needs). Evening parent workshops will be held in conjunction with the Adult Education and Community Program. Saturday Academy will provide additional support.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

The school will adjust to a staggered school schedule based on the high expected enrollment for the 2016-2017 school year. All 7th and 8th grade students will report to school from 7:30 AM to 2:30 PM, and 6th Graders will report to school from 8:15 AM to 3:15 PM. Each building administrator is assigned to a Grade level to monitor and observe teachers. Each building administrator is also assigned to a department to attend, support, and monitor common planning meetings. One administrator will be assigned specifically to the ENL/ Bilingual department and the principal will be directly assigned to the Special Education department. Please see attachments with administrative responsibilities and table of organization.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

When staffing needs arise, jobs are advertised in the newspapers and posted online via the OLAS system. Resumes from sources such as OLAS system are carefully reviewed by Human Resources. Selected candidates who match the needs of the school are invited to screening interviews by a committee representing different bargaining units from the middle school and Central Office. This committee includes parent representation as well. Prospective candidates who demonstrate exemplary qualities during the screening process are invited for a second interview with District and/or building administrators. A writing sample is required at that step in the process. Depending on the type of vacancy, a demonstration lesson may be required. Candidates will complete an employment application and provide at least three references. At the conclusion of the process, the final decision in regards to hiring staff is made in collaboration with the pupil personnel office.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE)

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary.

The target population is comprised of every student enrolled at A.B.G.S. Middle School. Double periods of ELA and Math are mandatory for 100% of students. Zero period and 10th period are

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

Low self-esteem, bullying issues, peer pressure, language barriers, cultural differences, poverty, abandonment issues, homelessness, incarcerated parents, inability to read and write with fluency

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students.

Vertical articulation with the elementary schools and the high school will be ongoing. Teachers will discuss expectations and levels of student performance respective to their grade levels and

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

In their field/content area as well as our educational partners from educational institutions of higher learning. Our 2016-17 school-wide goals are as follows: To increase student test scores on

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through a

The school's Code of Conduct will be included in the students' agenda books. Student/parent contracts will be signed at the beginning of the 2016-17 school year so that expectations are clearly

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, paraprofessionals,

All teachers and qualified community educators will utilize materials aligned to the Common Core Learning Standards including, but not limited to EngageNY and NYLearns. Teachers will collaborate

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support.

Teachers will have access to NYLearns to assist with lesson planning and differentiation of instruction. The school will provide a variety of resources to ensure that students are equipped to

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

Students will be afforded opportunities to participate in STEM programs. Every classroom will have a Literacy Learning Center. The school will implement an Artist-in-Residence program to

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional

The APPR process is based on the NYSUT Teacher Practice Rubric and includes a self-reflection component. The school leadership team will conduct collaborative and individual walkthroughs

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate

Since the APPR process is implemented annually, teacher evaluation is ongoing from September until June. Formal and informal observations, collaborative walkthroughs, and teacher peer

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can

literacy materials for all Literacy Learning Centers. Professional development will be provided by secondary instructional coaches, school leaders, outside consultants and faculty from our p

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Y	Y	Y	Y	
Student Average Daily Attendance	Y			Y	Y
Student Drop-Out Rate				Y	
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	Y		Y	Y	
Student Discipline Referrals	Y			Y	
Student Truancy Rate	Y			Y	
Student Performance on January Regents Exams				Y	
Student Participation in ELT Opportunities	Y	Y			
Minutes of Expanded Learning Time (ELT) Offered		Y			
Teacher Average Daily Attendance Rate	Y	Y	Y		
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y		Y		
Parent Attendance at Workshops				Y	Y
Parent Participation in District/School Surveys				Y	Y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 7-8, 2016
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Data from the 2014-15 NYS Assessments indicates that 94% of 1,262 students tested in ELA and 96% of 1,320 students tested in mathematics were designated as non-proficient. Research shows that schools that establish a data-driven culture can close achievement gaps. Paul Bambrick-Santoyo, author of <i>Driven by Data and Leverage Leadership</i> , states, "Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are our students learning?" The ABGS Middle School staff needs to improve student learning to ensure that all students meet and exceed Common Core standards, and are prepared for college and the workforce as stated in our vision statement. The ABGS Administrative Team
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017, the ABGS Administrative Team will ensure that the alignment of the school's vision is data-driven, closing the gap by a 10% increase in all students' reading levels.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students, Student Growth Percentile for Special Education Students, Student Growth Percentile for English Language Learners, Teacher Attendance at Professional Development. These specific indicators will be monitored Monthly using our Monthly Challenge format.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Jun-17	Administration will ensure that instructional staff has a Master Schedule which includes extended learning Time, Common planning time and inter disciplinary team meetings. All Core teachers will be provided a weekly common planning period in order to provide consistent time for teachers to analyze data, design effective lesson plans, and discuss instructional strategies to improve student achievement. The impact on students with this approach ABGS will create a school-wide data-driven culture.
Sep-16	Jun-17	Administrative team will meet as a Cabinet on a weekly basis to discuss the effectiveness of teacher instructional practices and to monitor new and current school-wide systems and create various plans of action to disseminate to teachers that address the areas in need of improvement. School leaders will assess quarterly for impact on student growth.
Sep-16	Jun-17	Administrative team will conduct weekly walkthroughs and collect, review and provide feedback on teachers' lesson plans on a weekly basis in order to ensure that lessons are rigorous and relevant, and aligned to CCLS as well as providing teachers with timely actionable feedback to improve instructional practices, student outcomes, student engagement, and classroom management. Impact will result in evidence of continuous walkthrough with teachers utilizing various strategies within the classroom.
Sep-16	Jun-17	Administrative team will monitor the monthly Data Team meetings to ensure that tenet goals are effective, measurable, timely, and constructive outcomes which will increase student achievement. Impact increased student results on quarterly assessments

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March 7-8, 2016
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Increasing literacy across the content areas has been identified as a needed essential requirement for our middle school students. Currently, we anticipate 80% of our students to score Level One on the NYS ELA. Since reading for comprehension, as noted in the research conducted by Pearson (http://siop.pearson.com/about-siop/research.html), is necessary for student achievement in all content areas, a sheltered instruction approach via the SIOPI (Sheltered Instruction Observation Protocol) model will be used to increase the literacy proficiency of all students in grades 6-8 and especially to increase the performance of level one and two students on NYS ELA assessment.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017 students performing at reading levels one and two will increase performance by 5 percent. Classroom teachers will utilize various models including SIOPI strategies across all curriculum and grade levels to support greater rigor in the curriculum/instruction and provide assessments which measure student achievement and quantifiable academic outcomes.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students, ELLs and SWDs Student completion of Advanced Coursework; Student Participation in ELT Opportunities Minutes of Expanded Learning Time (ELT) offered Teacher Attendance at Professional Development. Monitored through the Monthly Challenge format.
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Dec-16	Teachers will receive training on how to use NYLearns (a curriculum planning tool) from curriculum coaches on an Extended Wednesday in September or October. (Specific date is tentative due to the availability of staff email)
Sep-16	Jun-17	Teachers will utilize NYLearns during weekly common planning meetings and on an as needed basis via distance learning in order to share concepts across the content areas and to ensure that lessons are aligned to CCLS.
Sep-16	Jun-17	Administration will create a monthly Observation timeline along side of monitoring Teacher teams, including grade level, content area, and interdisciplinary, who will meet weekly during Common Planning Time to collaborate and create lesson plans/units with rigorous tasks aligned to CCLS in order to improve student achievement. Resources for planning will include SIOPI, EngageNY and NYLearns.
Sep-16	Jun-17	Data Team will convene once a month to review and create strategies on Data-driven protocols to be used by teachers and school leaders, at weekly team meetings, to analyze student data, including 2016 NYS Assessments, benchmarks, formative and summative assessments, in order to improve instructional practice. Impact: Alignment between the curriculum and the assessments leads to increased student achievement.
Oct-16	Jun-17	Interdisciplinary teams of teachers across grade levels will collaborate at bi-weekly planning meetings to design mid-year and end-of-year research-based learning projects in order to increase levels of student engagement and overall achievement.

		Teacher surveys will be disseminated twice a year to garner information to ensure the skills needed are addressed. Teachers will receive professional development provided by Pearson consultants, school leaders, turn-key teacher leaders, and the Bilingual Secondary Instructional Coach on the SIOP (Sheltered Instruction Observation Protocol) co-teaching model. Individual teachers that require additional support with the new SIOP model will receive Professional Development from school leaders and the Bilingual Secondary Instructional Coach on an as needed basis. CR Part 154 legislation will be followed in order to ensure that ELLs receive legislative protocols: cultural competency, second language acquisition and cooperative teaching (from highly trained faculty). SWDs will receive instruction in accordance with their IEPs.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	March 7-8, 2016
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The results of Formative and Summative assessments indicate that there is an urgent need to improve instructional practices which is directly proportional to student academic improvement. We will need 20% increase in student achievement within core subject areas and 100% increase of all subgroups in order to move our achievement goals forward. The Data team will disseminate 2015- 2016 NYSED data to all instructional staff to be used to plan for 2016-17 and provide guidelines for administrative walk-throughs and the implementation of embedded SIOP instruction. All instructional staff will access NWEA scores, quarterly item analysis of students' benchmark results to monitor student academic growth and result in
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the 2016-2017 school year, all instructional staff will receive Sheltered Instruction Observation Protocol (SIOP) training and embedded SIOP in lesson planning, delivery of instruction and assessing student progress focusing on 10% increase in student achievement within core subject areas and 100% increase by June 2017 of all subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile, Drop out rate, Student participation in ELT

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
June, 2016	June, 2017	Teachers will participate in SIOP professional development workshops quarterly during 2016-17 SY composed of video presentations that are aligned to the NYSUT rubric 3.6a. Uses formative assessment to monitor and adjust pacing guides 3.2b. Uses questioning techniques; 3.1c. Engages students; 3.6b Provides feedback during and after instruction; 3.4a. Differentiates instruction; 5.2a. Engages students in self-assessment. IMPACT: improved methods of implementation of instruction aimed at meeting the varied learning styles of each student to promote academic improvement.
July, 2016	August, 2016	Curriculum writers, coaches and content area teachers will collaboratively work on a monthly bases to implement a pacing calendar to create a well sequenced SIOP embedded, cohesive learning environment that embraces scaffolding, varied cultural experiences and equip students with a rounded level of knowledge and skills tailored to their interest and varied needs. IMPACT: Facilitates smooth and effective transition across suites due to behavioral issues. without creating a learning gap.
October, 2016	June, 2017	Peer- Share Professional Development : Each suite will share a most effective SIOP embedded strategy that has facilitated a stronger suite/ team cohesion and collaboration at a scheduled monthly faculty meeting. IMPACT: Teacher collaboration across content areas.
September, 2016	June, 2017	Administration will use data from weekly lesson plans to modify, plan and review formal and informal observations and walkthroughs to provide feedback, support, guidance and recommendations to facilitate higher order questioning techniques and rigorous instructional practices. IMPACT: Instructional staff will stimulate critical thinking among students and provide them with consistent rigorous and relevant learning opportunities.
September, 2017	June, 2017	All teachers will integrate the PBIS program strategies to explicitly promote positive behaviors regarding decorum inside and outside of classrooms, the community and the world, and taking care of school property. IMPACT: The learning environment reflects an intellectual and physically safe location equipped with relevant resources to support learning.

September, 2016	June, 2017	Town Hall meetings facilitated by teacher leaders will be held once per month highlighting reminders of the guidelines of success of the ABGS middle school and featuring a range of guest speakers. IMPACT: Bridging the gap between student success in school and success in the world.
October, 2016	June, 2017	Monthly Professional development for all ENL and content area teachers implementing the SIOP model on an Extended Wednesday provided by the Bilingual/ENL secondary instructional coach. IMPACT: Instructional staff will stimulate critical thinking among students and provide them with consistent rigorous and relevant learning opportunities.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March 7-8, 2016
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Research of Chris Weber PHD supports implementation of RTI as effective in addressing student behavioral issues. According to the 2014-15 ABGS Middle School VADIR there were 104 reported incidents of which 48 (46%) were designated as violent. This is an increase over last years 44 {24%} incidence designated as violent, which supports the need to implement RTI. Based on the recommendations from the 2015 DTSDE Report Instructional Staff of the ABGS Middle School needs continuous Professional Development that focuses on learning strategies to address student's social and emotional developmental health that improve student engagement and success.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the 2016-17 School Year RTI will be implemented by classroom teachers across all grade levels utilizing various intervention strategies which will result in a 20 % decrease in behavioral referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term / Long-Term)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Sep-16	ABGS will provide PBIS training Superintendent's Conference Day, for all staff provided by School Dean and PBIS team members. PBIS will provide clearly defined expectations and consequences for student behavior resulting in fewer behavioral referrals, more time on task and increased academic achievement. Impact Systems will address barriers to social and emotional development health and academic success.
Oct-16	Oct-16	Administration will facilitate CHAMPS training for all teaching staff during professional development will occur for one day ensuring behavioral referral, more time on task and increased academic achievement
Nov-16	Nov-16	Administration will facilitate Restorative Circles training professional development for all instructional staff occurring one day. Training will be provided by Dean and PBIS team. Restorative Circles will provide a means of dealing with conflict and creating a calmer and focused classroom resulting in fewer behavioral referrals, more time on task and increased academic achievement.
Sep-16	Jun-17	Administrators will conduct weekly walk throughs to look for evidence of RTI strategies being implemented in the classroom effectively. Action plans will be developed to address the academic needs of struggling students.
Sep-16	Jun-17	Administrators will monitor the Team Center monthly to ensure that the counseling services have a positive impact on student achievement.
Sep-16	Jun-17	Administration will monitor the Implementation of the Student banking program facilitated by instructional staff for after school support. Impact: Students receive support that appropriately address their needs.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March 7-8, 2016
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Communication is the key to enhancing parent/school/community relationships and engagement. PTSA enrollment currently hovers around 10% and the average percentage of parents who attend monthly forums and conferences is below 1%. It is incumbent upon the school administration to create strategies to strengthen the communication strands between home and school. As parents and community feel more welcomed and more engaged, student academic and social/emotional performance will be positively affected according to the study, "A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement," by Anne Henderson and Karen Mapp.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017, there will be an increase in communication between the school leaders, teachers and parents communication network which will be evidenced by a 25% increase in parent school visits, meetings with teachers and guidance counselors, and attendance at PTSA meetings and parent workshops.
	Student average daily attendance, parent attendance at workshops, parent participation in district/school surveys, improved student academic performance.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	9/1/2016	On Superintendent's Conference Day, teachers will have Professional Development training on the Parent Portal operation by the Director of Technology or his representative. Impact: teachers will become acclimated to the requirements of the Parent Portal which will be available to parents in multiple languages.
9/1/2016	9/1/2016	The school administration will review all protocols in the fall for all relevant languages for school entry to ensure a family friendly environment that welcomes all constituencies as well as to create systems for sustained family and school engagement. Impact: The relationship between families and schools will contribute to student achievement
9/12/2016	9/12/2016	The instructional team will present state assessment data to parents in September and reflect on improvement strategies. Each month thereafter administration will present Professional Development on the school vision and mission, academic goals and around pertinent information on health, housing and the social and emotional well being of their children. Impact : Families can support their child's academic achievement and social emotional growth.
10/3/2016	5/1/2017	ABGS MS will offer workshops to parents before, during and afterschool each month where they can learn how to better support their children's learning and how to understand various instructional tools. A parent survey will be administered to garner information regarding parent's instructional and community concerns. Community sites and CET Open Houses will be used to disseminate school information.
Oct-16	Apr-17	An ABGS MS newsletter will be generated monthly in English and Spanish and sent to parents quarterly to alert them to academic concerns.

Oct-16	May-17	The administration and staff will organize town meetings quarterly at community sites (Kennedy Park, Public Library,) to address concerns around their children and other community issues. Guerilla marketing will be used to get the word out on these meetings.
Sep-16	May-17	The ABGS Community Engagement Team (CET) will host an Open House for parents and community to showcase students and staff successes.