

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

October 1, 2021 through December 31, 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 December 31, 2021	STATUS Dec. 31, 2021
<p>1. The District continues its commitment to having each building become an International Baccalaureate (IB) school by the end of next year.</p>	<p>All authorized schools continue to utilize the IB instructional framework. Teachers in these schools are actively utilizing the Units of Inquiry (IOU) and Program of Inquiry (POU) to guide teaching and learning. The district is also looking into adding an IB pathway for high school students. A committee has been formed to guide this work. Training of the staff should take place prior to the end of the 21/22 school year.</p>	<p>GREEN</p>
<p>2. Staff development efforts focus on the uniform implementation of the many programs used to meet the standards.</p>	<p>During the month of December 1, 2021, the Professional Development Committee has been meeting to establish workshops for teachers and other paraprofessionals within the district. A survey was conducted for teachers to provide feedback to the team. Based on the results, a series of workshops have been created aligned to the district's educational initiatives. Teachers can log in to My Learning Plan and select a workshop to attend. The workshops are being held outside of their contractual hours. The hours can count toward their needed PD hours to maintain certification.</p> <p>The District's professional development (PD) efforts are on-going and centered around:</p> <ul style="list-style-type: none"> • International Baccalaureate (IB) • New Generational Standards • Data-driven Instruction • Early Warning Indicators • Virtual Learning/Technology • Instructional Strategies for multi-lingual learners • School Improvement • Social Emotional Learning (SEL) • Diversity, Equity and Inclusion (DEI) • STEM 	<p>GREEN</p>

<p>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.</p>	<p>All students in grades K – 8 were administered I-Ready assessments in ELA and Math. The data was used to progress monitor students, determine students RTI placement, and recommendation for AIS. The data will be used to determine students' academic enrichment levels. Teachers are using a Tiered System for grouping and individual instruction.</p> <p>I-Ready will be administered again in January 2022 (mid-year) and May/June 2022 (end of year) to monitor students' progress.</p>	<p>GREEN</p>
<p>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.</p>	<p>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.</p> <p>NO change in this area for 2nd quarter reporting.</p>	<p>GREEN</p>
<p>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.</p>	<p>The District continues 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. Students all have log on information that is needed for remote instruction. The Professional Development Committee has scheduled workshops in this area that our educators can take advantage of. The district also has provided stipends for key personnel in each building to be the point person to assist staff with their technology needs.</p>	<p>GREEN</p>

<p>6. The school should complete this school year the process to become a registered and accredited IB school.</p>	<p>Rhodes Academy and Alverta B. Gray School (ABGS) are ready for their authorization visits. The schools have asked for their authorization visits to take place in April or May 2022. We are waiting for confirmation from IB world.</p>	<p>YELLOW</p>
<p>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.</p>	<p>As stated in recommendation #3 - All students in grades K – 8 were administered I-Ready assessments in ELA and Math. Teachers have been provided reports of their students' data for both content areas. All schools have data teams to discuss and analyze data. Teachers use their data to progress monitor students, determine students RTI placement, and make recommendation for AIS. The data is being used to determine students' academic enrichment levels. Teachers are using a Tiered System for grouping.</p> <p>The use of data to drive instruction is evidenced at all elementary schools. The Benchmark assessments results are:</p> <p>ELA – 27% of students are one grade level behind; 25% or two or more grade levels behind; 40% are more than 3 grade level behind; and only 8% of the students are at or above grade level.</p> <p>MATH - 31% of students are one grade level behind; 32% or two or more grade levels behind; 35% are more than 3 grade level behind; and only 2% of the students are at or above grade level.</p>	<p>YELLOW</p>

<p>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.</p>	<p>As stated in recommendation #2, the Professional Development Committee has been meeting to establish workshops for teachers and other paraprofessionals within the district. Data-driven instruction has been identified as an area teachers need a deeper understanding to address students' individual and diverse learning needs.</p> <p>Every school has also been required to establish a Data Team. This team meets often to review various data about the school and make recommendations about resources and programs needed to address learning loss. Staff in all schools continue to receive training from either building administration, a content area Instructional Coach or an outside expert to increase their ability to analyze data and use it to modify lessons to meet the needs of their students.</p>	<p>GREEN</p>
<p>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.</p>	<p>The District will continue to provide students with a device as needed. Teachers participate in training based on their individual needs. The instructional tech coaches in their assign school are available to assist in the understanding and use of technology and the various software the district have adopted.</p>	<p>GREEN</p>
<p>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.</p>	<p>All schools 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 attendance team in each building outreach to parents who child has been identified as having less than satisfactory attendance. Parents The district target is to achieve 90% average daily attendance for the month or higher by the end of the school year.</p>	<p>YELLOW</p>
<p>11. The sixth-grade problem needs to be resolved.</p>	<p>See response in recommendation #4</p>	<p>GREEN</p>

<p>12. The Regents graduation rate needs to continue incremental growth even though achieving in the mid-seventies is a laudable change.</p>	<p>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 for the 2021 – 2022 with the expectation of at least 60% or above passing rate. The high school continues to maintain data on all students as it pertains to their ability to graduate from school on time.</p>	<p>GREEN</p>
<p>13. Student schedules that reflect a commitment to education beyond high school need to include courses leading to a Regents with Advanced Designation.</p>	<p>No update in this area for this quarter. However, the high has increased its Advanced Placement offerings for students. The District now offer 18 different AP classes. Courses not offered at HHS can be taken in our partnership with Nassau BOCES.</p>	<p>GREEN</p>
<p>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.)</p>	<p>No update in this area for this quarter. More students have been scheduled to take AP courses this school year because of the increase from 13 to 18 offerings.</p> <p>As stated in recommendation #1, the district has started looking into adding an IB pathway for high school students. A committee has been formed to guide this work. Training of the staff should take place prior to the end of the 21/22 school year.</p>	<p>YELLOW</p>
<p>15. 100% of high school students should have access to a school supplied device.</p>	<p>No update in this area for this quarter. 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.</p>	<p>GREEN</p>
<p>16. Study carefully the success of students leaving for college, looking carefully at their completion rates.</p>	<p>No update in this area for this quarter. The high school will continue to maintain records of the college and/or postgraduate plans of all graduating students.</p>	<p>GREEN</p>

<p>17. Monitor carefully the participation of students in all grant programs and study the connection to success on Regents and AP coursework.</p>	<p>No update in this area for this quarter. 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.</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 student success on Regents and AP exams.</p>	<p>YELLOW</p>
<p>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.</p>	<p>No update in this area for this quarter. With the opening of Rhodes Academy in September 2021, the Special Education Office returned 22 students to the District without compromising their required services.</p> <p>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.</p>	<p>GREEN</p>
<p>19. Where appropriate place fewer students in more restrictive environments.</p>	<p>No update in this area for this quarter. 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.</p> <p>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.</p>	<p>GREEN</p>

<p>20. Lower the proportion of student of color in special education.</p>	<p>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.</p>	<p>GREEN</p>
<p>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</p>	<p>No update in this area for this quarter. 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-lingual learners (MLLs) and other subgroups.</p>	<p>YELLOW</p>
<p>22. Increase the time ELL students spend in regular class settings.</p>	<p>No update in this area for this quarter. 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.</p> <p>The District continues to evaluate its MLL/Bilingual programs to ensure equity and access for all students.</p>	<p>GREEN</p>
<p>23. Provide staff development opportunities to bilingual class teachers on the effective use of all reading and math tools used in regular classes.</p>	<p>See update in recommendation # 2.</p>	<p>GREEN</p>

<p>24. All members of the central office, including the Interim Superintendent, be given contracts that clearly state their terms and conditions of employment.</p>	<p>Employment Agreements for Central Office staff was presented to the Board of Education at the November Work Study meeting and then again at the December Work Study meeting. The BOE was not ready to act on the terms and conditions of the employment agreements at the December Board of Education meeting for Cabinet level administrators. Superintendent's contract was approved June 17, 2021. See comments in recommendation #25.</p>	<p>YELLOW</p>
<p>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.</p>	<p>The Superintendent presented to the Board of Education the new Table of Organization in December 2021. Duties and responsibilities of each Cabinet level member were spelled out. The next step is for the BOE to approved Cabinet contracts.</p>	<p>YELLOW</p>
<p>26. The District needs a superintendent who is permanent. A search should be concluded by the end of this school year.</p>	<p>This recommendation should be removed, as the Board of Education approved a permanent superintendent of schools on June 17, 2021.</p>	<p>BLUE</p>

<p>27. Work with the receiver to ensure that the benchmarks contained in the District Comprehensive Achievement Plan are met.</p>	<p>No update in this area for this quarter. 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.</p>	<p>GREEN</p>
<p>28. Ensure all instructional staff are appropriately evaluated and the recommendations for improvement included in the evaluations be monitored for implementation.</p>	<p>Principals and other key administrators evaluated all staff for the 2020 – 2021 school year. A copy of the evaluations has been filed in the personnel office. District also uses feedback from the evaluations as another means of determining our professional development needs.</p>	<p>GREEN</p>
<p>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.</p>	<p>The Assistant Superintendent for Human Resources has created a hiring process for all schools to follow. Information has been reviewed and shared with principals. Cabinet level members must be assigned to all building level interviews.</p>	<p>GREEN</p>
<p>30. The District needs to conclude negotiations with its teachers during this school year.</p>	<p>The District and HCTA declared an impasse. Fact finding in October 2021. Approximately 6 sessions were held, before the district and HCTA came to a dead holt again.</p>	<p>YELLOW</p>
<p>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.</p>	<p>No update in this area for this quarter. All schools continue to conduct Parent Teacher Organization (PTO)/Parent Teacher Student Association (PTSA) meetings, as well as Community Engagement Team (CET) meetings virtually. These meetings are held monthly.</p>	<p>GREEN</p>

<p>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.</p>	<p>The Shapiro Public Relation Firm has provided multi opportunities for the district to share good happenings. The district will continue to work with PR to ensure our story regarding the numerous of programs and opportunities for students' learning and social emotional health are shared. The district has been featured on local and major news outlets, i.e. Channel 4, 7, 11, and 12, as well as Newsday.</p>	<p>GREEN</p>
<p>33. More SEL programs need to be brought into the District at every level of schooling.</p>	<p>The elementary schools are lagging implementing a structured curriculum for SEL. We have purchased 7 Habits by Covey, but due to other initiatives, we have not trained staff as planned. However, we continue to use Newsela for our SEL morning moment, as well as utilizing a MTSS approach to identify and address students in need.</p> <p>The high school has successfully implemented GRIT (Growing Resilience Igniting Talent) to address SEL. It continues to use its TEAM Center for students in crisis. The Center is manned by social workers and college interns. The high school is looking to add a peer restorative program soon.</p> <p>ABGS has adopted the Ramapo for Children as its SEL curriculum. They also utilize their Teen Center to address students' needs and take a proactive approach to minimize behavior issues in the school. The Center is manned by social workers and college interns.</p>	<p>YELLOW.</p>
<p>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.</p>	<p>No update in this area for this quarter. 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.</p>	<p>YELLOW</p>

<p>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.</p>	<p>The district uses early warning indicators to monitor students' attendance, as well as behavior and course performance. Students who show a pattern of high absenteeism receive increase monitoring to help improve their attendance. It is done by a tiered system – teacher contact, mailing, home visit, etc. Severe cases are referred to administrator for a parent conference. These students are placed on a contract which states they will make every effort to attend school daily. They are assigned a mentor to make certain there is a continuous line of support for these students.</p>	<p>YELLOW</p>
<p>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.</p>	<p>The district was informed that their lease with the Archdiocese will not be renewed. We currently use the school to house 55% of our 6th grade students. The district now must look for space to place our 6th grade students next school year. This will mean keeping some of the portable classrooms slated for demolition at Jackson Main and Joseph McNeil. The facilities Needs Committee will make a recommendation to the Board of Education as to where six grade will be placed for the 2022 – 2023 school year. It will be a daunting task to find space in our current elementary buildings to house grade 6. Returning them to the middle school to utilize portable classrooms is not an option.</p>	<p>YELLOW</p>
<p>37. The District conducts an in-depth study of enrollment prior to the discussion about long-term capital plans.</p>	<p>The District has solicited the services of Eastern Suffolk BOCES Cooperative Educational Services (BOCES) again to complete the enrollment study. The study is in the process of being completed. Once the study is completed the district will use it to determine future capital projects.</p>	<p>YELLOW</p>
<p>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.</p>	<p>The monitor and I will begin to meet with our local legislators, Friday, 2/17/202. The focus of the meeting will continue to be the need for assistance with the first year of transportation monies for the district. For the district to pursue this as an option the funding is needed for the first year. There continues to very limited progress has been made in this area.</p>	<p>YELLOW</p>

<p>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.</p>	<p>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.</p>	<p>RED</p>
<p>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.</p>	<p>The district has interviewed for a new Director of Technology. We have selected two finalists to interview. Final interviews were to take place in December but did not happen. It is the new target for this position to be filled by April 2021.</p>	<p>YELLOW</p>
<p>41. The relationship between the District and BOCES should be examined carefully to maximize effectiveness, contain cost, and maximize State aid.</p>	<p>No updates in this area. The District has not changed its opinion regarding this recommendation. Perhaps more specific guidance is needed to understand the expectation for fulfilling this recommendation.</p>	<p>RED</p>
<p>42. A plan for use of the remaining Smart Bond money should be in place for implementation in the 2021-2022 school year.</p>	<p>No updates in this area. 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.</p>	<p>RED</p>
<p>43. Some portion of the remaining Smart Bond money be used to increase the number of cameras and update the technology.</p>	<p>No updates in this area. The District will ensure cameras and updated technology are included in the Smart Bond Phase II plan.</p>	<p>RED</p>
<p>44. 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>The District has hired approximately 6 full-time security personnel. Staff was placed at the high school (3), middle school (2), and one at Rhodes Academy. The district continues to assess the needs of our building and will hire staff as needed.</p>	<p>GREEN</p>

<p>45. 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. All security staff received training during Superintendent's conference days in September 2021, as well as November 2, election day.</p>	<p>GREEN</p>
<p>46. It is recommended that the district look carefully at incorporating the suggestions for modification in next year's budget.</p>	<p>The district continues to user all recommendations from the monitor when composing the budget. Work in this area is ongoing. The monitor meets weekly with the key personnel in the business office to review their budgeting strategies as well as make suggestions for improvements.</p>	<p>YELLOW</p>
<p>47. 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>No updates in this area. 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.</p>	<p>YELLOW</p>