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

Ms. Regina Armstrong – Interim Superintendent

Dr. William Johnson – SED Monitor

PROGRESS BENCHMARKS – May 15, 2021

Academic Action Plan

(Updates are in RED for May 15, 2021)

Blue = Implementation completed; The school 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[1]	District Action(s)	Evidence of Action	Other Information
Teaching and Learning Elementary Schools				
The District continue its commitment to having each building become an IB school by the end of next year.	GREEN	The District has hired a Coordinator to oversee the implementation of Primary Years Program (PYP). Each building has identified an IB Coach to work with teachers on the implementation of IB principles and concepts, as wells to guide them through the creation of Units of	Six out of seven elementary schools have submitted their application for authorization. One school, Prospect has authorization visit dates of 3/22 and 3/23.	

		Inquiry and Program of Inquiry.	5/15 1. Prospect School received AUTHORIZATION to become a IB PYP School. This makes Prospect School the first school on long island to hold this distinguish honor. 2. The following elementary schools have gone through the authorization process – David Paterson and Jackson Main School. District should be notified within prior to the next quarterly report as to whether these schools have been approved as IB PYP Schools. Elementary schools use Toddle to store POIs and UOIs. Middle School uses Atlas.	

			Professional Development and PLCs are centered around implementation of IB.in all schools. 5/15 PD and the use of these platforms are an integral part of our schools. Teachers receive targeted intervention as needed to ensure they can use all platforms with fidelity. These platforms are store the curriculum. All curriculum is integrated.	
Staff development efforts focus on the uniform implementation of the many programs used to meet the standards.	GREEN	All PD efforts in the District are centered around: • IB • New Generational Standards • Virtual Learning • Addressing components of the Receivership Plans	PD is provided to staff 11 Wednesdays per year, as well as 2 half days. Two additional half days have been added to the calendar to address the teaching and learning needs across the District. PD is also given based on the needs of the individual staff member. 5/15 1. PD continues to be provided to all staff	

			addressing the schools needs and their independent needs. 2. District will reconvene the Professional Development Committee to decide on PD topics for the upcoming school year. 3. The District will continue to make this a prior over the next few years.	
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;	GREEN	Students in grades K – 6 were administered the I Ready in September/early October and in January. All students' grades K – 8 will take the end of year IREADY assessment in June to analyze growth and determine summer school learning needs. I Ready data has been used to determine RTI levels of students and to create intervention plans to address students' achievement gaps toward	Principals provided the SED Monitor the results of the beginning of year assessments. The assessment results will continue to be shared with the Monitor. 5/15 1. The District is in the process of creating a master assessment calendar to capture when and what	

		meeting standards. Teachers also use the I Ready progress monitoring tool to track students' progress throughout the year.	tests will be administered. The calendar will be finalized by June 26th and placed on the District's website by July 31, 2021.	
Teaching and Learning: Middle School				
The District carefully review 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.	GREEN	In reviewing the IREADY data and the data from the 2018-19 Math/ELA grade 6 assessment, it was noted that the students who attended grade 6 in the elementary school did slightly better on the assessment than students who attended grade 6 in the middle school. As a result, the District has decided to remove all grade 6 students from the middle school and revert to a self-contained model starting in 2021-22.	A Resolution will be placed before the Board of Education at its Feb.'s regular Board meeting to change the schools' grade configuration as follows starting 2021-22 SY: ABGS Middle School – grades 7-8, only. Front Street – grades 5 and 6; D. Paterson School and Joseph A. McNeil Schools – grades 1 – 6. 5/15 1. District applied to Public School Registration to provide detailed updates regarding Fall 2021 grade reconfigurations for	5/15 Status upgraded to BLUE

			the following schools: Rhodes, ABGS Middle School, Barack Obama, and Front. District received notification from School registration has approved all PSRs. 2. As of May, 2021 this progress report, this activity is now BLUE.	
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.	GREEN	The District has taken on the leadership ensuring all teachers receive training on how to use the technology needed (both hardware and software) to support a virtual learning environment. Teachers are responsible for students use of devices; however, any parent experiencing issues with how to use and access platforms have been aided either by the Tech Depart, a building administrator, or the Tech Coach in each building.	The District since March of 2020 has had ongoing training with staff on how to utilize the various platforms, inclusive of Learning Management System. Teachers have received training on Microsoft Teams, Zoom, Schoology, Google Classroom, creating of teacher page, etc. Teachers will also start 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. 5/15 – The District will continue to make this recommendation a priority over the next few years.	
The school should complete this school year the process to become a registered and accredited IB school.	GREEN	ABGS Middle School has a Coordinator of IB MYP to oversee the implementation and training of teachers in transforming teaching and learning as prescribed by IB. Currently, the Coordinator and the IB Committee are completing the application process. Within the next two weeks, the application will be ready for submission.	All teachers and administrators have received ongoing professional development in the area of IB. Administrators conduct walkthroughs to capture evidence of teachers' change in practice aligned with IB. Grade 8 students have been assigned their end of year required Community Project. All teachers have access to Atlas where they store their Units of Inquiry and Programs of Inquiry aligned to Next Generational Standards. School's website is being updated to denote the current IB practices of the school. 5/15	

			1. ABGS will go through the authorization process to become an official IB MYP School in late Sept. early Oct. Dates are being finalized by IB World. 2. Status remains GREEN.	
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.	YELLOW	Unfortunately, students did not receive the I Ready assessment in the beginning of the school year. This will be corrected for 2021-22. The school experienced some challenges in this area, but is being addressed to ensure the assessment will be administered in September of 2021 to collect the necessary baseline data. Students in the middle school grades 6 – 8 were administered I Ready in December/January. However, All students grades 6 – 8 will take the end of year IREADY assessment in June to analyze growth and determine summer school program.	Training for staff on how to effectively administer the I Ready assessment, as well as how to use the results to drive instruction is now taking place. Data is being analyzed to determine learning loss and placement in extended day classes. 5/15 1. No update in this area. All students will be administered the I-I-Ready and NWEA end of year assessments. 2. Status remains YELLOW	

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.	GREEN	In the past, teachers were provided with student data from 3-8 assessments to analyze and plan for instruction. We are now using data from I Ready assessments and math/science Regents tests to determine the academic needs of students. One area of concentration for professional development for staff has focused on data-driven standards-based instruction. Teachers are also working together and with their Instructional Coaches to use the data to create their intervention plans for students. Students who are experiencing gaps in learning are placed on the Accellus platform in their area of need. Students have also been invited to attend after school and Saturday AIS programs. Training for staff on how to effectively administer the I Ready assessment, as well as how to use the results to drive instruction is now taking place. Data is being analyze to determine learning loss	School's leadership team meet 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. 5/15 1. The District will continue to make this a priority over the next few years. 2. Status remains GREEN.	

		and placement in extended day classes.		
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.	GREEN	Although the District has purchased a device and internet access for all students in need, not all parents/guardians have signed out a device for their child. Students in the middle school receive a laptop that is fully loaded with the software needed for learning.	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 sign out a device for their child. District has created a Hotline to assist parents with use of device and to request a device/internet access. Hotline has been placed on the District's website. 5/15 1. The District will continue to make this a priority over the next few years. 2. Status remains GREEN.	

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.	GREEN	The middle school's guidance and attendance departments meet weekly to review student attendance. The departments have been reaching out to parents of students who are not attending school on a regular bases. Teachers are also making parent contacts to discuss with them their child's attendance in school. Although efforts are being made in this area, it is a work in progress to hit the 90% target.	Principal conducts weekly meetings with key staff members in this area. Staff is tracking students' attendance to attempt to hit the 90% daily attendance. Community School partners are working with parents to offer attendance incentives. 5/15 1. The District will continue to make this a priority over the next few years. 2. Status remains GREEN.	
The sixth-grade problem needs to be resolved.	GREEN	Superintendent is making a recommendation to the Board of Education to remove all grade 6 students from the middle school and revert to a self-contained model starting in 2021-22. Sixth grade students will be educated in three elementary schools across the District with Front Street holding the majority of the students. Current 5th grade students from Barack Obama, Front, Jackson	A Resolution will be placed before the Board of Education at its Feb.'s regular Board meeting to change the identified schools' grade configuration as follows starting 2021-22 SY: ABGS Middle School – grades 7-8, only. Front Street – grades 5 and 6; D. Paterson School and Joseph A.	

		Annex and Jackson Main Schools will attend Front Street Elementary School for grade 6. David Paterson and Joseph McNeil Elementary Schools will maintain their 5th grade in their building as grade 6 students in 2021-22.	McNeil Schools – grades 1 – 6. 5/15 1. District applied to Public School Registration to provide detailed updates regarding Fall 2021 grade reconfigurations for the following schools: Rhodes, ABGS Middle School, Barack Obama, and Front. 2. District received notification from School registration has approved all PSRs. 3. Collaboration amongst schools with grade 6 will take place in June 2021 and ongoing throughout the next school year to ensure alignment of curriculum and resources. 4. This status remains GREEN.	

Teaching and Learning: High School				
The Regents graduation rate needs to continue incremental growth even though achieving in the mid-seventies is a laudable change.	GREEN	High School leadership team continue to monitor the Regents graduation rate. Although, the high school has demonstrated an increase in the number of students receiving Regents diplomas and Regents Diplomas with Distinction has slightly increase each year, the percentage of students meeting this goal has fallen short of the school's target.	To assist the high school in increasing the number of students graduating in 4-years with a Regent diploma, we are implementing Regents classes in Math and Science at the middle school level. The schools have 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 are provided with AIS services to support their academic needs and increase their chances on passing the Regents classes. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

Student schedules that reflect a commitment to education beyond high school need to include courses leading to a Regents with Advanced Designation.	GREEN	The District has increased the number of students being able to matriculate to take Algebra II, by increasing the number of 8th grade students matriculating to the high school having passed Algebra I and a Science Regents (Earth Science/Living Environment).	More than 85% of the current 8th students are enrolled in Algebra I and a Regents Science. There is also a Cohort of 8th grade students enrolled in US History and Government. If successful, the majority of incoming 9th grade students, Cohort 2021 could enter high school with 2-3 high school credits and Regents exams, ensuring they ability to earn an advanced Regents Designation. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
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	GREEN	The District is confident that the more opportunity it provides for students in the middle school to take Regents classes will increase the number of students being	The District will work with the high school to see the feasibility of implementing IB Diploma Program. However, currently students are	

High School should also pursue IB accreditation.)		able to participate in AP classes once they enter 9th grade. The District has also increased the number of AP courses offered to high school students. The District has not actively pursued implementing the IB Diploma Program at the high school level.	participating in the Syracuse University Project Advance Program. We have also implemented the Smart Scholars Program which students have been begun to enroll in our early high school college program in partnership with York College. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
100% of high school students should have access to a school supplied device.	GREEN	Although the District has purchased a device and internet access for all students in need, not all parents/guardians have signed out a device for their child. Students in the middle school receive a laptop that is fully loaded with the software needed for learning.	District purchased laptops for all students in grades 9 – 12. Parents continue to pick up devices daily. District has created a Hotline to assist parents with use of device and to request a device/internet access. Hotline has been placed on the District's website. 5/15	

			1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
Study carefully the success of students leaving for college, looking carefully at their completion rates.	GREEN	Under Receivership, the high school is required to track students' progress toward meeting the necessary requirements to graduate high school in four years. The high school has also maintained records of the number of scholarship students have earned each year. The high school also maintains records of the college and/or postgraduate plans of all graduating students.	The high school graduation rate has increase to 78.3% as of the June/August of 2020. 5/15 1. Final graduation rate as per NYSED report card for 2019-2020 indicated a 81% rate for all students. 2. The District projects the rate will remain about the same for the class of 2021. 3. Status remains the same GREEN.	
Monitor carefully the participation of students in all grant programs and study the connection to success on Regents and AP coursework.	RED	Although the high school has experienced an increase in the graduation rate and the number of students graduating with Regents	The District will put in place a monitoring tool to see if there is a correlation between students' participation in	

		diplomas and completion of AP coursework, we have not directly connected the success to participation in grant funded programs.	grant funded program and their success on Regents and AP exams. 5/15 1. No movement in this area. District will begin to address this starting with data from 2021 assessments. 2. Status remains the same RED.	
Teaching and Learning: Special Education				
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.	GREEN	Throughout the school year the progress of students in out of district placements are monitored to see which students may be appropriate in an in-district program. The Special Education Office is evaluating the type of services the District must replicate to return students to District.	Weekly meeting are held with the compliance officers to examine how the district can better meet the needs of students in out of district placements. The 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 District. With the opening of Rhodes, the SPED Office should be able to return up to 30 students to District without	

			comprising their required services. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
Where appropriate place fewer students in more restrictive environments.	GREEN	We currently have integrated co-teaching classes grades k-12. In our elementary schools we have two buildings that currently have ICT grades 1-6. We are also monitoring in district students who are currently in a self-contained program to see if any of them would be appropriate in a less restrictive placement such as resource room, inclusion, or related services only.	For the 2021-2022 school year the district will be expanding the ICT program to a third elementary school grades K-5 (Rhodes). 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

Lower the proportion of student of color in special education.	GREEN	We are in the process of working with Regional Partnership and Family and Community Engagement centers to roll-out PDs to support teachers on ways to use data to informed 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.	Monies have been allocated in the IDEA grants for 2020-21 that will allow the District to take a pro-active measure in this area. The District will invest and train staff in the LIONS GATES program. Program is geared to assess and address students' social emotional behavior. It develops students' character, it has a parent component, and helps teachers to become more culturally aware to meet the needs of the diverse learner. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

Teaching and Learning: ENL/BILINGUAL				
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	YELLOW	Although building principals have analyzed student data on all assessments, the District has not begun the work to investigate the root cause of this subgroup's consistent low performance on state exams.	The District will compose 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 it current programs to ensure more student success and close the academic gap between ELL and other subgroups. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same YELLOW.	
Increase the time ELL students spend in regular class settings.	GREEN	All ELL students are placed in a general education setting	The District will examine its ELL programs to	

		unless they have opted for a bilingual setting.	ensure equity and access for all students. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
Provide staff development opportunities to bilingual class teachers on the effective use of all reading and math tools used in regular classes.	BLUE	All teachers historically within the Hempstead School District receive the same training in the utilization of reading and math tools.	The District will continue its practice to expose all staff to the same professional development to ensure all teachers are trained on best practices. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same BLUE	

Organizational Structure				
All members of the central office, including the Interim Superintendent, be given contracts that clearly state their terms and conditions of employment.	RED		5/15 1. No update in this area. 2. District will make this a priority.as soon as the BOE selects permanent Superintendent of Schools. According to Monitor's recommendations this must occur by July 1, 2021. 3. Status remains the same RED.	
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. In Hempstead, the Assistant Superintendent for Technology reports	RED	In preparation for the 2021-22 school year budget, the District included a Director of Physical Education, Health and Athletics and a Director of Guidance. These positions were able to be added back to the Table of Organization due to an increase in the Foundation Aid for 2021-22. The ASBO oversees the entire facilities and food service departments. Due to the size of these departments	As of 5/15 STATUS is YELLOW: 1. District has included the Director of PE, Athletics, and Health and Guidance in the 21/22 budget. These positions have been advertised and interviews will	

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.		and the current fact the Business Office is not fully staff, the District feels the area of security and technology should be supervised by another Assistant Superintendent of Schools to ensure the effective of all departments.	commence shortly. 2. The ASBO oversees the entire facilities and food service departments. 3. Once an Assistant Superintendent for C and I is hired, the recreated position for Director of Technology will be under the supervision of this person. The Director of Guidance will answer to this position as well.. 4. The Assistant Superintendent for Special Programs will continue to supervise the Security Department, as well as the	

			Director of Athletics.	
The District needs a superintendent who is permanent. A search should be concluded by the end of this school year.	RED		As of 5/15: 1. No update in this area. 2. District will make this a priority.as soon as the BOE selects permanent Superintendent of Schools. According to Monitor's recommendations this must occur by July 1, 2021. 3. Status remains the same RED.	
Accountability				
Work with the receiver to ensure that the benchmarks contained in the District Comprehensive Achievement Plan are met.	GREEN	The District will recommend 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.	The committee members will be recommended on the March's docket. 5/15 1. No update in this area. 2. District continues to make this a priority.	

			3. Status remains the same GREEN.	
Ensure all instructional staff are appropriately evaluated and the recommendations for improvement included in the evaluations be monitored for implementation.	GREEN	All staff is evaluated based on terms and conditions as indicated in their CBO. Based on COVID19 changes to the school day, the District is still in negotiations with the teachers to modify their APPR plan.	All administrators participated in a review of the required observation/evaluation of staff. Administrators also participated in an annual re-calibration professional development session to enhance their ability to capture evidence of teachers' practice aligned to standards and assigned proper ratings. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

Human Capital				
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.	GREEN	The Associate Superintendent for Human Resources is responsible for interviewing all recommended candidates prior to presenting to the BOE for approval.	HR is in the process of revamping the District hiring process inclusive of onboarding and separation. As of 5/15 1. The Assistant Superintendent for Human Resources met with the Monitor to review the District's hiring practices. 2. Monitor provided him with a few tips to improve the process. 3. The District will continue to fine tune this area and will have a hiring practice manual completed by 10/1/2021. 4. Status remains the same GREEN.	
The District needs to conclude negotiations with its teachers during this school year.	GREEN	The District has been actively negotiating with the teachers' unit a new contract. Both sides have presented their asks. Teachers desired	The District's next negotiation meeting is scheduled for March 2, 2021.	

		salary increase is beyond the District's financial capacity. District and Unit do not agree on terms and conditions.	As of 5/15: 1. The District is still in negotiations with the teachers' union. Approximately 8 sessions have been held since the last reporting period. 2. District goal is to settle contract by June 30, 2021. 3. Status remains the same GREEN.	
Parent and Community Engagement				
Schools should conduct virtual online PTA meetings to which parents are invited. Using one or more technologies should increase attendance and participation in meetings.	BLUE	All schools conduct PTO/PTSA meetings, as well as CET meetings virtually. All schools have seen a drastic increase 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.	The District will continue to use all available platforms to engage with parents. School currently use: Zoom and Microsoft TEAMS for virtual meetings. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

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.	GREEN	The District has contracted with Gotham Group to serve as its Public Relationship Firm.	The District currently uses the following platforms to communicate with parents and community at large: Instagram, Website, Calling Post, and Twitter. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
School Climate and Social/Emotional Learning				
More SEL programs need to be brought into the District at every level of schooling.	GREEN	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. This program will target specific students as identified by the classroom teacher with	All schools have at least one Social Worker. All schools from grade 1 – 12 have at least one school psychologist. The District also has a lead person to serve on the BOCES SEL Committee.	

		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.	5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	
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.	RED		5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same RED.	
Operations				
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.	RED		5/15 1. No update in this area. 2. District continues to make this a priority. 3. District will utilize the DCIP Team to implement this initiative. We should begin to	

			address over the Summer of 2021. 4. Status remains the same RED.	
The Board and administration commence a discussion about the short- and long- term facilities needs 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.	GREEN	The District's architects held a presentation January 21st to review the assessment of the facilities needs in the District. The presentation spoke about the different options for a Capital Bond project to address the District's facilities.	There is a Resolution on the Board of Education agenda for Feb. 25, to convene a Committee to address the needed work in the District. The goal will be to float a Capital Bond by November of 2021. As of 5/15 1. The Facilities Needs Assessment Committee has been established. 2. The Committee has met 5 times; there are two meetings left, prior to updating the Board of Education and Community on the suggested $75M Bond Project. 3. Goal of the Committee is to float a Bond in Nov/Dec of 2021.	

			4. Status remains GREEN.	
The District conducts an in-depth study of enrollment prior to the discussion about long-term capital plans.	BLUE	District engaged Western Suffolk BOCES to conduct an enrollment study.	The study was completed by the end of June 2020. A copy of the report has been shared with the Monitor.	
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.	GREEN	The State Monitor and Superintendent of Schools meet with the local legislatures to discuss the possibility of changing the transportation limits for students. It has also been discussed the need for first year startup funding.	State Monitor and Superintendent meet with the local legislatures bi-weekly. The District will compose letter to present to legislature regarding our need in this area. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

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.	RED	Movement in this section is contingent upon action in recommendation #1.	5/15 1. No update in this area. 2. District movement in this area is dependent upon funding and the voters agreeing to move the transportation limits. 3. 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. 4. Status remains the same RED.	
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.	RED		5/15 1. No update in this area. 2. District continues to make this a priority. 3. Once the department has been	

			reconfigured, work in this area will begin. Hopefully, we should see progress in this area by September 2021. 4. Status remains the same RED.	
The relationship between the District and BOCES should be examined carefully to maximize effectiveness, contain cost, and maximize State aid.	RED		As of 5/15 – 1. The District is not sure why this needs to be an undertaking and would like for the monitor to reconsider this recommendation. 2. There is no update in this area. 3. Status remains the same RED.	
A plan for use of the remaining Smart Bond money should be in place for implementation in the 2021-2022 school year.	YELLOW	Working on the second phrase of the Smart Bond monies were temporarily halted due to the pandemic	District will reconvene the Committee starting in March 2021 with	

		and refocusing on making certain all students had devices and internet access for virtual learning. The Committee is expected to reconvene in March to revamp the spending plan.	submission by June 30th, 2021. As of 5/15 - 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same YELLOW.	
Some portion of the remaining Smart Bond money be used to increase the number of cameras and update the technology.	GREEN	The District has already installed new cameras in most school sites using both Smart bond monies and general funds. The rest of the updates needed across the District will be written in to Phase II of the Smart Bond funding.	The District has 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. 5/15 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same GREEN.	

The security staff levels needs a careful review to ensure that the District and especially the middle and high school are appropriately staffed.	YELLOW	Due to lack of funds and staff cuts, the District does not have adequate staffing to ensure the secondary level schools have sufficient security staff. This will be exacerbated by the District's budget for 2021-22. If the district does not receive adequate revenue to balance its expenses, we will not be able to ensure the safety of students in our secondary schools.	The District's PEL chart evidence the number of security aides that have been laid off over the past two years. We are down to less than half of the force we employed in the 2018-2019 school year. As of 5/15 – 1. During the months of March and April the District hired two FTE Security agents and 4 PTE agents. 2. The District has added back 14 F/T Security Office for the 2021/22 school year. This will ensure our secondary schools are properly staffed. 3. This status has been upgraded to GREEN.	

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.	RED		As of 5/15 - 1. No update in this area. 2. District continues to make this a priority. 3. Status remains the same RED.	
It is recommended that the District look carefully at incorporating the suggestions for modification in next year's budget.	NA		5/15 This recommendation needs more clarity for the District to respond	
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.	RED		1. No update in this area. 2. District hopes with the converting of Pre K from part time to full-time more parents will register and keep their child in the District. 3. Status remains the same RED.	