

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

Ms. Regina Armstrong – Superintendent of Schools

Dr. William Johnson – SED Monitor

**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.

<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</p>	
---	---	--

<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"> <li>x IB</li> <li>x New Generational Standards</li> <li>x Virtual Learning</li> <li>x Addressing components of the Receivership Plans</li> </ul> <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><b>GREEN</b></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><b>GREEN</b></p>

<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 Smartboard training for staff/parents as needed.</p>	<p>GREEN</p>

Smartboard(oom)17 (,)2 ((G ueD11609.12yl609.12

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



Enrollment in AP classes should continue to grow as should the options available to students. (Since the middle and elementary schools have opted to

<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>
--	---	--------------

Where appropriate place fewer students in more restrictive environments.

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 the

17 (am7(s)4 ( w)1Q)2.1 ( )9.9 (any)4 ( )10 (o4 Tw 0.23 7.0(t)2 (



<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><b>YELLOW</b></p>
---	--	----------------------

Increase the time ELL students spend in regular class settings.



JJa b witi6 ( eder)7 (a Tm[s]14 (et)2 (t)2 (



Although in the short term the current organizational configuration is working to bring about specific changes in the instructional program, the district needs to determine the degree to which the District would benefit from putting in place a more traditional organizational structure. For example, in most districts the Director of Technology reports to the Assistant Superintendent for Curriculum or the Assistant Superintendent for Business Operations (ASBO). In Hempstead, the Assistant Superintendent for Technology reports directly to the superintendent. In most districts the size of Hempstead, there is a Director of the Arts and a Director of Physical Education. These positions do not exist in Hempstead. Similarly, in most districts the size of Hempstead, the coordination of security, custodians and maintenance is overseen by the Business Office.

The District included 00odseetBDC Qqe24 304.8 285.12 234.12 re



<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</p>	

<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><b>RED</b></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. The district conducts an in-depth study of enrollment prior to the discussion about long-term capital plans.</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. The study was completed by the end of June 2020. A copy of the report has been shared with the Monitor.</p>	<p><b>GREEN</b></p>

<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>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 is not sure why this needs to be an undertaking and would like for the Monitor to reconsider this recommendation,.</p> <p>The District reconvened the Committee starting in March 2021 with submission of the application to occur June 30<sup>th</sup>, 2022.</p>	<p>RED</p> <p>YELLOW</p>

<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>