

NYSSBA's 2023
Leadership in Education Event

The Desmond Hotel



WELCOME



NETWORK: IHG Connect
PASSWORD: ALBDH

Closing the Unrealized Learning Gap Caused by the COVID-19 Pandemic –Not a One-Size-Fits-All Endeavor

Presenters:

Regina Armstrong, Superintendent of Schools for Hempstead Union Free School District

Dr. Heather Lyon, Assistant Superintendent for Curriculum / Instruction & Technology for Lewiston-Porter Central School District

Moderator: Angelique Johnson-Dingle, Deputy Commissioner for P-12 Support - NYSED



Effects of the Covid-19 Pandemic

- Discrepancies in opportunities and resources across the state (access to devices and the internet)
- Social emotional and mental health challenges for every member of school communities from students and parents to teachers and administrators
- Test scores such as NAEP/NWEA indicate students are making slower progress than pre-Covid
- Unprecedented financial support from the federal government (\$14 billion) and increases in state aid





The Power of 3: Creating the Conditions to Respond to Student Needs

Dr. Heather Lyon

Assistant Superintendent of Curriculum, Instruction, and Technology |
hlyon@lew-port.com



Lewiston-Porter Central School District

LEWISTON-PORTER CSD AT A GLANCE 2020-21

[Glossary](#)

TOTAL K-12 PUBLIC SCHOOL STUDENTS



1,860

AVERAGE CLASS SIZE



~22:1

SCHOOL CLIMATE



ACCOUNTABILITY STATUS



GOOD STANDING

ASSESSMENT RESULTS



EXPENDITURES PER PUPIL



\$19,609

4-YEAR GRADUATION RATE



93%



Lewiston-Porter Central School District

(cont.)

STUDENT ATTENDANCE RATE

What percentage of students attended school on the days the school was open?



95%

STUDENT SUSPENSION RATE

What percentage of students were suspended from school at least one full day during the school year?



1%

CHRONIC ABSENTEEISM RATE

What percentage of students were absent 10 percent or more of the days they were enrolled in school?



High School: 38.7%

Grades 1-8: 6.9%



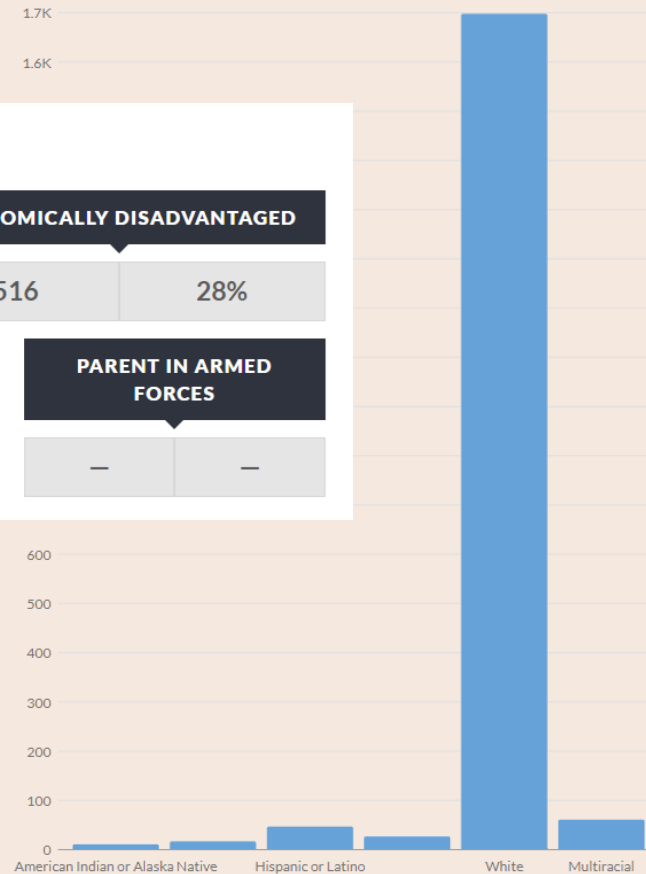
Lewiston-Porter Central School District

(cont.)

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
16	1%	325	17%	516	28%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY ETHNICITY

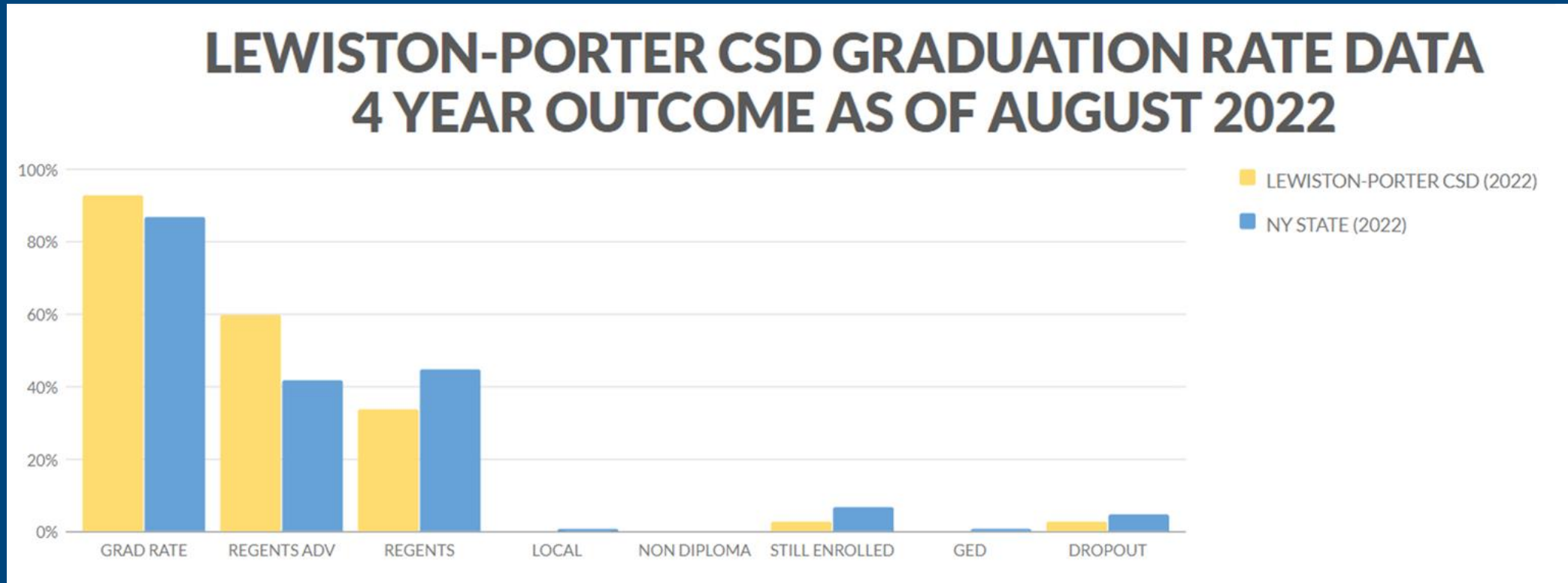


AMERICAN INDIAN OR ALASKA NATIVE	
12	1%
BLACK OR AFRICAN AMERICAN	
18	1%
HISPANIC OR LATINO	
48	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
28	1%
WHITE	
1,699	91%
MULTIRACIAL	
62	3%



Lewiston-Porter Central School District

(cont.)



Lewiston-Porter Central School District

(cont.)

Mission	Vision
<p>One purpose. Your pathway. Our promise.</p>	<p>Our <u>purpose</u> is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their <u>pathway</u> and discover their personal best because we <u>promise</u> to give them our best.</p>



Strategic Plan



Lewiston-Porter Central School District

(cont.)



Dana Britt

Collin Thompson



https://www.edelements.com/hubfs/Blog_and_SM_images/education_elements.jpg



Multi-Tiered System of Supports (MTSS)



https://3a6d2fa4ae1ce33efe33-cbed75e28780a78839766d2c9f383a2d.ssl.cf1.rackcdn.com/article/image/large_3c51fea8-441d-48d2-bf74-a8d071101d5e.png

- MTSS is designed to help schools identify struggling students early and intervene quickly. **It focuses on the “whole child.”** That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school).
- MTSS supports the adults at the school, too. The [Every Student Succeeds Act \(ESSA\)](#) — the main education law for public schools — cites MTSS as a way to increase teacher effectiveness. ESSA gives states funding that can be used for professional development to help teachers use MTSS.

<https://www.understood.org/en/articles/mtss-what-you-need-to-know>



The Power of 3



Academics



Behavior

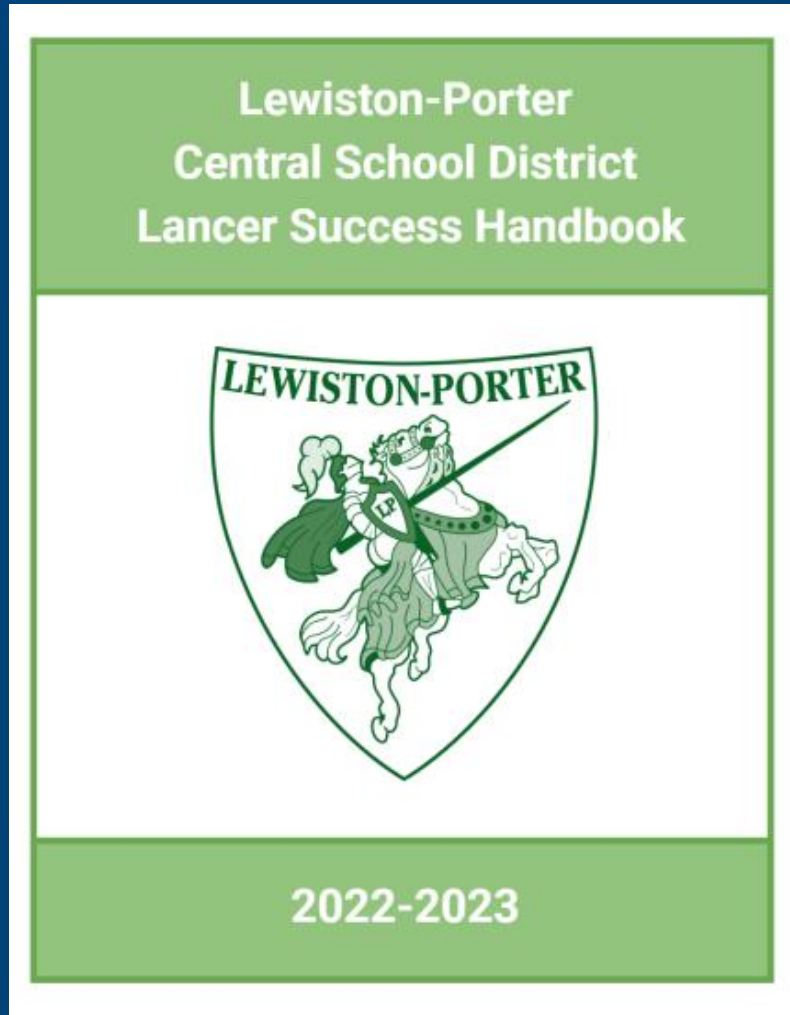


Social/
Emotional
Learning
(SEL)

Multi-Tiered System of Supports



1 – Academics (Redefining Student Success)



Tier III

Individualized intensive interventions

0-5%

Tier II

Targeted small group interventions for at-risk students

5-15%

Tier I

Whole class research-based core instruction

≥80%

<https://readinghorizons.com/Media/Default/Images/Products/rhd-interest-rti.png>



1 – Academics (Redefining Student Success & Personalized/ Innovative Learning Environments)

Created the Lancer Learning Center (LLC) in the high school



In addition to Reading Interventionists, added Math Interventionists



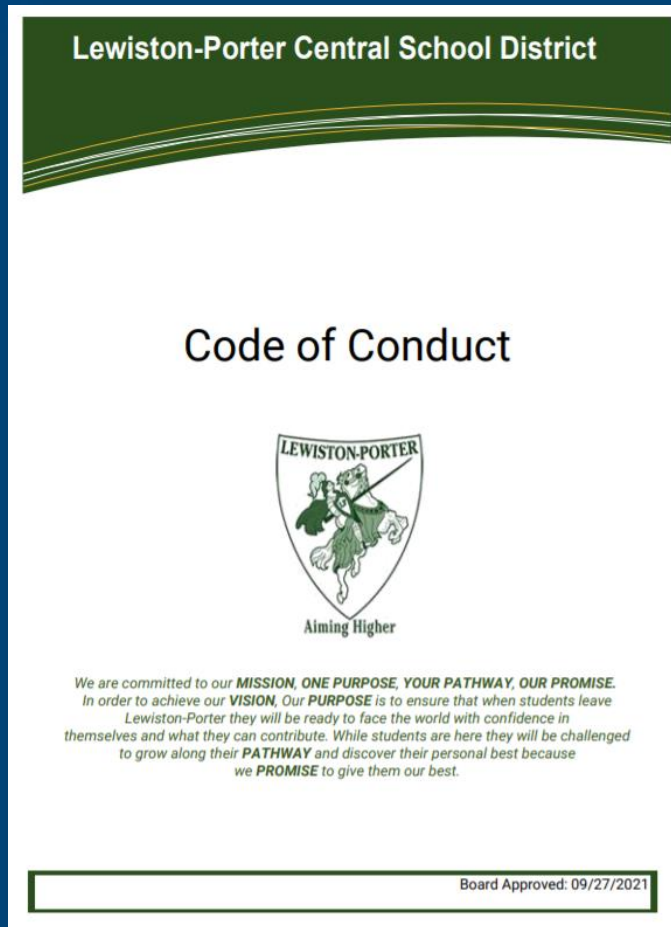
Jessica Cruz, LLC Director

[Click here](#)
to view a presentation about the
Lancer Learning Center (LLC)



2 – Behavior (Climate and Culture of Respect for All)

Policy 7313: Suspension of Students



J. STUDENT ACCOUNTABILITY PHILOSOPHY, CONSEQUENCES, PROCEDURES AND REFERRALS

Historically, the establishing accountability with students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding student accountability as a “teachable moment” is fundamental to a positive approach to growth with the ultimate goal of teaching pro-social behavior. Therefore restorative justice practices will be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and readmission process to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

Restorative practices include valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?



2 – Behavior (Climate and Culture of Respect for All & Innovative/ Personalized Learning Environments)

Restorative Practices

BOULDER VALLEY SCHOOL DISTRICT

A school-wide framework that focuses on intentionally building, maintaining, and repairing relationships



All Students

Restorative School Climate

A restorative school climate focuses on building a strong sense of community and positive relationships among everyone in the building. Adults support students in developing social and emotional skills.

Practices That Support Tier 1:

- Restorative Mindsets
- Restorative Language
- Proactive Circles
- Restorative Questions



Some Students

Restorative Discipline

After harm or conflict, restorative responses address the root cause of the concern, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.

Practices That Support Tier 2:

- Restorative Conversations
- Responsive Circles
- Restorative Reflection Sheets
- Skill-building Alternatives To Suspension



Few Students

Restorative Re-Entry & Conferencing

In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community.

Practices That Support Tier 3:

- Restorative Justice Conferencing
- Restorative Re-entry Conference

A.L.E.

Alternative Learning Environment

https://lh3.googleusercontent.com/45vmxfMD7yu0cQCFhyWqogCYm22sz0jNdSYcLNnLyHluTBhBznJw7nsR6EUqr438nK8eURhyMMB-1GEZcX5JSawE9b5iH2qkeoEmJ-owgmOlwITgbAjtQRVB_RiZDg5WQOZil4yy56pIG9P4DfHVvaPnVxeh2Yx9tzEZ5b5JezPYvEobXRUK1x-1BAXE



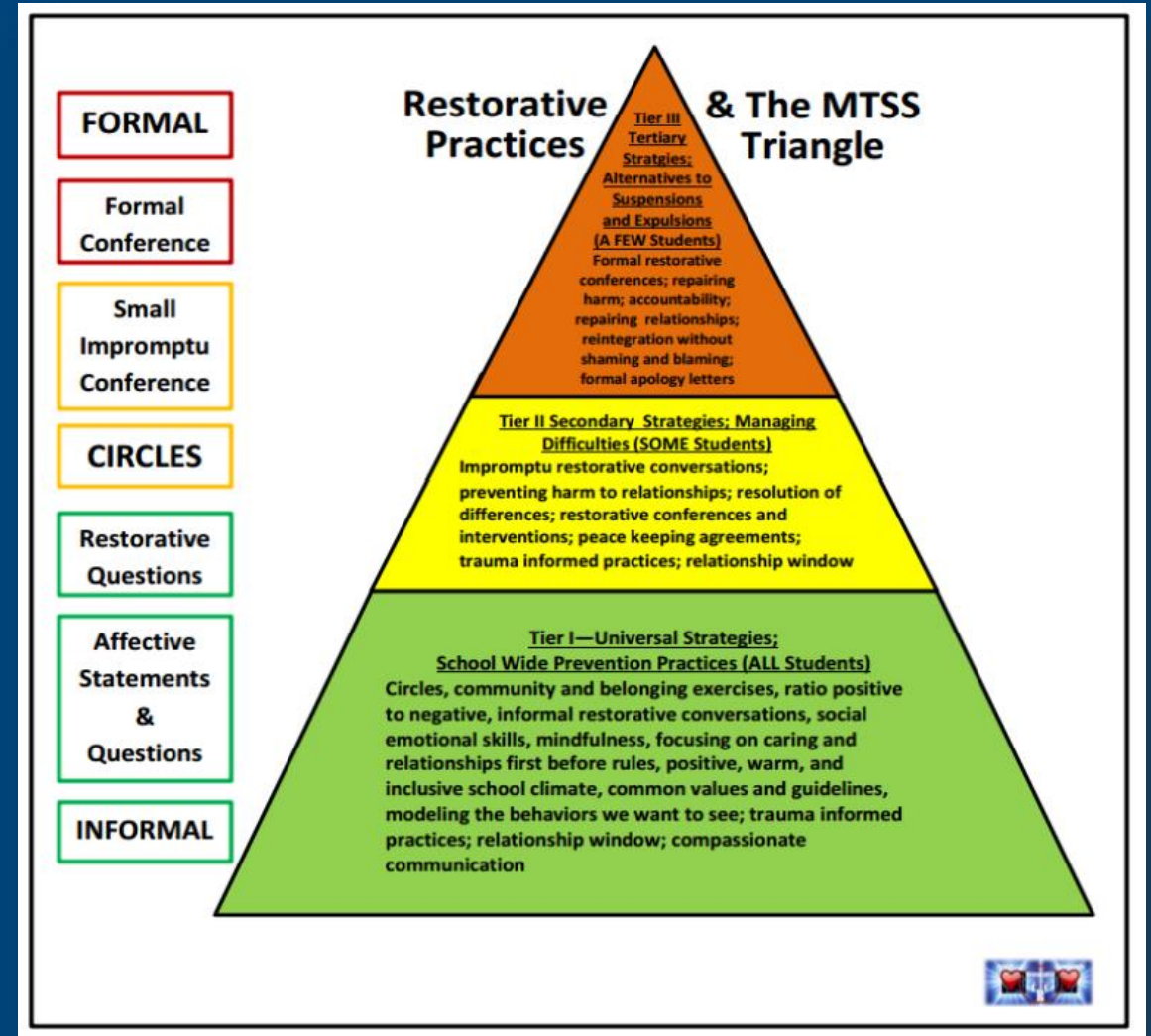
2 – Behavior (Climate and Culture of Respect for All)



Lori DeCarlo



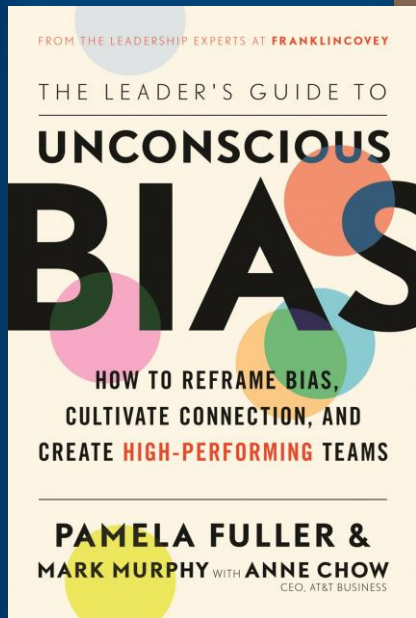
Building-Based RP Leadership Teams



<https://kipcor.org/wp-content/uploads/2021/08/KIPCOR-values-and-triangle-handout.pdf>



3 –SEL (Redefining Success & Climate and Culture of Respect for All)



https://www.franklincovey.com/wp-content/uploads/2020/10/unconscious-bias-book_Unconscious-bias-book-01.jpg



William Blackford



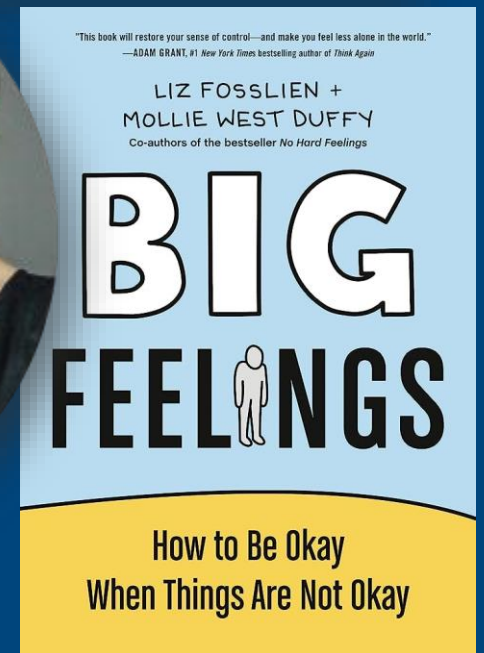
Carolyn Quigley, DEI&B Director



<https://www.franklincovey.com/drbarrettspeaks/>



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https://m.media-amazon.com/images/I/71mSH1NYX-L_AC_UF1000,1000_QL80_.jpg



3 –SEL (Climate and Culture of Respect for All & Innovative/ Personalized Learning Environments)

6-8 Daily Crew Time

HABIT 6: Synergize

How are you feeling today?

- 1 angry
- 2 sad
- 3 tired
- 4 happy
- 5 excited

D.E.A.L
Drop Everything and Lead

Circle Norms:
Respect the talking piece
Speak from your heart
Honor privacy
Bring your best self

Circle Prompts:
What's your favorite genre of music?

Today's Task:
This or That game
The teacher will explain that one side of the room will be for "This" and the other will be for "That"

Debrief: Why is it important to learn about other student's interests?

Today is Tuesday, September 6th

Happy Fight Procrastination Day!

Procrasti-Nation

FLAG	⊞
POPULATION	7 billion
INDUSTRY	none
EXPORTS	denial, guilt, justification

Map regions: Solitairetory, Napland, Snack Sector, Range of Excuses, Game Zone, Doodle District, Surfside, Isle get it done.

Crew Convo Prompts
Check-in: Fist to Five How is your day going?
Round 1: Who is your favorite music artist?
Round 2: What is one highlight of your summer?

Restorative Communities Circle Agreements
Respect the Talking Piece
Speak from your Heart
Listen with your Heart
Speak with Respect
Listen with Respect
Say Just Enough
Honor Privacy
Bring Our Best Selves

To Do
Head to lockers to practice opening your lock!

K-5 Daily Drop Everything And Lead (DEAL) Time




3 –SEL (Redefining Success)

JOURNEY OF A LEW-PORT LANCER

PATHWAY EXPLORER

Pathway Explorers are:


- Curious
- Purposeful



PATHWAY PARTNER

Pathway Partners are:


- Collaborative
- Inclusive
- Effective Communicators



PATHWAY GUIDE

Pathway Guides are:

- Accountable
- Independent
- Balanced



JOURNEY OF AN HIGH SCHOOL LANCER

<h3>ACCOUNTABLE</h3> <p>High School Lancers take responsibility for their actions and own their learning.</p> 	<h3>EFFECTIVE COMMUNICATORS</h3> <p>High School Lancers critically think, write, listen, and speak and are able to distinguish the difference between facts versus opinions.</p> 
<h3>BALANCED</h3> <p>High School Lancers make consistent progress in their academic goals while allowing time for hobbies and social-emotional health.</p> 	<h3>INCLUSIVE</h3> <p>High School Lancers actively seek to understand others, demonstrate empathy, and celebrate differences.</p> 
<h3>COLLABORATIVE</h3> <p>High School Lancers recognize that everyone has the ability to contribute and share responsibility for success and failure.</p> 	<h3>INDEPENDENT</h3> <p>High School Lancers are able to problem-solve on their own, manage their time, and have strategies for tackling challenging tasks.</p> 
<h3>CURIOUS</h3> <p>High School Lancers experience new people, situations, roles, and tasks while remaining resilient and persistent.</p> 	<h3>PURPOSEFUL</h3> <p>High School Lancers passionately embrace who they are, set and work toward goals, and live with intention.</p> 



3 –SEL (Redefining Success & Climate and Culture of Respect for All)

PEC

Mrs. Quigley visits a Kindergarten classroom to read *Keepunumuk* prior to Thanksgiving

Expanding Winter Kindergarten visit: Santa PLUS celebrating many Winter Holidays!

Ade Jembe Fola drums & dancers visit

Lunar New Year celebration

Monthly theme books and Inclusion/Kindness Bulletin Boards (designed by liaisons)

One District One Book (7th year of initiative)

NYS ED .gov

Culturally Responsive-Sustaining Education Framework

Middle School

LPMS student's ask Duncan Kirkwood questions about resilience, character building, leadership training and game consoles

Hispanic Heritage Month Bulletin Board

Crew-Crew: Oral Storyteller - Karima Amin

Modified Bowling (pins courtesy of Jon Hoover)

Orange Shirt Day - initiative of MS 6th grader!

in yourself

IEC

3rd grade Spanish Heritage Month project

5th grade students doing the announcements for Spanish Heritage and Navratri

4th Grade Multi-Age Haudenosaunee Museum

Dr. Barrett teaches 4th graders Zulu for *The Lion King*

4th grade World Faith Project (December)

5th grade World Cultures Fair

Library: Books around the World

LPHS

Inclusive Winter Spirit Week (Lancer Council)

Student of the Month: Inclusion

Classroom "All about me" Projects

Monthly Celebrations

Classes: Pumpkin Project AND welcoming artist Edreys Wajed

Duncan Kirkwood answers LPHS Q's about diversity after his presentation

Modified Bowling/Basketball/Niagara PAL

Winter Holiday Spirit weeks

Wednesday, Dec 14	Thursday, Dec 15	Friday, Dec 16	Saturday, Dec 17	Sunday, Dec 18	Monday, Dec 19	Tuesday, Dec 20	Wednesday, Dec 21
Festive Feet	Stal About	Feeling Frosty?	Long Winter's Nap	Candy Cane Lane	Festive Finale		
Wear your Holiday Socks	Read About	Wear Holiday Headgear	Wear Holiday Mittens and Gloves	Dress in Holiday Papermas	Wear Red		

resilience

All About Me

WOMEN'S HISTORY MONTH

The Evidence: Academics

Spring to Spring Reading Side-By-Side Comparison

	Spring 20/21 % Needing Tier 1 Only	Spring 21/22 % Needing Tier 1 Only	Spring 22/23 % Needing Tier 1 Only	2-Year Difference
K	70%	67%	65%	-2%age
1	72%	73%	72%	-1%age
2	86%	79%	85%	+6%age
3	79%	86%	89%	+3%age
4	86%	83%	89%	+6%age
5	90%	88%	86%	-2%age
6	93%	90%	94%	+4%age
7	91%	94%	97%	+3%age
8	93%	95%	92%	-3%age
TOTAL	83%	84%	88%	+4%age

KEY

Green Cells=Within the theoretical range for RTI Tier 1
Red Cells=Below the theoretical range for RTI Tier 1

Green Numbers=
Positive Growth
Red Numbers=
Negative Growth



The Evidence: Academics

Spring to Spring Math Side-By-Side Comparison

	Spring 20/21 % Needing Tier 1 Only	Spring 21/22 % Needing Tier 1 Only	Spring 22/23 % Needing Tier 1 Only	2-Year Difference
K	77%	71%	71%	0%age
1	77%	81%	74%	-7%age
2	80%	87%	84%	-3%age
3	50%	79%	83%	+4%age
4	76%	81%	90%	+9%age
5	82%	86%	91%	+5%age
6	93%	85%	89%	+4%age
7	84%	92%	92%	0%age
8	89%	89%	78%	-2%age
TOTAL	76%	87%	84%	-3%age

KEY
Green Cells =Within the theoretical range for RTI Tier 1
Red Cells =Below the theoretical range for RTI Tier 1
Green Numbers = Positive Growth
Red Numbers = Negative Growth



The Evidence: Academics

Intervention Caseload and Dismissals

Building	Total Caseload for the 22-23 school year	Total Number of students Dismissed in the 22-23 school year
PEC Reading	137	43
PEC Math	57	29*if spring data were used, 7 of those students would be picked up again
IEC Reading	65	16
IEC Math	98	54
MS Reading	50	22 total 17 SWD dismissed
MS Math	62	7



The Evidence: Academics

- Lancer Learning Center 23/24
 - 29 students participated in credit recovery (through Apex)
 - 22 students took 1 course
 - 7 students took 2 or more courses
 - 25/29 (86%) earned course credit
 - 4/29 (14%) did not earn course credit
 - Over 90 students were assigned to the LLC for extra help
 - Average daily drop-in rate was 10-15 students (with an uptick at mid and end of the marking periods)



The Evidence: Behaviors



Over 25% of teachers have been through the RP Summer Training over 3 years and Summer 2023 parents and students are also being trained

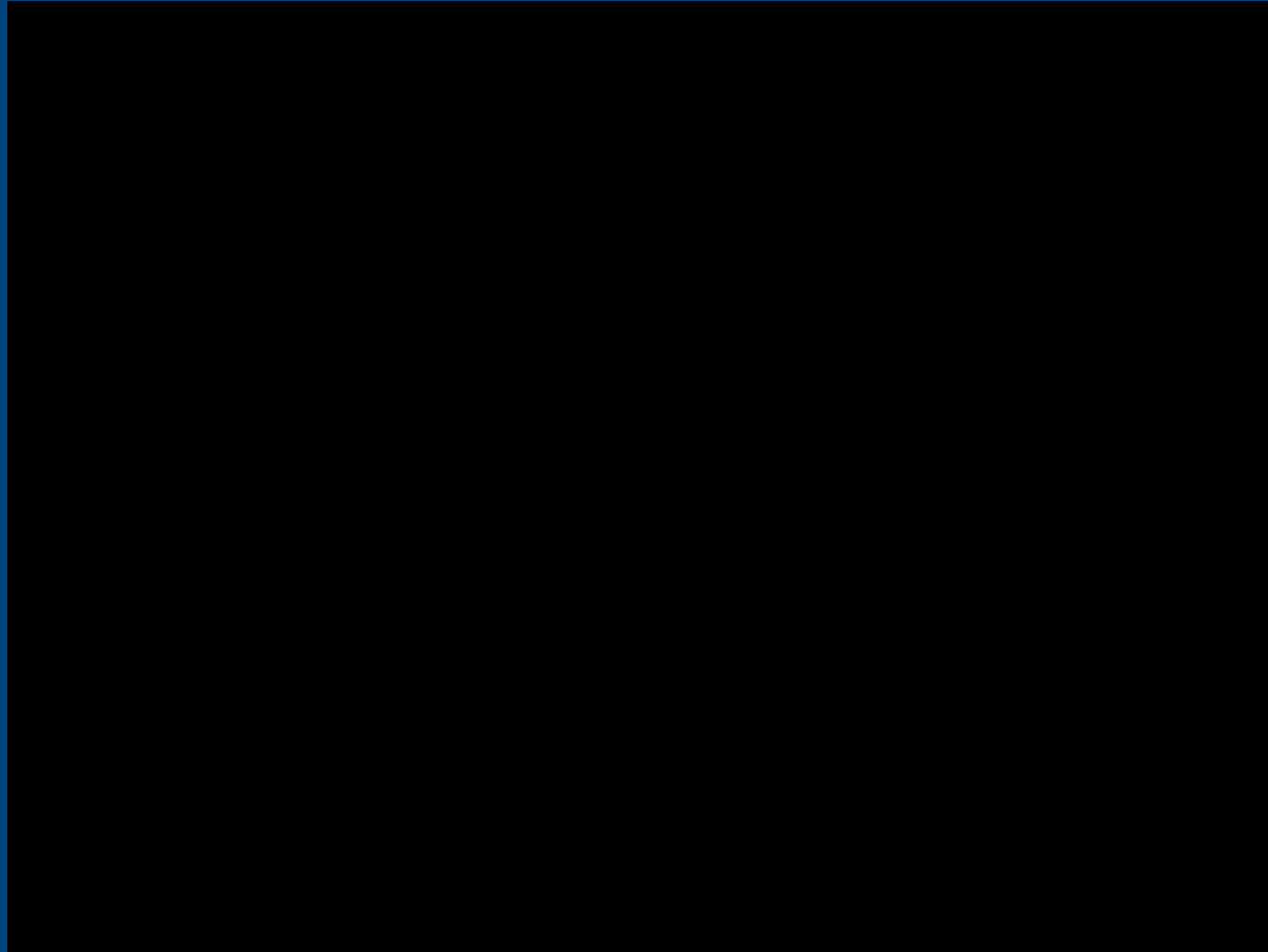


The Evidence: Behaviors

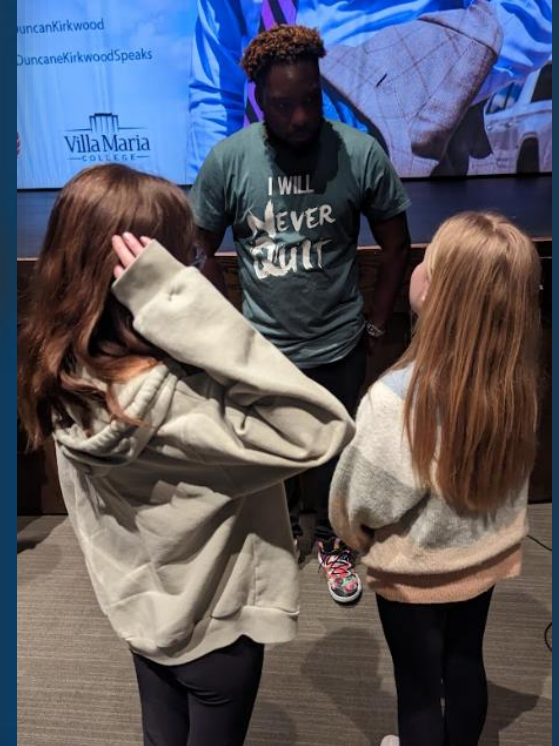
2022-2023 Referrals to ALE							
Grade	1 TIME	2 TIMES	3 TIMES	4 TIMES	5 TIMES	6 TIMES	7 or MORE
6	9	1	-	1	-	-	-
7	10	2	1	1	-	-	-
8	13	5	5	2	1	-	-
9	21	5	-	1	2	-	3
10	13	5	-	1	-	1	-
11	13	8	1	3	3	-	-
12	8	-	1	-	1	-	-
TOTAL	87	26	8	9	7	1	3



The Evidence: Behaviors

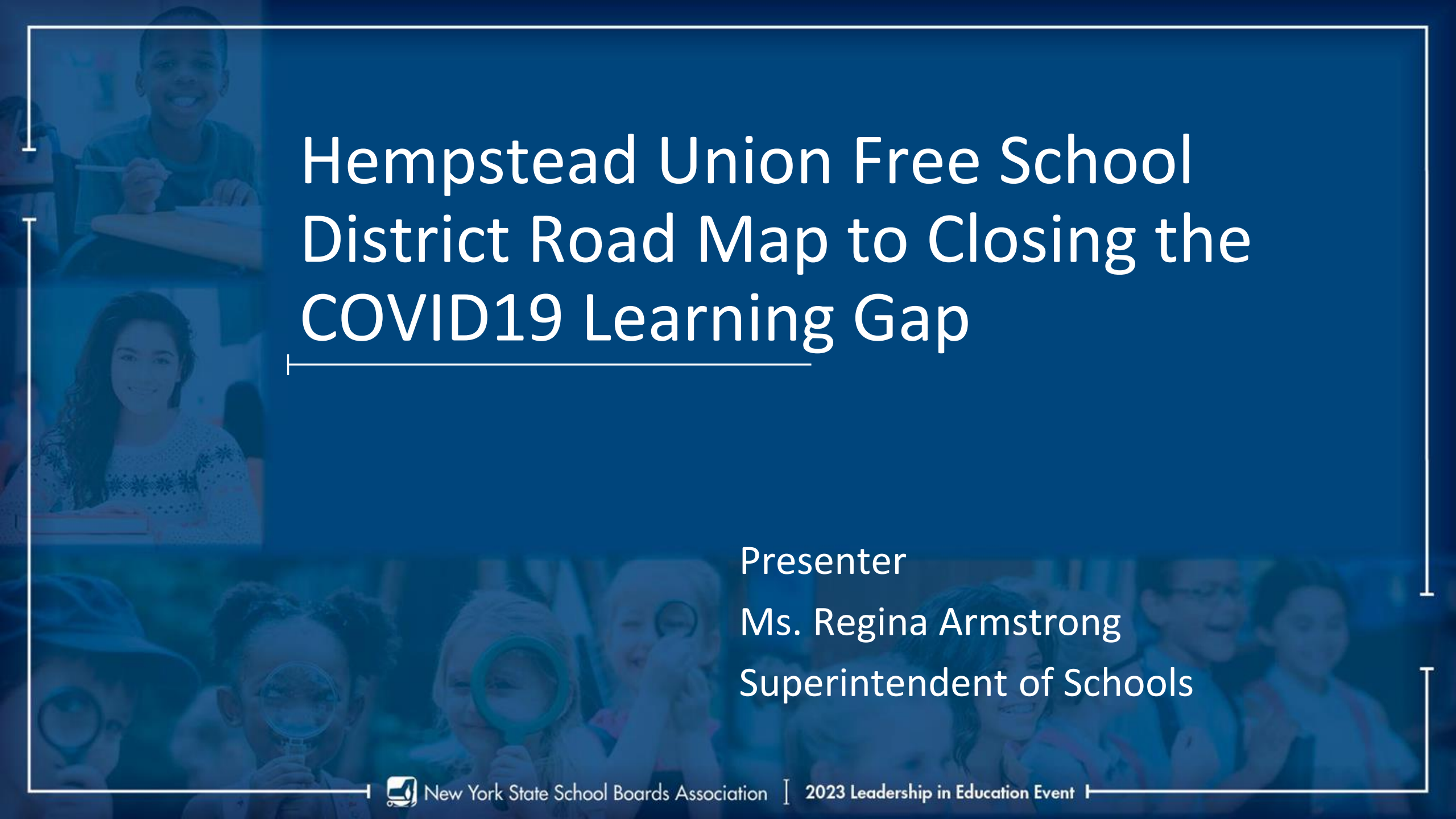


The Evidence: SEL



The Evidence: SEL



The background features a collage of images related to education. At the top left, a young boy is smiling while writing in a notebook. Below him, a woman with long dark hair, likely a teacher, is smiling. At the bottom, a group of diverse young children are looking through magnifying glasses, suggesting a focus on learning and discovery. The entire scene is overlaid with a semi-transparent blue filter.

Hempstead Union Free School District Road Map to Closing the COVID19 Learning Gap

Presenter

Ms. Regina Armstrong

Superintendent of Schools



Who Are We?

The Hempstead Union Free School District is an urban suburban school district on Long Island. We are a low wealth, high poverty district. Our current enrollment is around 5900 students. About 75% of our students are economically-disadvantaged, 40% are English Language Learners (ELL), and 11% are students with disabilities. The ethnical breakdown for the district is 75% Hispanic, 21% Black, and 4% other.

It is the missive of the Hempstead Union Free School District (HUFSD) to ensure students achieve personal growth and academic success that will enable them to compete and perform in the 21st Century, as they become global minded citizens.

As of August of 2022, the Hempstead High School graduation rate was 86% for all students. The current graduation rate demonstrates a significant increase from the prior school years; almost 50% from the 2017 school year, which was 37%.

#GettingtoGreater!





WHAT DID COVID

TEACH US?

A Lesson in Resiliency

Our Community came together to support one another

Our leaders adapted and adjusted to meet the needs of our scholars

Our teachers shifted their practices to virtual learning

Our scholars encountered unimaginable challenges



What the data showed us?



- More students demonstrated 2 or more grade levels below
- Different subgroups of scholars were more severely impacted showing a delay up to more than 3 years
- Our needs assessment showed us that resources were not addressing the needs of ALL our students
- Our teachers and students were emotionally and mentally impacted by COVID – increase in absences and turnovers were noted



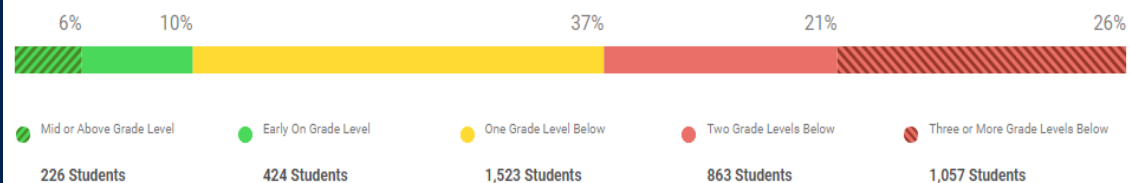
Reading Data

2019-2020 school year

2020-2021 school year

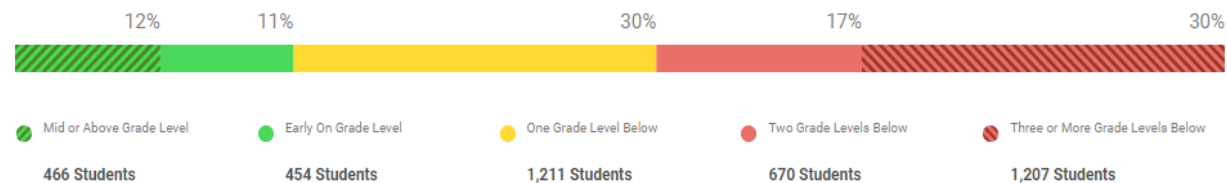
Overall Placement

Students Assessed/Total: 4,093/4,636



Overall Placement

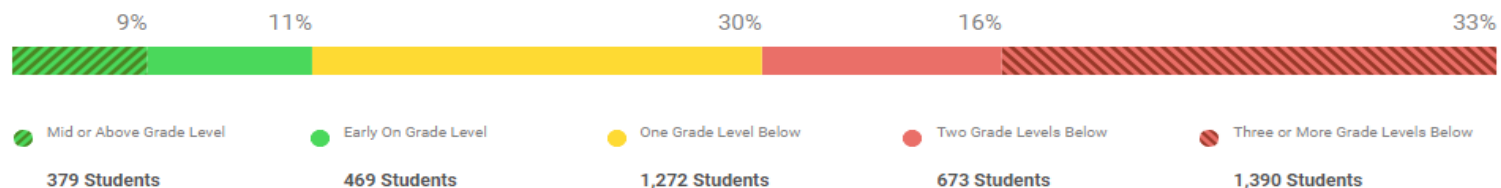
Students Assessed/Total: 4,008/4,215



2021-2022 school year

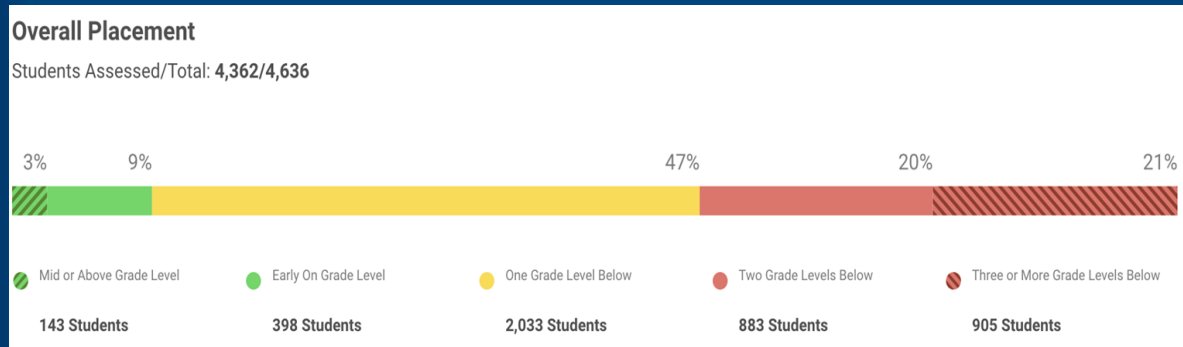
Overall Placement

Students Assessed/Total: 4,183/4,317

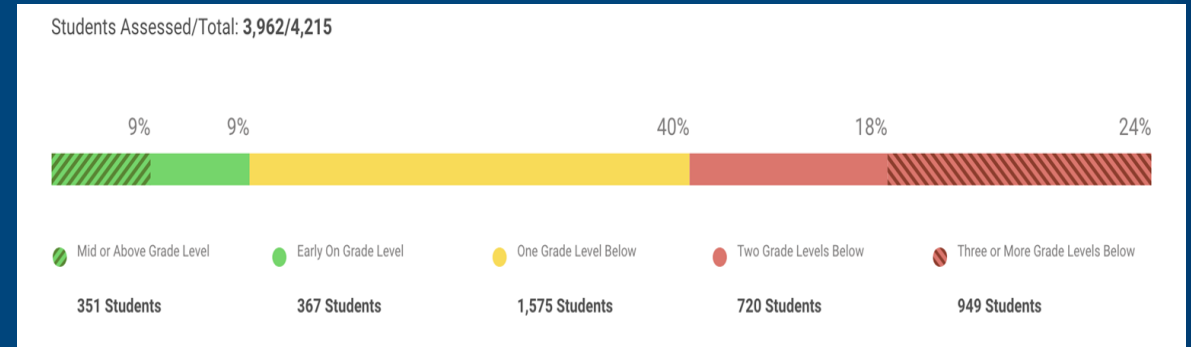


Math Data

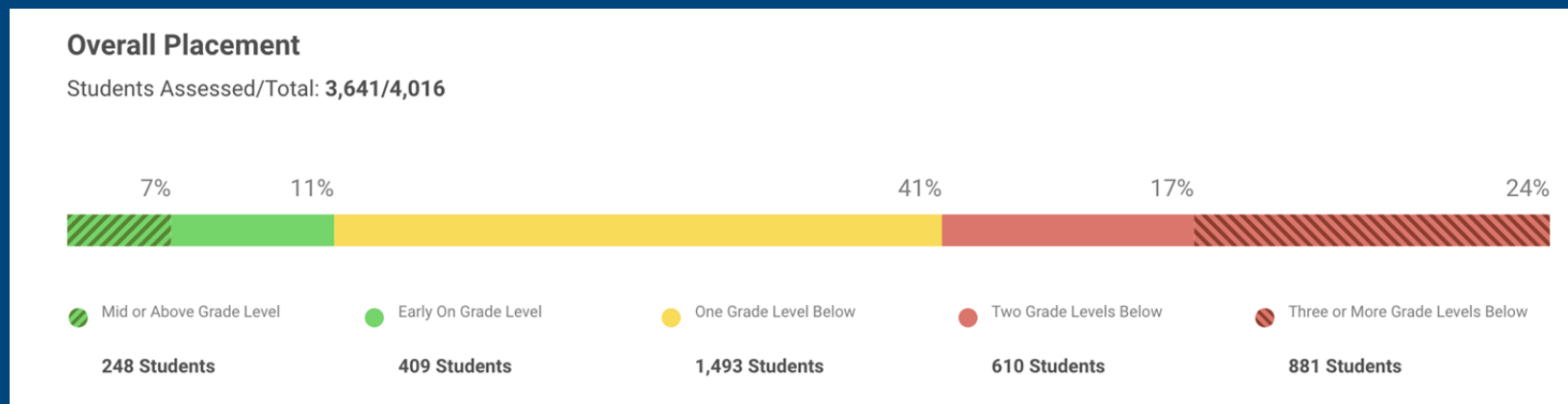
2019-2020 school year



2020-2021 school year



2021-2022 school year

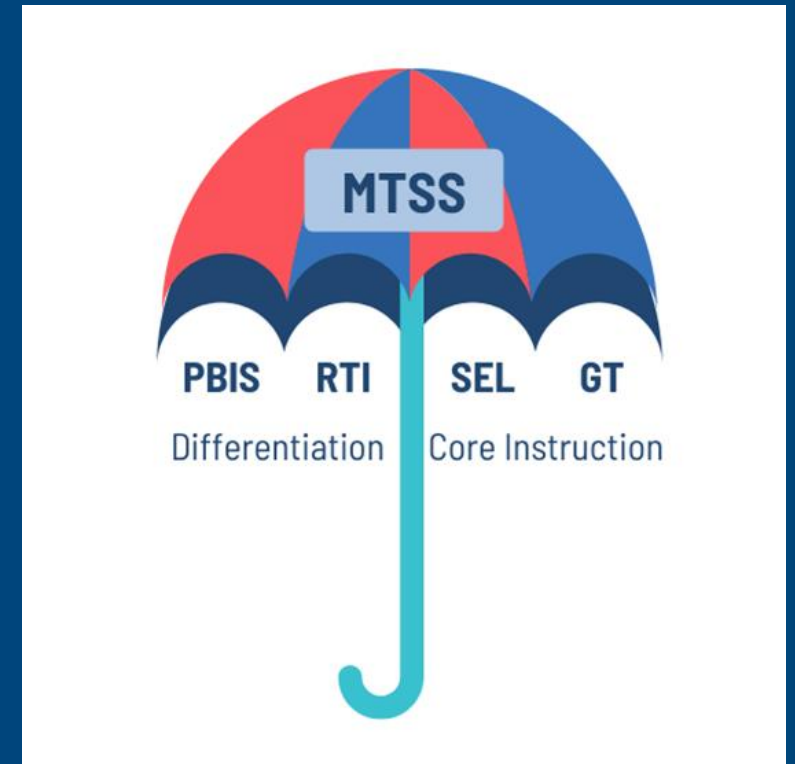
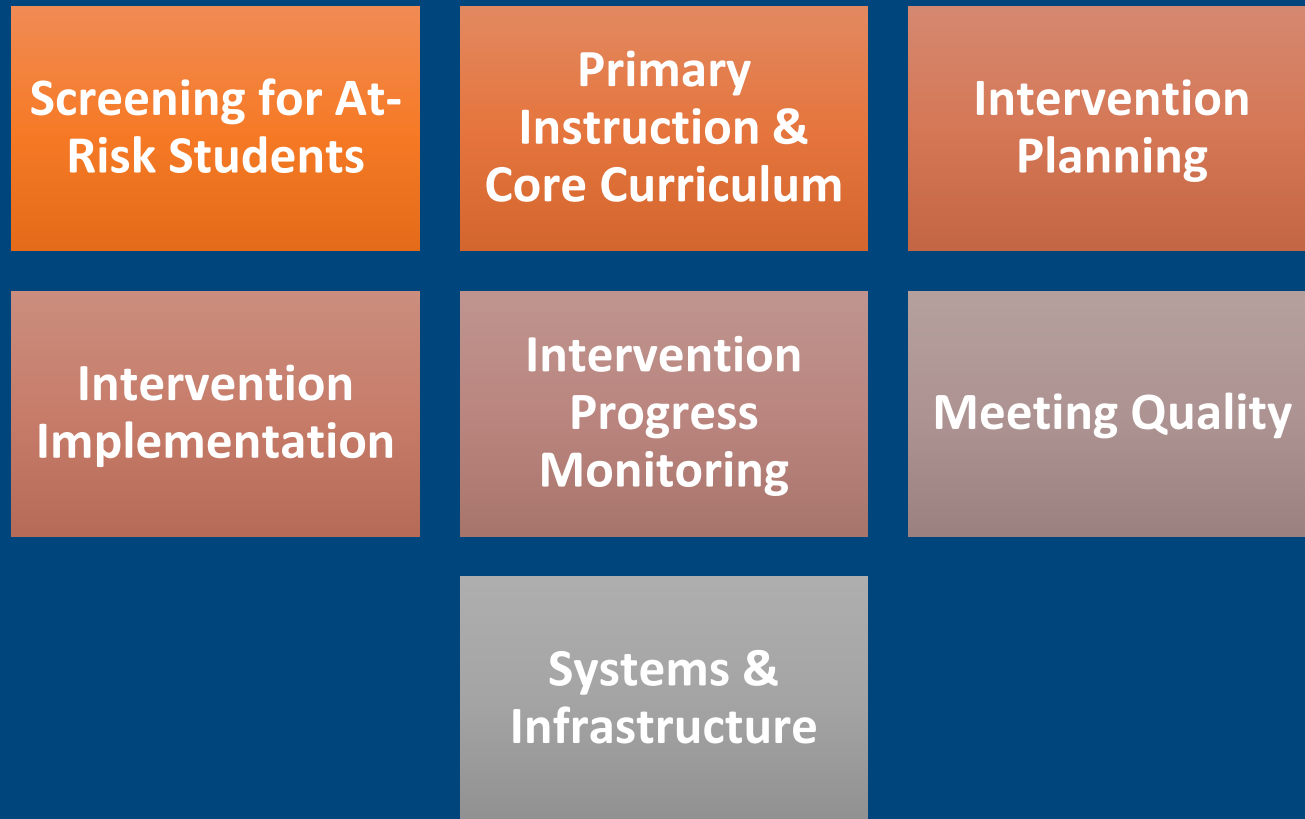


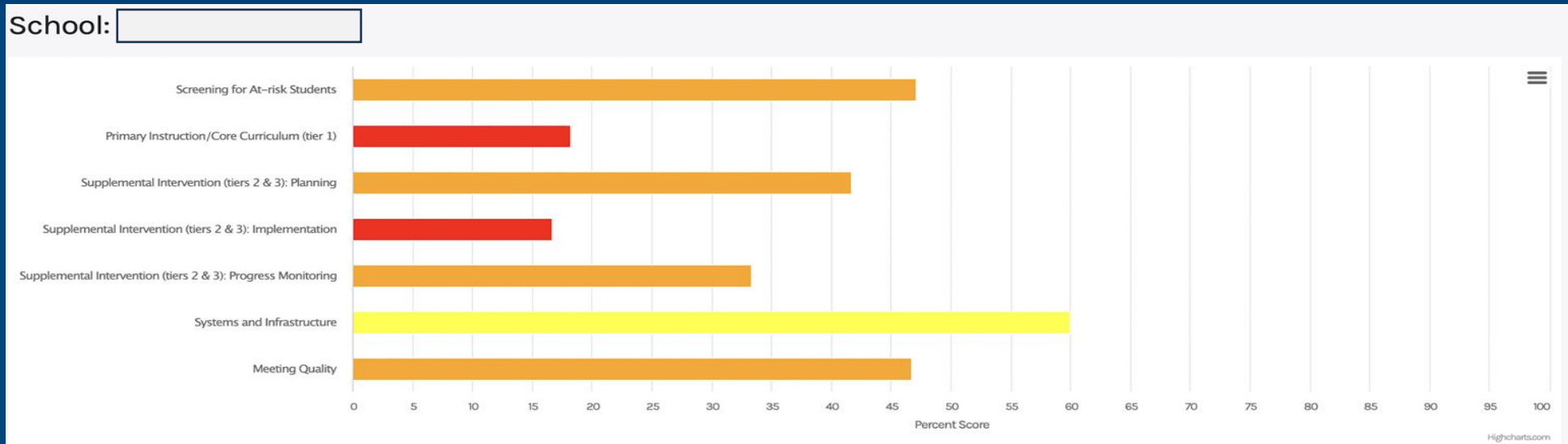


PLANNING FOR "GETTING TO GREATER"



Reviewing our Existing MTSS Practices





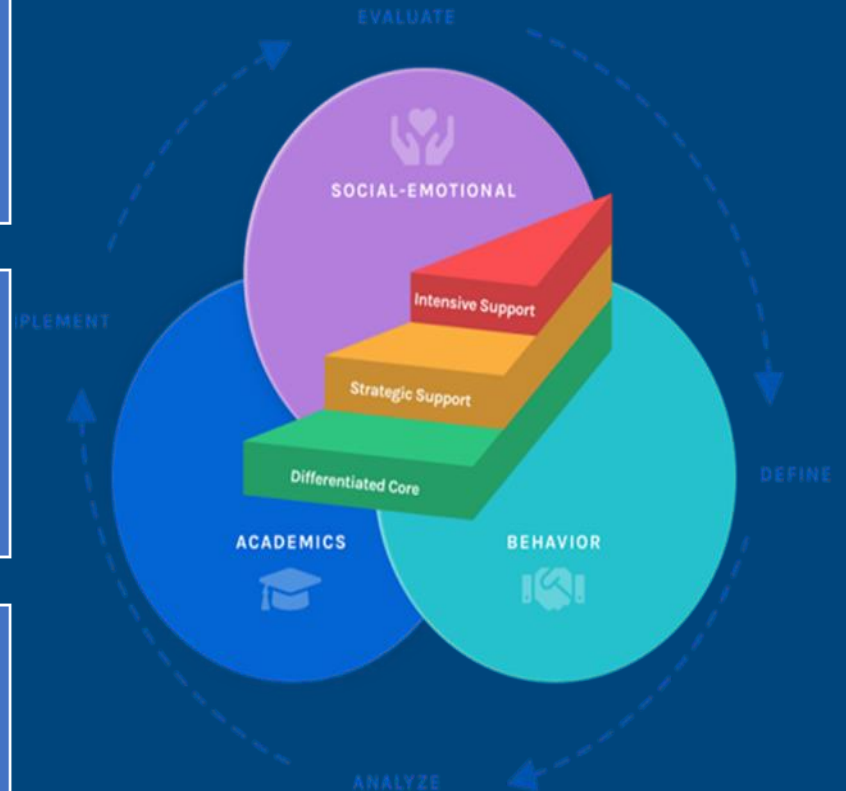
Root Report

- Understanding our system post-COVID
- All schools completed a survey
- Recommended tasks and professional development needs to support our needs



Identifying the Needs of our System

Building capacity and infrastructure	Data for the whole child	Professional Development to provide foundational MTSS knowledge for our district and school leaders
Coaching to support infrastructure for our MTSS team	Aligning the teams to a purpose	Tier 3 Intervention with progress monitoring
Behavior monitoring tool	Analyzing the overall infrastructure health of each school to differentiate support	Use of SEL screeners



Rethinking Our Practices



- Tier 1.5, Whole Group Intervention
- IB coaches to support Tier 1 instruction
- Review our current literacy instruction to align with the science of reading and increase our time
- Expand AIS teachers' roles to be reading and math interventionists for grades K-6 to support small group and 1:1 interventions based on student's needs (Tier 2/3)
- Create WIN classes in our middle school to support diverse learners
- High Impact Tutoring, Reading
- Change our Norm Reference and Valid Assessments for our ELLs
- Push-in model for reading and math (Tier 2)
- Consider Flexible Scheduling across grade levels for intervention times (homogenous groups with similar needs)
- Class schedule to include intervention/enrichment period daily
- The intervention/enrichment period should NOT interrupt our CORE instruction
- Accelerate learning



PHASE I



**Getting to know our scholars,
wholistically: Academic, Attendance, Mental
Health, Behaviorally, and Social-Emotional**



**Identify and examine the different needs and their
interaction**



Review our resources: personnel, tools, and structures

OUR TIMELINE

2022-2023 Goal: Create a common language across the district and begin the development of infrastructure and support mechanisms needed to support ALL students.

FALL, 2022

**WINTER,
2022**

SPRING, 2023

**SUMMER,
2023**

**Creating
conditions for
a successful
MTSS
Framework**

**Understand how
to support our
MTSS Framework
with MTSS teams
including School
Leadership Team**

**Build
Infrastructure
through
handbook
creation**

**Implementation
Planning for
Teacher Rollout
K-8 using our
MTSS Platform,
Branching
Minds**



READING RESULTS 2022-2023

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total
	All Campuses	42.6%	24.5%	32.9%	3793



MATH RESULTS 2022-2023

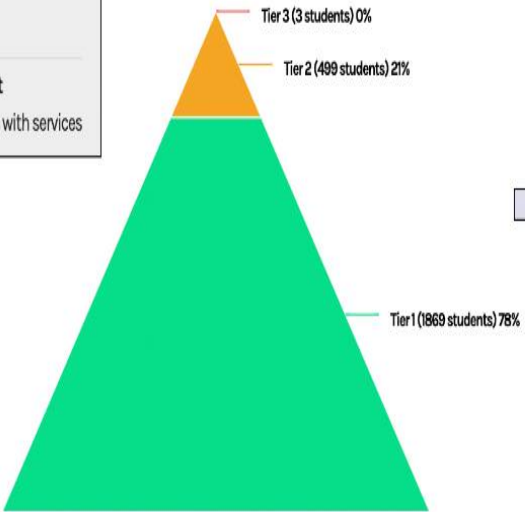
Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total
	All Campuses	43.5%	18.9%	37.5%	4131



2371 Students Total

Included in chart
Tier 1-3: 2371 students

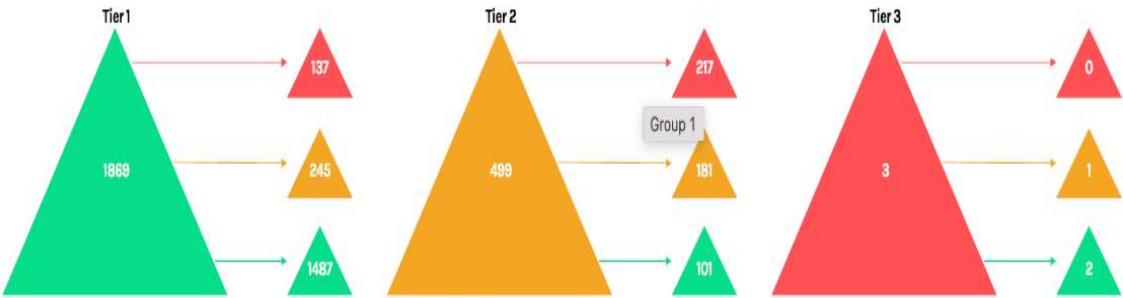
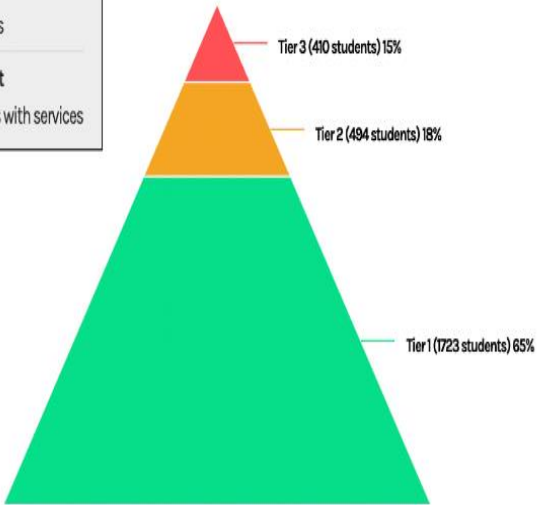
Not included in chart
Services: No students with services



2627 Students Total

Included in chart
Tier 1-3: 2627 students

Not included in chart
Services: No students with services



Overall Tier Movement

- ↑ Up: 599
- Neutral: 1668
- ↓ Down: 104

- ↔ Transferred in: 256
- ↔ Transferred out: 0

MTSS MOVEMENT SEL REPORT

ELEMENTARY SCHOOLS



Phase II



- Reflecting on Phase I and making adjustments on our timeline
- Capacity Building through professional development (intentional and embedded) for our school leaders and educators
- Continue partnering up with all stakeholders to address the identified needs across the district
- Use an equitable lens to review our data and resources



QUESTIONS?

