

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

June 30, 2021

Academic Action Plan

Blue = Implementation completed; 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 June 30, 2021 | STATUS June 30, 2021 |
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| <p>The district continues its commitment to having each building become an IB school by the end of next year.</p> | <p>The district hired a Coordinator to oversee the implementation of the Primary Years Program (PYP). Each building identified an International Bachelorette (IB) Coach to work with teachers on the implementation of IB principles and concepts, as well as to guide staff through the creation of Units of Inquiry (UOI) and Program of Inquiry (POI). Six out of the seven elementary schools have been authorized by IB to function as a PYP: Prospect, David Paterson, Jackson Main, Joseph McNeil, Barack Obama, and Front Streets Schools. Prospect School is the first school on Long Island to hold this distinguished honor.</p> <p>Professional Development (PD) and Professional Learning Communities (PLCs) were centered around implementation of IB in all schools.</p> <p>PD and the use of these platforms are now an integral part of these schools' program. Teachers receive targeted intervention as needed to ensure they can use all platforms with fidelity. These platforms store the curriculum. All curriculum is integrated.</p> | <p>GREEN</p> |

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| <p>Staff development efforts focus on the uniform implementation of the many programs used to meet the standards.</p> | <p>All PD efforts in the district are centered around:</p> <ul style="list-style-type: none"> • IB • New Generational Standards • Virtual Learning • Addressing components of the Receivership Plans <p>PD was provided to staff on 11 Wednesdays per year as well as 2 half days to address both individual and school staff needs.</p> <p>The district reconvened the Professional Development Committee to decide on PD topics for the 2021-22 school year.</p> | <p>GREEN</p> |
| <p>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.</p> | <p>Students in grades K – 6 were administered the I-Ready in September/early October 2020 and in January 2021. All students in grades K – 8 took the end of year I-Ready assessment in June 2021 to analyze growth and determine summer school learning needs. i-Ready data was used to determine Response to Intervention (RTI) levels of students and to create intervention plans to address gaps in students meeting standards. Teachers also used the I-Ready progress monitoring tool to track students' progress throughout the year.</p> <p>Principals provided the Monitor the results of the beginning of year assessments. The assessment results will continue to be shared with the Monitor.</p> <p>The district created a master assessment calendar to capture when and what tests will be administered in the 2021-22 school year. The calendar will be placed on the district's website by July 31, 2021.</p> | <p>GREEN</p> |

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| <p>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.</p> | <p>This recommendation has been fully implemented.</p> | <p>BLUE</p> |
| <p>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.</p> | <p>The District since March 2020 has provided ongoing training to staff on how to utilize the various platforms, inclusive of the Learning Management System. Teachers received training on Microsoft Teams, Zoom, Schoology, Google Classroom, creating of a teacher page, etc. Teachers also started receiving training on how to effectively utilize their Smartboards. The district has also placed at least one Tech Coach in every school to provide technical support and training for staff/parents as needed.</p> | <p>GREEN</p> |
| <p>The school should complete this school year the process to become a registered and accredited IB school.</p> | <p>Alverta B. Grey Schultz (ABGS) will go through the authorization process to become an official IB MYP School in late September/Early October 2021. Dates are being finalized by IB World.</p> | <p>GREEN</p> |

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| <p>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.</p> | <p>Unfortunately, students did not receive the i-Ready assessment in the beginning of the school year. This will be corrected for the 2021-22 school year to ensure the assessments will be administered in September 2021 to collect the necessary baseline data. Students in the middle school were administered i-Ready in December/January 2020, and all students in grades 6 – 8 took the end of year I-Ready in June 2021 to assess their growth and determine their summer school program.</p> <p>Training for staff on how to effectively administer the I-Ready assessment, as well as how to use the results to drive instruction was provided. Data was analyzed to determine learning loss and placement in extended day classes.</p> <p>Students in grades K – 5 were administered both the NWEA and I-Ready (K - 8) assessments for ELA and math at the end of the school year. Some parents did opt out of testing. Overall, the district assessed approximately 85 – 90% of students, either in-person or virtually. The average varied by school.</p> | <p>YELLOW</p> |
| <p>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.</p> | <p>School leadership teams met weekly to determine the staff's professional development needs. Staff received training from either a content area Instructional Coach or from an outside expert to provide support in data analysis and how to use it to modify lessons to meet the needs of students.</p> | <p>GREEN</p> |
| <p>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.</p> | <p>The district purchased laptops for all middle school students. Devices were received by the district in late October, early November 2020. Parents were contacted to pick up and sign out a device for their child. The district created a 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.</p> | <p>GREEN</p> |

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| <p>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.</p> | <p>Principals conducted weekly meetings with key staff members in this area. Staff tracked students' attendance to attempt to hit the 90% average daily attendance goal. Community School partners are working with parents to offer attendance incentives.</p> | <p>GREEN</p> |
| <p>The sixth-grade problem needs to be resolved.</p> | <p>This area has been fully implemented as of June 30, 2021.</p> | <p>BLUE</p> |
| <p>The Regents graduation rate needs to continue incremental growth even though achieving in the mid-seventies is a laudable change.</p> | <p>To assist the high school in increasing the number of students graduating in 4-years with a Regent diploma, the district is implementing Regents classes in math and science at the middle school level. The schools held articulation meetings to align curriculum and train teachers on how to successfully prepare students for Regents. Students at both the middle and high school were provided with AIS services to support their academic needs and increase their chances of passing Regents classes.</p> | <p>GREEN</p> |
| <p>Student schedules that reflect a commitment to education beyond high school need to include courses leading to a Regents with Advanced Designation.</p> | <p>More than 85% of the 8th graders in 2020-21 enrolled in Algebra I and a Regents Science course. There was also a cohort of 8th grade students enrolled in US History and Government for high school credit. In September 2021, as many as half of the incoming 9th grade students could enter high school with 2-3 high school credits and Regents exams passed, increasing their ability to earn an advanced Regents Designation.</p> | <p>GREEN</p> |

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| <p>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.)</p> | <p>The district increased the number of Advanced Placement courses offered to high school students from 6 to 13.</p> <p>The district will work with the high school to determine the feasibility of implementing the IB Diploma Program. Currently students are participating in the Syracuse University Project Advance Program. In 2020-21, the District implemented the Smart Scholars Program with York College. Students who enroll in the early high school college program can graduate with an Associate Degree. In the 2020-21 school year, 24 students were registered in the program, but the program can accommodate up to 80 students. These students are slated to graduate high school in 2024.</p> | <p>GREEN</p> |
| <p>100% of high school students should have access to a school supplied device.</p> | <p>The district purchased laptops for all students in grades 9 – 12. Parents continued to pick up devices throughout the school year. The district created a Hotline to assist parents with use of devices and to request device/internet access. The Hotline number was placed on the district's website.</p> | <p>GREEN</p> |
| <p>Study carefully the success of students leaving for college, looking carefully at their completion rates.</p> | <p>The high school maintains records of the college and/or postgraduate plans of all graduating students.</p> <p>The August four-year graduation rate per the NYSED report card for the 2019-2020 school year was 81% rate for all students.</p> <p>The district projects the rate will remain about the same or slightly lower for the class of 2021.</p> | <p>GREEN</p> |
| <p>Monitor carefully the participation of students in all grant programs and study the connection to success on Regents and AP coursework.</p> | <p>The District will begin to address this starting with data from 2021 assessments.</p> <p>The district will put in place a monitoring tool to see if there is a correlation between students' participation in grant funded programs and their success on Regents and AP exams.</p> | <p>RED</p> |

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| <p>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.</p> | <p>Weekly meetings were held with the compliance officers to examine how the District can better meet the needs of students in out-of-district placements. The Special Education (SPED) Office is working along with the Superintendent of Schools to locate classroom space within the district that can support the initiative to return students to the district. With the opening of Rhodes in September 2021, the SPED Office should be able to return up to 30 students to the district without comprising their required services.</p> | <p>GREEN</p> |
| <p>Where appropriate place fewer students in more restrictive environments.</p> | <p>The district has integrated co-teaching (ICT) classes grades k-12. In the elementary schools, two buildings had ICT grades 1-6. The district monitored in-district students who were in a self-contained program to see if any of them could be placed appropriately in a less restrictive placement, such as resource room, inclusion, or related services only.</p> <p>For the 2021-2022 school year the district will be expanding the ICT program to a third elementary school (Rhodes) for grades 1-5.</p> | <p>GREEN</p> |
| <p>Lower the proportion of student of color in special education.</p> | <p>The district worked with Regional Partnership and Family and Community Engagement centers to roll out PD 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.</p> <p>Monies were allocated in the IDEA grants for 2020-21 to invest and train staff in the LIONS GATES program. The program is geared to assess and address students' social emotional behavior. It develops students' character, has a parent component, and helps teachers to become more culturally aware to meet the needs of the diverse learner.</p> | <p>GREEN</p> |

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| <p>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</p> | <p>The district created a committee to examine the past 5 years of ELL growth on state assessments (3-8 testing, Regents, and NYSESLATs) 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 ELL and other subgroups.</p> | <p>YELLOW</p> |
| <p>Increase the time ELL students spend in regular class settings.</p> | <p>All ELL students are placed in a general education setting unless their parents have opted for the student to be placed in a bilingual setting.</p> <p>The district will examine its ELL programs to ensure equity and access for all students.</p> | <p>GREEN</p> |
| <p>Provide staff development opportunities to bilingual class teachers on the effective use of all reading and math tools used in regular classes.</p> | <p>As June 30, 2021 this recommendation has been fully implemented.</p> | <p>GREEN</p> |
| <p>All members of the central office, including the Interim Superintendent, be given contracts that clearly state their terms and conditions of employment.</p> | <p>The Superintendent three-year contract was approved. Contracts for central administrators must still be negotiated.</p> | <p>YELLOW</p> |

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| <p>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.</p> | <p>The District included the position of Director of Physical Education (PE), Athletics, and Health and Guidance in the 2021-22 budget. The ASBO oversees the entire facilities and food service departments. Once an Assistant Superintendent for Curriculum and Instruction is hired, the recreated position for Director of Technology will be under the supervision of this person. The Director of Guidance will report to this position as well. The Assistant Superintendent for Special Programs will continue to supervise the Security Department, as well as the Director of Athletics. Positions have been advertised and interviews will commence shortly.</p> | <p>YELLOW</p> |
| <p>The district needs a superintendent who is permanent. A search should be concluded by the end of this school year.</p> | <p>The BOE approved a permanent superintendent of schools as of June 17, 2021. This recommendation has been fully implemented.</p> | <p>BLUE</p> |
| <p>Work with the receiver to ensure that the benchmarks contained in the District Comprehensive Achievement Plan are met.</p> | <p>The district formed a District Comprehensive Team to review and analyze the goals identified in the DCIP. The team will make recommendation to the Receiver/Superintendent in this area.</p> | <p>GREEN</p> |

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| <p>Ensure all instructional staff are appropriately evaluated and the recommendations for improvement included in the evaluations be monitored for implementation.</p> | <p>Administrators and Supervisors had completed evaluations of all staff as of June 30, 2021.</p> | <p>GREEN</p> |
| <p>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.</p> | <p>The Assistant Superintendent for Human Resources met with the Monitor to review the district's hiring practices. The Monitor provided him with suggestions to improve the process. The district will continue to finetune this area and will have a hiring practice manual completed by 10/1/2021.</p> | <p>GREEN.</p> |
| <p>The district needs to conclude negotiations with its teachers during this school year.</p> | <p>The district and HCTA have declared an impasse. Fact finding is expected to start in September 2020.</p> | <p>YELLOW.</p> |
| <p>Schools should conduct virtual online PTA meetings to which parents are invited. Using one or more technologies should increase attendance and participation in meetings.</p> | <p>All schools conducted Parent Teacher Organization (PTO)/Parent Teacher Student Association (PTSA) meetings, as well as Community Engagement Team (CET) meetings virtually. All schools saw more than a 50% increase in parent participation. All principals have included this as a part of their goals for the school to utilize the various platforms to communicate with parents.</p> <p>The district will continue to use all available platforms to engage with parents. School currently use: Zoom and Microsoft Teams for virtual meetings.</p> | <p>GREEN.</p> |

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| <p>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.</p> | <p>The district contracted with Gotham Group to serve as its Public Relationship Firm.</p> <p>The district currently uses the following platforms to communicate with parents and the community at large: Instagram, Website, Calling Post, and Twitter.</p> | <p>GREEN</p> |
| <p>More SEL programs need to be brought into the district at every level of schooling.</p> | <p>The district currently uses Newsela from K – 8 to address some of the students’ social and emotional needs. The SPED department will be implementing LIONS Quest in the 2021-22 school year. This program will target specific students as identified by the classroom teacher with the purpose of character building and avoiding students developing other social issues that may require more intense therapy. The district also uses its social workers and school psychologists to work with classroom teachers to address SEL.</p> <p>All schools had at least one social worker. All schools from grade 1 – 12 had at least one school psychologist. The district also had a lead person to serve on the BOCES SEL Committee.</p> | <p>GREEN</p> |
| <p>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.</p> | <p>The district hired a teacher to train and implement this program across the district.</p> | <p>YELLOW.</p> |

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| <p>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.</p> | <p>The District continues to make this a priority. The District will utilize the DCIP Team to implement this initiative.</p> | <p>RED</p> |
| <p>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.</p> | <p>The Facilities Needs Assessment Committee was established. The Committee met 7 times and updated the Board of Education and Community on the suggested \$75M Bond Project. The goal is to float a bond in November/December 2021.</p> | <p>GREEN</p> |
| <p>The district conducts an in-depth study of enrollment prior to the discussion about long-term capital plans.</p> | <p>The study was completed by the end of June 2020. A copy of the report has been shared with the Monitor.</p> <p>This recommendation has been fully implemented.</p> | <p>BLUE</p> |
| <p>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.</p> | <p>The Monitor and Superintendent met with the local legislators bi-weekly. The district composed a letter to present to legislature regarding our need in this area.</p> | <p>GREEN</p> |
| <p>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.</p> | <p>District movement in this area is dependent upon funding and the voters agreeing to move the transportation limits.</p> <p>The District is not sure if or when this goal can be accomplished but will continue to pursue it for the sake of improving attendance outcomes for students.</p> | <p>RED</p> |

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| <p>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.</p> | <p>Once the department has been reconfigured, work in this area will begin. The goal is to see progress in this area by September 2021.</p> | <p>RED</p> |
| <p>The relationship between the District and BOCES should be examined carefully to maximize effectiveness, contain cost, and maximize State aid.</p> | <p>The district is not sure why this needs to be an undertaking and would like for the Monitor to reconsider this recommendation,.</p> | <p>RED</p> |
| <p>A plan for use of the remaining Smart Bond money should be in place for implementation in the 2021-2022 school year.</p> | <p>The District reconvened the Committee starting in March 2021 with submission of the application to occur June 30th, 2022.</p> | <p>YELLOW</p> |
| <p>Some portion of the remaining Smart Bond money be used to increase the number of cameras and update the technology.</p> | <p>The district conducted a needs assessment to determine how many cameras are needed in each school and where to place them. The purchase will be included in the Smart Bond Phase II plan.</p> | <p>GREEN</p> |
| <p>The security staff levels need a careful review to ensure that the district and especially the middle and high school are appropriately staffed.</p> | <p>During March and April. the District hired two full-time equivalent (FTE) security agents and 4 part-time equivalent (PTE) agents. The district has added back 14 full-time security officers for the 2021-22 school year. This will ensure the secondary schools are properly staffed.</p> | <p>GREEN.</p> |
| <p>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.</p> | <p>The District continues to make this a priority.</p> | <p>GREEN.</p> |

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| <p>It is recommended that the district look carefully at incorporating the suggestions for modification in next year's budget.</p> | <p>This recommendation needs more clarity for the district to respond.</p> | <p>NA</p> |
| <p>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.</p> | <p>The district hopes that with the converting of prekindergarten from part-time to full-time, more parents will register and keep their child in the district.</p> | <p>RED</p> |