

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 ongoing 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 	

<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>

6. The school should complete this school year the process to become a registered and accredited IB school.

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

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.

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.

GREEN

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.

12. The Regents graduation rate needs to continue incremental growth even though achieving in the mid-seventies is a laudable change.

No update in this area for this quarter. However, to assist the high school in increasing the number of students graduating in 4-years with a Regent diploma, the District has implemented Regents classes in math and science at the middle school level 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.

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13.

<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 (ICnsa244 208.v 12 79.68 222.48 Tm (19.)</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>

23.

<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</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 Teach.6Eease attendance</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>
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36. The Board and administration commence a discussion about the short- and long- term facilities need of the District prior to the s701.f8 Tm ()6 (T Q q 72.48 137.76T (r)7 (e.)12(n of)2 ()1nexe s)4 (t)1 (hey)ea(hor)6.d (2hei)6.6 (s)3.9 (i)6.bu(and)1

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.

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