Hempstead Union Free School District
185 Peninsula Blvd Hempstead, New York 11550

Ms. Regina Armstrong – Superintendent of Schools

Dr. William Johnson – SED Monitor

PROGRESS BENCHMARKS

Quarter 1

July 1, 2021 – September 30, 2021

Academic Action Plan

Blue = Implementation completed; The Hempstead Union Free School District ("the District') has satisfactorily completed this activity

Green = The District is on schedule to implement this recommendation.

Yellow = Implementation begun but behind schedule: The District has begun to implement the recommendation, but implementation is behind schedule.

Red = Implementation not yet begun: The District has not yet begun to implement this recommendation.

Not Applicable: The recommendation was not expected to be in implementation status during the period of the report.

Recommendation	Status of Implementation as of September 30, 2021	STATUS Sept. 30, 2021
1. The District continues its commitment to having each building become an International Baccalaureate (IB) school by the end of next year.	There are no updates in this area as of the date of this report. It is the District's expectations that Rhodes Academy and Alverta B. Grey School (ABGS) will go through the authorization process for the IB this school year. All schools will continue to implement the IB framework for teaching and learning as guided by IB World.	GREEN
2. Staff development efforts focus on the uniform implementation of the many programs used to meet the standards.	The District's professional development (PD) efforts are on-going and centered around: • International Baccalaureate (IB) • New Generational Standards • Virtual Learning/Technology • Instructional Strategies for multi-lingual learners • School Improvement • Social Emotional Learning (SEL) • Diversity, Equity and Inclusion (DEI) Professional Development (PD) will continue to be provided to staff on 11 Wednesdays per year, as well as two half days to address both individual and school staff needs. Now that the District has hired an Assistant Superintendent for Curriculum and Instruction, the Professional Development Committee has been reconvened to decide on PD topics for the 2022-23 school year.	GREEN

3. I-Ready tests in reading and math be administered the first and last quarter of this school year to provide a means for measuring growth during the year.	Students in grades K–8 were administered the I-Ready in September/early October 2021. The data will be used to determine students' academic enrichment levels. The District will use a Tiered System for grouping and individual instruction. I-Ready will be administered again in January 2022 (mid-year) and May/June 2022 (end of year) to monitor students' progress.	GREEN
4. The District carefully reviews the data for sixth grade students, some of whom are in the elementary schools and some of whom are in the Middle School to determine if there are differences in the performance of students related to the grade configuration of the school the student attends. The District should then use the data to consider an appropriate configuration for the sixth grade.	As of September 2021, this recommendation has been fully implemented for the 2021–22 school year; however, the District will continue to monitor and assess the current grade 6 configuration to ensure it is having a positive impact on student performance.	GREEN
5. To ensure consistency of instruction during the pandemic teachers and students should be routinely taught how to effectively use each device and all the software used to support instruction.	The District will continue to provide teachers and other staff members based on their needs with professional development in the use of technology. Teachers are expected to utilize technology in the classroom to ensure students are prepared to pivot to remote learning if needed.	GREEN
6. The school should complete this school year the process to become a registered and accredited IB school.	ABGS did not go through the authorization process as expected during September 2021. The school expects to go through the authorization process in either March or April 2022. The school is waiting for a date from IB World.	YELLOW

7. The performance of students needs to improve significantly. The I ready tests in reading and math should be offered in the first quarter of this school year to gather baseline data on each student. All teachers should be conversant in the data to assist them in the language arts component of every subject.	Students in grades 7 and 8 were administered the I-Ready in September/early October 2021. The data will be used to determine students' academic enrichment levels. The District will use a Tiered System for grouping and individual instruction. I-Ready will be administered again in January 2022 (mid-year) and May/June 2022 (end of year) to monitor students' progress.	YELLOW
8. Staff development needs to focus on student engagement and assessment. Teachers need to be able to generate and interpret student performance data that enables them to routinely modify and improve instruction online and in the classroom.	At ABGS, the school leadership team meets weekly to examine students' outcomes. The information is used to drive instructional and staff development needs. Staff continues to receive training from either a content area Instructional Coach or an outside expert to provide support in data analysis and how to use it to modify lessons to meet the needs of students.	GREEN
9. A computing device should be in the hands of every student. Students and teachers need to be trained to effectively use all software designed to provide and support the instructional program.	The District will continue to provide students with a device. Training will be provided as needed to understand how to use and access pertinent instructional platforms and management systems. The District will continue to use the Hotline to assist parents with the use of the device and to request a device and/or internet access. The hotline number has been placed on the District's website.	GREEN
10. Although during this era of remote and hybrid learning it is difficult to accurately measure student attendance, attendance needs to be well above 90% on every day of the school year.	Schools will continue to monitor students' attendance. Staff are being trained on early warning Indicators to determine why students are not attending school regularly and to provide support to rectify any attendance issues. The school is tracking attendance monthly. The goal is to achieve 90% average daily attendance or higher for the school year.	YELLOW
11. The sixth-grade problem needs to be resolved.	See response in recommendation #4	GREEN

12. The Regents graduation rate needs to continue incremental growth even though achieving in the mid-seventies is a laudable change.	No update in this area for this quarter. However, to assist the high school in increasing the number of students graduating in 4-years with a Regent diploma, the District has implemented Regents classes in math and science at the middle school level. The high school continues to maintain data on all students as it pertains to their ability to graduate from school on time.	GREEN
13. Student schedules that reflect a commitment to education beyond high school need to include courses leading to a Regents with Advanced Designation.	This school year, the high school has increased its Advanced Placement offerings for students. The District now offer 18 different AP classes.	GREEN
14. Enrollment in AP classes should continue to grow as should the options available to students. (Since the middle and elementary schools have opted to participate in IB, a study should be conducted to determine whether the High School should also pursue IB accreditation.)	More students have been scheduled to take AP courses this school year because of the increase from 13 to 18 offerings. The District will convene a committee this school year at the high school to determine the feasibility of implementing the IB Diploma Program.	YELLOW
15. 100% of high school students should have access to a school supplied device.	The District purchased laptops for all students in grades 9–12. Parents will continue to pick up devices throughout the school year, as needed. Parents will continue to use the district's Hotline to request assistance with an issue they may encounter when using the device and/or internet access. The hotline number can be located on the District's website.	GREEN
16. Study carefully the success of students leaving for college, looking carefully at their completion rates.	The high school will continue to maintain records of the college and/or postgraduate plans of all graduating students.	GREEN

17. Monitor carefully the participation of students in all grant programs and study the connection to success on Regents and AP coursework.	The District this school year will monitor the academic success of students who participate in the My Brother's Keeper and Empire State Afterschool Programs to determine if participation increases students' overall academic standing. This will be done at the end of each semester at the high school. The District will track student passing rates English language arts and math. The District will put in place a monitoring tool to see if there is a correlation between students' participation in grant funded programs and student success on Regents and AP exams.	YELLOW
18. Develop plans for the appropriate return of some of the students in out of district placements and where appropriate send fewer students out of district.	With the opening of Rhodes Academy in September 2021, the Special Education Office returned 22 students to the District without compromising their required services. Weekly meetings will continue to be held with the special education compliance officers to examine how the District can better meet the needs of students in out-of-district placements. Before this can happen, the District must be able to identify space within District schools to house special education students who are currently in out-of-district placements.	GREEN
19. Where appropriate place fewer students in more restrictive environments.	With the opening of Rhodes Academy, the District now has three elementary schools that have ICT (integrated co-teaching) classes. The District has integrated co-teaching (ICT) classes grades K-12. The District's Committee on Special Education (CSE) will determine if other students qualify for a less restrictive environment; if so, students will be placed in the program. This is an ongoing area of assessment and growth for the District.	GREEN

20. Lower the proportion of student of color in special education.	As of the date of this report, there are no updates in this area. However, the District will continue to work with regional partners to support teachers on ways to use data to inform instruction and address students' academic, instructional, and behavioral needs to reduce referrals to special education, which in turn reduces the number of students being classified.	GREEN
21. Carefully examine the efficacy of the bilingual program to determine reasons for the continued low performance of the ELL students on all State measures of ELA and math	The District created a committee to examine the past 5 years of ELL performance on state assessments (3-8 English language arts and math, Regents, and New York State English as a Second Language Achievement Test (NYSESLAT) to determine trends and patterns of errors. The District will use this information to restructure its current programs to ensure more student success and close the academic gap between multi-lingula learners (MLLs) and other subgroups.	YELLOW
22. Increase the time ELL students spend in regular class settings.	All MLL students upon registering in the HUFSD are placed in a bilingual education setting unless their parents have opted for a monolingual class with ENL services. Students receive services according to their NYSESLAT/NYSISTELL level. HUFSD utilizes both a co-teaching and pull-out model for ENL services in accordance with the Part 154 blueprint. The District continues to evaluate its MLL/Bilingual programs to ensure equity and access for all students.	GREEN
23. Provide staff development opportunities to bilingual class teachers on the effective use of all reading and math tools used in regular classes.	See update in recommendation # 2.	GREEN

24. All members of the central office, including the Interim Superintendent, be given contracts that clearly state their terms and conditions of employment.	No update in this area for this quarter. Contracts for Central Office staff will be presented to the Board of Education during the next reporting period to implement this recommendation. .	YELLOW
25. Although in the short term the current organizational configuration is working to bring about specific changes in the instructional program, the District needs to determine the degree to which the District would benefit from putting in place a more traditional organizational structure. For example, in most districts the Director of Technology reports to the Assistant Superintendent for Curriculum or the Assistant Superintendent for Business Operations (ASBO). In Hempstead, the Assistant Superintendent for Technology reports directly to the superintendent. In most districts the size of Hempstead, there is a Director of the Arts and a Director of Physical Education. These positions do not exist in Hempstead. Similarly, in most districts the size of Hempstead, the coordination of security, custodians and maintenance is overseen by the Business Office.	The Superintendent will present to the Board of Education the new Table of Organization in December 2021. Duties and responsibilities of each Cabinet level member will be spelled out.	YELLOW
26. The District needs a superintendent who is permanent. A search should be concluded by the end of this school year.	This recommendation should be removed, as the Board of Education approved a permanent superintendent of schools on June 17, 2021.	BLUE

27. Work with the receiver to ensure that the benchmarks contained in the District Comprehensive Achievement Plan are met.	The District 's District Comprehensive Improvement Plan (DCIP) was submitted to the New York State Education Department in early August 2021. The DCIP Team will meet quarterly to monitor progress towards achievement of the goals in the plan. The District will solicit an Outside Educational Expert to assist with this effort.	GREEN
28. Ensure all instructional staff are appropriately evaluated and the recommendations for improvement included in the evaluations be monitored for implementation.	No new updates this quarter, but the District will continue to evaluate all staff in accordance with the provisions of their Collective Bargaining Agreement (CBA).	GREEN
29. When teachers are hired, it is advisable that an assistant superintendent or the superintendent be involved. This will help to ensure consistency in the characteristics of the professional teaching staff.	No updates in this area. It is the District's goal to continue to hone its hiring practices to ensure the best candidates are recommended for all positions.	GREEN.
30. The District needs to conclude negotiations with its teachers during this school year.	The District and HCTA declared an impasse. Fact finding is expected to start in October 2021.	YELLOW
31. Schools should conduct virtual online PTA meetings to which parents are invited. Using one or more technologies should increase attendance and participation in meetings.	All schools will continue to conduct Parent Teacher Organization (PTO)/Parent Teacher Student Association (PTSA) meetings, as well as Community Engagement Team (CET) meetings virtually throughout the 2021-22 school year. The District will continue to use all available platforms to engage with parents. Schools currently use: Zoom and Microsoft Teams for virtual meetings.	GREEN.

32. Technology should be used to disseminate the story of the Hempstead schools. Correspondence and messaging should be routinely shared with parents and the community at large. The district has a public relations firm to whom this should be assigned.	The District hired the Shapiro Firm at the Reorganization meeting to serve as the public relations (PR) firm for the District. The PR Firm consistently publicized District events. Next steps are to create and maintain the District's social media accounts and redesign the District website.	YELLOW
33. More SEL programs need to be brought into the District at every level of schooling.	The District will continue to use Newsela from K–8 to address some of the students' social and emotional needs. The Special Education Department will use The Seven Habits as its SEL Program. Key personnel will be trained in October/November 2021 for implementation in December 2021. The middle and high school continues to use their teen center to support students in crisis. The teen centers are staffed by social workers, psychologists, and student interns. The centers are also looking into SEL curriculum that will address the needs of their students. The District will continue to use its social workers and school psychologists to work with classroom teachers as to how to best address the SEL needs of students.	YELLOW.
34. Restorative programs need to be considered to help reduce the number of incidents, thus resulting in fewer suspension hearings. A thorough analysis of the circumstances connected to the reportable incidents should be conducted. Incidents themselves may be avoided by systemic or program changes.	The District hired a teacher to train and implement this program across the District. The teacher has started working with the middle school and high school on how to best implement a Restorative Justice Program. This is a work in progress.	YELLOW

35. Even though the District dedicates two full-time staff members to the problems associated with attendance at the secondary level and one to the elementary school, additional measures need to be considered to reduce these numbers. For example, a review should be conducted to determine the extent to which community groups can assist families in getting their children to school.	The District is assessing its ability to transform all schools to Community Schools in an effort to assist parents and guardians with how to best support their child/ren's academic journey. Currently there are three Community Schools in the District: ABGS. Hempstead High School, and David Paterson Elementary School. The District is looking to allocate funds to support this effort. The District will use its current School Implementation Manager to guide this effort.	YELLOW
36. The Board and administration commence a discussion about the short- and long- term facilities need of the District prior to the development of next year's budget and include in that discussion the use of the new school and the assignment of sixth grade students.	As of the date of this report, the Facilities Needs Assessment Committee has met once this school year. The District is looking to expand the membership to be more inclusive. The Committee will create two or three plans to submit to the Board of Education as to how best to address facility needs. The Committee should be able to present in January 2022 to ensure the District is able to place a bond referendum on the May 2022 ballot for voter approval.	GREEN
37. The District conducts an in-depth study of enrollment prior to the discussion about long-term capital plans.	Although the District did complete an enrollment study during the 2019-2020 school year, the changing enrollment necessitate a new study be conducted. The District will solicit the services o Eastern Suffolk Boards of Cooperative Educational Services (BOCES) again to complete the study. The goal is to start December 2021.	YELLOW
38. The District work with its legislators on a home rule bill that would reduce the limits in the Hempstead school District from 2 and 3 miles to .5 and 1 mile respectively. Expenses for transporting children beyond those limits would now be eligible for State aid.	Although the Superintendent and Monitor had been meeting with local leaders bi-weekly, these meeting ended the beginning of June. Therefore, the Superintendent and Business Official are working with the Monitor to project how much it will cost to transport students to and from school. The district needs financial assistance the first year of implementation. Limited progress has been made in this area.	YELLOW

39. Should the District be successful in implementing Recommendation 1 in this section, the District should put before the voters a proposition for providing transportation to eligible riders.	No updates in this area. For this recommendation to be satisfied, the District needs a funding source for year one implementation and voter approval to change the mileage limits. Again, although transportation is a necessity for a large portion of the students who attend the District's public schools, the District is not sure if or when this goal can be accomplished. However, the District will continue to pursue it for the sake of improving attendance outcomes for students.	RED
40. In the short-term, although less than efficient, the current configuration should be retained. In the long-term, how technology is managed should be part of a larger plan to reorganize the District office and reassign responsibilities as a result.	The District must hire a new Director of Technology. The District is working with Nassau BOCES to help revamp this department. The District hopes to have a director in place by December 2021.	YELLOW
41. The relationship between the District and BOCES should be examined carefully to maximize effectiveness, contain cost, and maximize State aid.	The District has not changed its opinion regarding this recommendation. Perhaps more specific guidance is needed to understand the expectation for fulfilling this recommendation.	RED
42. A plan for use of the remaining Smart Bond money should be in place for implementation in the 2021-2022 school year.	Once the District hires a Director of Technology, the work will continue in this area. The District's team stands ready to complete the application for submission by June 30, 2022.	RED
43. Some portion of the remaining Smart Bond money be used to increase the number of cameras and update the technology.	The District will ensure cameras and updated technology are included in the Smart Bond Phase II plan.	YELLOW
44. The security staff levels need a careful review to ensure that the D 45. District and especially the middle and high school are appropriately staffed.	The District will continue to assess its security staff and hire as needed. This will ensure the secondary schools are properly staffed.	GREEN.

46. Security staff needs to be trained annually on the newest information related to the management of the school environment and their potential role in avoiding reportable incidents and participating in restorative practices.	The District continues to make this a priority. All security staff received training during Superintendent's conference days in September 2021.	GREEN.
47. It is recommended that the district look carefully at incorporating the suggestions for modification in next year's budget.	The District will include the recommendations from the Monitor when composing the budget for the 2022–23 school year. This work will commence in November 2021.	YELLOW
48. It is recommended that the district broaden its efforts to have more children in the community enroll their children. At this time, fewer than 50% of the district's first graders have attended the preschool program.	The District successfully opened the 2021–22 school year by converting al Pre-K classes from part-time to full-time. The District will monitor the number of students remaining in the District for grade K during the 2022–23 school year. The District will also assess the number of students who attended Pre-K in the 2020-21 school year and are now in kindergarten within the public schools.	YELLOW