



HEMPSTEAD UNION FREE SCHOOL DISTRICT

THREE-YEAR ACADEMIC IMPROVEMENT AND FINANCIAL PLANS

(2026–2027 THROUGH 2028–2029)

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State Monitor

I. EXECUTIVE SUMMARY

The Hempstead Union Free School District's (HUFSD or "the district") Three-Year Academic Improvement and Financial Plans ("the plans") reflect a continuation of the work undertaken under State monitoring and a transition toward long-term systemic coherence and sustainability.

Since the inception of the legislation creating and then renewing the position of State Monitor, the district has made meaningful progress in stabilizing leadership, strengthening instructional systems, improving data collection and analysis, and maintaining a graduation rate that approximates the State average. These improvements are significant given the district's historical challenges related to governance instability, leadership turnover, and inconsistent instructional practices.

At the same time, the district continues to face persistent and interconnected challenges. Student performance remains below State averages, particularly in English language arts and mathematics. Chronic absenteeism remains high, especially at the high school, where rates continue to impede student progress. Fiscal pressures continue to mount due to declining enrollment, rising charter school tuition costs, and slowing growth in State aid.

The district's work continues under the oversight of a monitor appointed by the New York State Commissioner of Education ("the Commissioner"), whose role has been central in aligning academic and fiscal priorities, ensuring budgetary compliance, and supporting governance improvements. These plans build upon that work and establish a structured path forward that integrates academic improvement, fiscal sustainability, and organizational coherence.

II. ASSURANCES

1. The board of education ("the board") shall operate in accordance with the "Eight Characteristics of Effective School Boards."
2. The district shall implement the plans in accordance with all applicable laws, rules, and regulations.
3. The district shall implement the plans in coordination with all district plans approved by the New York State Education Department (NYSED).
4. The board shall ensure that all motions and resolutions are consistent with the plans.

5. The board shall ensure that all programs are administered consistent with the plans, applying sound fiduciary practices.
6. All district funds will be administered consistent with the plans.
7. No actions inconsistent with the plans shall occur without monitor approval.
8. Corrective action will be taken when inconsistencies occur.
9. The district shall adhere to timelines.
10. The district shall meet all public engagement requirements.
11. Funds shall be used solely for district students.
12. The board shall adhere to shared values and policies.
13. The district shall provide all required reports.
14. The district shall maintain records demonstrating progress.

III. INTRODUCTION

Chapter 19 of the Laws of 2020 authorized the appointment of a monitor to oversee the district's academic and fiscal operations. The monitor serves as an ex-officio member of the board and is responsible for providing oversight, guidance, and technical assistance in the development and implementation of academic improvement and financial plans. The monitor reviews the district's annual budget to ensure alignment with improvement plans, submits semiannual reports to State leadership, and assists in resolving governance challenges.

This authority has been extended through June 2027, reflecting both the progress achieved and the continued need for oversight. The district serves a high-need population, with over seventy percent of students eligible for free or reduced-price lunch and a combined wealth ratio significantly below the State average. Enrollment decline and increasing charter school participation continue to create fiscal pressure.

IV. MISSION, VISION, AND SHARED VALUES

The district's mission is grounded in the commitment to provide equitable access to high-quality education for all students. This mission has increasingly been reflected in the alignment of instructional practices, the expansion of data systems, and the implementation of programs designed to support diverse learners. Over the past two years, the district has emphasized data-driven instruction, expanded access to student performance information, and improved alignment between curriculum and State standards.

The district's vision focuses on creating a coherent instructional system that ensures consistency across schools and grade levels. This includes strengthening instructional leadership, improving professional development, and ensuring that all students have access to rigorous and supportive learning environments.

Shared values such as accountability, transparency, and continuous improvement guide the district's work. These values are reflected in the increasing use of data, the emphasis on alignment between academic and fiscal decisions, and the commitment to engaging stakeholders in the improvement process.

V. PLAN DEVELOPMENT PROCESS

The monitor's development of the plans reflects a comprehensive review of district performance over the past two years. Semiannual reports prepared by the monitor have contained detailed analysis of academic performance, attendance trends, leadership transitions, and fiscal conditions. Annual updates to the plans prepared by the monitor and approved by the board have outlined specific goals and strategies related to attendance, assessment participation, and instructional improvement. Annual reviews of the district's proposed budgets prepared by the monitor have provided insight into revenue trends, expenditure patterns, and the growing reliance on fund balance to maintain fiscal stability.

The process involved collaboration among the monitor, the superintendent of schools ("the superintendent"), district leadership, and the board and incorporated information gathered from meetings with members of the community, students, staff, and elected officials. The plan development process also incorporated ongoing analysis of data systems, instructional practices, and operational structures. This integrated approach ensures that the plans reflect both the district's progress and its ongoing challenges.

VI. NEEDS ASSESSMENT

The district's needs have been determined through observations and insights gained from six years of experience within the district by the monitor and the regular use by the superintendent of Thought Exchange to gather information on the district implementation of the 2025–2026 school year academic improvement and financial plans. The needs assessment highlights persistent challenges in student

achievement, attendance, and fiscal sustainability. Student performance remains below State averages, with many students performing at low levels in core subjects. Chronic absenteeism remains a significant barrier to student success, particularly at the secondary level.

At the same time, the district has made progress in improving instructional systems, expanding the use of data, and stabilizing leadership. Fiscal challenges remain significant, with charter school tuition accounting for a substantial portion of expenditures and the district increasingly reliant on reserves to balance the budget.

VII. THEORY OF ACTION

The district's theory of action is based on the integration of instructional improvement, student engagement, and fiscal alignment. By strengthening data use, improving instructional consistency, addressing attendance challenges, and aligning resources with priorities, the district will improve student outcomes and achieve long-term sustainability.

VIII. ACADEMIC IMPROVEMENT PLAN

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG1: ATTENDANCE AG1: Each school will have an average daily attendance rate at or above 90% for each school year through the 2028–2029 school year. AG2: Each school will have a chronic absenteeism rate below 30% for each school year through the 2028–2029 school year.	AR1: ATTENDANCE AR1a: The Hempstead Union Free School District (“the district”) shall continue to strengthen, monitor, and refine its attendance improvement strategies to reduce chronic absenteeism and increase Average Daily Attendance across all schools by implementing data-driven interventions, strengthening family and community engagement, improving early identification and response systems, and ensuring consistent accountability measures and student supports that address barriers to regular attendance and promote sustained student engagement and academic success.	AE1: ATTENDANCE AE1a: Average Daily Attendance and chronically absent reports on Forecast 5, Power School, or their equivalent by grade within district and schools for inclusion in the second quarterly and district annual reports.
	AR1b: For inclusion in the second district quarterly report for the 2026-2027 school year the district shall conduct a comprehensive root cause analysis to identify attendance barriers and contributing factors impacting student attendance, including input and feedback from local community organizations.	AE1b: Results of root cause analysis and a written evaluation of activities employed by the district to improve attendance during each school year for inclusion in the district annual report.

AG3: ENROLLMENT AG3: The district shall demonstrate progress toward stabilizing total district enrollment by reducing the rate of enrollment decline year over year, with a focus on identifying and re-engaging students who have left the district and ensuring returning students are connected to appropriate services, including social emotional learning (SEL), tiered intervention, and support for English Language Learner (ELLs), upon re-entry.	AR3: ENROLLMENT AR3a: By June 2027, the district shall strengthen enrollment management by implementing a consistent monthly student enrollment reporting process that provides the superintendent and board with accurate and timely data on total enrollment; new enrollments; and student withdrawals, including reasons for unenrollment, disaggregated by grade level and school. This process shall support strategic planning, equitable resource allocation, staffing decisions, student retention efforts, and the identification of trends that may impact student engagement, academic achievement, and long-term district stability. AR3b: To be included in the 2027 District Annual Report to the monitor shall be: - an analysis of factors and patterns related to the decline in student enrollment. - actions and interventions taken by the district to slow enrollment decline and support enrollment retention. AR3c: In the 2027–2028 and 2028–2029 school years, the district shall implement targeted interventions to address enrollment decline, improve retention, and strengthen re-entry and again evaluate enrollment patterns for inclusion in the district annual report and to identify possible adjustments to interventions.	AE3: ENROLLMENT AE3a: By the 15th of each month, the district shall produce for the superintendent and the board a report, for possible placement on the regular board agenda, to include the total number of students enrolled at the end of the prior month, the number of students newly enrolled during that month, and the number of students unenrolled during that month with the reason for unenrollment. This data shall be provided for the district and shall be disaggregated by district, school, and grade.
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	AR3d: The district shall include in its quarterly report both the total enrollment and changes to district and school enrollment through structured In-Reports (enrollment) and Out-Reports (withdrawals) disaggregated by school and subgroups.	
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	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
	AR3e: By June 2027, the Bilingual, ENL & World Languages Department shall establish a standardized record-transfer protocol for re-enrolling resident ELLs. To address systemic gaps regarding missing proof of language support or annual English language proficiency assessment administration, the protocol will require charter schools to provide the district with: • The annual Standard Operating Procedure (SOP) for ELL identification. • Student instructional schedules and complete State assessment histories within 10 days of the student's enrollment into the district.	AE3e: Submission of the Standardized Record Transfer Protocol and percent of students who are missing proof of language support or annual English language proficiency assessment administration for inclusion in the 2nd and 4th quarterly reports.
AG4: STATE ASSESSMENTS PARTICIPATION AG4: 95% of students enrolled in grades 3 thru 8 will participate in the State tests in English language arts (ELA), math, and science administered each spring.	AR4: STATE ASSESSMENTS PARTICIPATION AR4: During the fall of each school year, the district shall evaluate its strategies used in prior years to achieve a 95% participation rate on the State language arts and math exams, continue those strategies that have been effective, and modify current strategies or implement new ones to further increase participation in State assessments.	A4: STATE ASSESSMENTS PARTICIPATION AE4a: The percent of students in each school who participated in the grades 3–8 ELA and math State assessments arranged by grade shall be provided to the monitor within 30 days of the end date of administration of the State tests and included in the district's annual report.
		AE4b: The district shall list in the annual report strategies used to have 95% of its eligible students participate in the State testing program.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG5: DATA USE AG5: By September 1 of each school year, district and school level professionals shall have timely, secure, and role-appropriate access to 100% of student enrollment, attendance, and academic performance data through user-friendly reporting tools and dashboards that support data-driven decision-making.	AR5: DATA USE AR5a: The district shall maintain comprehensive, disaggregated student data, including attendance, enrollment, assessment performance, discipline, and support service participation across all demographic and service-eligible subgroups to drive instructional decision-making and strengthen multi-tiered systems of support. Clear data governance protocols, defined staff roles, and routine data review cycles shall be established to ensure that educators and administrators at the classroom, school, and district levels can translate data into timely, targeted action across instruction, attendance intervention, and student support planning.	AE5: DATA USE AE5a: September, mid-year and June i-Ready administrations, PowerSchool attendance, and demographic records, behavioral incident data, program participation records, and SEL assessment data shall be uploaded and maintained within all district-approved platforms. All data shall be disaggregated by demographic categories (race/ethnicity, gender, ELL status, disability status, economically disadvantaged) and service-eligible subgroups to support Multi-Tiered System of Student Support (MTSS) decision-making. A list of all data collection and analytics programs with a brief description of each shall be included in the annual district reports.
	AR5b: Artificial Intelligence (AI) programs and tools shall be explored for use by administrative and instructional staff and, where appropriate, integrated into data aggregation, pattern recognition, and instructional improvement efforts.	AE5b: A list of AI programs and how they are being used in each school year through the 2028-2029 school year.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
	AR5c: During each school year, all elementary and middle school teachers shall receive job-embedded professional development on the interpretation and instructional use of diagnostic and benchmark data, including i-Ready Reading and Mathematics. Instructional coaching cycles shall support teachers in translating data findings into observable classroom shifts, including changes to grouping, pacing, scaffolding, and explicit skill instruction. Coaching shall be documented and connected to individual and grade-level data trends. Building-level administrators shall receive parallel training on the use of aggregated and disaggregated data for progress monitoring, intervention decision-making, and program evaluation.	AE5c: A comprehensive list for each school year through the 2028—2029 school year of professional development and training sessions, including topics covered and participant information by name, grade level, and school, for inclusion in the second quarterly and annual district reports. .
AG6: ASSESSMENT PERFORMANCE AG6a1: The percentage of students performing at Level 1 will decline by 10% and the percentage of students in Levels 3 and 4 will increase by 10% on the State 3–8 ELA and math tests compared to the performance on the prior year administration in each of the next three school years.	AR6: ASSESSMENT PERFORMANCE AR6a: The district shall continue gathering comparative data using State assessments to determine proficiency and i-Ready data to determine annual growth for K–8 students in math and language arts.	AE6: ASSESSMENT PERFORMANCE AE6a: Percentage of students who scored Level 1-4 on the State assessments for the 2025-2026 school year and each of the next three school years ending with the 2028-2029 school year by grade within school and district and the percentage of students achieving a predicted growth score showing a year of growth for a year in school on i-Ready for the 2025-2026 school year and for each of the next three school years ending with 2028-2029 by grade within school and district.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG6a2: The percentage of students showing a year of growth for a year in school on the i-Ready math and ELA tests administered in September and June of each school year will increase by 10% in each of the next three school years.	AR6b: The district shall continue to upload and maintain student data necessary to support multi-tiered systems of support, including but not limited to academic, attendance, behavioral, SEL, and program participation data within all district-approved data management and analytics platforms, or their equivalents. To the greatest extent possible, all data shall be disaggregated by demographic categories and service-eligible subgroups to support data-informed decision-making and targeted student support.	AE6b: For each school year through 2028-2029: • Data from September and June administrations of i-Ready. • June proficiency on i-Ready cross-referenced against attendance rates (State Level 1-4) to ensure data reflects instructed students.
	AR6c: The district shall implement an annual curriculum review cycle for elementary language arts with a focus on reading and math programs. By October 1, the superintendent shall convene a curriculum review committee, including instructional leaders, data specialists, and principals to analyze prior year i-Ready, benchmark data, Lexia (for ELA), and State assessment data.	AE6c: Data analyzed by curriculum committee with recommendations for inclusion in the 2 nd quarterly district report.
	AR6d: During each school year, all elementary and middle school teachers shall continue to receive professional learning and training on the effective analysis and use of reading and mathematics assessment data, including district-approved assessment platforms and tools, to better inform instructional practices and support student achievement.	AE6d: The district shall provide a list of professional learning sessions focused on data analysis and assessment platforms, including dates, topics, and participants by school and grade level, in the 2nd and 4th quarterly district reports. Thought Exchange shall be used to assess the satisfaction of participants at the end of each session or series for inclusion in the district annual report to the Monitor.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG7: ASSESSMENT PERFORMANCE	AR7: ASSESSMENT PERFORMANCE AR7a: Alverta B. Gray Shultz (ABGS) Regents courses: Consistent with 100.4(d) of Commissioner's Regulations, the district shall enroll eligible eighth grade students in Regents math and science courses during the 2026–2027 school year. Students enrolled in these courses shall take the Regents exam in their respective courses.	AE7: ASSESSMENT PERFORMANCE AE7a: A list of eighth grade students enrolled in Regent's Algebra 1 and biology for inclusion in the first district quarterly report.
	AR7b: During the 2026-2027 and 2027–2028 school years, the district shall conduct an analysis of predictive variables connected to Regents performance in science and math. Findings shall inform the student selection process for eighth grade Regents enrollment with the district reassessing the scope and structure of eighth grade Regent's course offerings in alignment with the statewide decoupling of Regents exams from graduation requirements anticipated in the 2027–2028 school year.	AE7b: The district shall include a summary of the analysis in the district's second quarterly report.

AG8: CURRICULUM AG8:	AR8: CURRICULUM AR8: The math and science curriculum in fourth through seventh grades shall be rewritten and/or updated where necessary to better prepare students for Regents level high school credit bearing coursework in eighth grade. During the 2026–2027 through 2028–2029 school years, the district shall rewrite and/or update math and science curriculum in grades 4 through 7 to better prepare students for Regents-level coursework. Implementation shall proceed in three phases: • Year 1 (2026–2027): ○ Review and revise math and science curriculum materials in grades 4–7 to ensure rigor, coherence, and alignment to grade-level standards. ○ Provide professional development to prepare teachers to deliver revised units with fidelity. ○ Pilot select units and use early data to inform refinements. • Year 2 (2027–2028): ○ Implement revised curriculum district-wide. ○ Monitor implementation of fidelity and student outcomes through regular data review cycles ○ Provide ongoing professional learning tied to findings. • Year 3 (2028–2029): ○ Analyze student performance data to evaluate curriculum impact.	AE8: CURRICULUM AE8: Subject area curriculum documents that reflect the revisions made in math and science for inclusion in the second quarterly report.
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	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
	○ Refine materials and supports as needed and sustain professional learning to build long-term teacher capacity and high school readiness.	
AG9: SCIENCE & MATH GRADES 4-7 TEACHER TRAINING AG9:	AR9: SCIENCE & MATH GRADES 4-7 TEACHER TRAINING AR9a: The math and science curriculum in fourth through seventh grade shall be rewritten and/or updated where necessary to better prepare students for Regent's level coursework in eighth grade for inclusion in the second quarterly report. AR9b: During the years of implementation of new math and science curriculum in fourth through seventh grades, teachers shall receive proper training on how to incorporate new lessons into the classroom instructional program.	AE9: SCIENCE & MATH GRADES 4-7 TEACHER TRAINING AE9a: Math and science curriculum documents for grades 4 through 7 reflect the revisions made to better prepare students for eighth grade Regents courses in each of the next three school years. AE9b: The district shall submit evidence of the professional learning plan, including dates, topics, and attendance, in the 2nd and 4th quarterly district reports. Evidence shall also include data documenting how professional learning was adjusted based on implementation findings.
AG10: SOCIAL EMOTIONAL LEARNING AG10:	AR10: SOCIAL EMOTIONAL LEARNING AR10: All students shall take part in grade and age-appropriate SEL programs in each of the next three school years. Universal SEL screening data shall be collected to evaluate program effectiveness.	AE10: SOCIAL EMOTIONAL LEARNING AE10: Universal SEL (Insights) screening data disaggregated by grade, school, and subgroup. A list of SEL programs and calendars by school and grades to be given for inclusion in the second quarter and annual district reports.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG11: SPECIAL EDUCATION AG11:	AR11: SPECIAL EDUCATION AG11: The district should continue its efforts to increase the number of eligible special education students who receive instruction in a less restrictive setting. The district during each of the next three school years through the 2028-2029 school year shall develop and implement plans to reduce out-of-district placements by expanding access to in-district programs and support. The plans shall include a review of current out-of-school placements, identification of students who may be appropriately served within the district, and the development of in-district capacity to meet a broader range of student needs.	AE11: SPECIAL EDUCATION AE11: Include in the 2 nd quarterly and annual district reports a summary of the efforts taken to place students in less restrictive environments, the number of enrollees in special education programs and service levels disaggregated by school for each school year, the number of students moved from self-contained to ICT classes and the number of students in and returned from out-of-district to district run special education programs or classes in the 2025–2026 school (base) year compared with each of the next three years ending in the 2028-2029 school year.
AG12: ENGLISH LANGUAGE LEARNERS AG12:	AR12: ENGLISH LANGUAGE LEARNERS: AR12: By December 1 of each school year, the district shall decide whether to modify course offerings and placements for ELLs based on the performance of students on the English and Spanish versions of reading and math tests disaggregated by enrollment in the various ELL programs. The decision and recommendation will be accompanied by a rationale.	AE12: ENGLISH LANGUAGE LEARNERS AE12: i-Ready language arts and math testing results of ELL students disaggregated by grade, school and programs in which ELL students are enrolled for inclusion in the 2 nd and 4 th quarterly district report in each of the next three years.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG13: ENGLISH LANGUAGE LEARNERS AG13:	AR13: ENGLISH LANGUAGE LEARNERS AR13: by March 1 of each school year should the test data support it at midyear, the superintendent, or his designee, shall direct the business official to include in the proposed annual budget for each school year through the 2028-2029 school year sufficient funds to support expansion of biliteracy/dual language programs.	AE13: ENGLISH LANGUAGE LEARNERS AE13: Recommendation (if any) from the superintendent for each of the next three school years.
AG14: PTA/PTO MEETINGS AG14:	AR14: Parent Teacher Association /Parent Teacher Organization (PTA/PTO) MEETINGS AR14: Monthly PTA/PTO meetings at each school shall continue to be held in person and virtually. Principals shall develop strategies to increase each year the number and percentage of parents participating in PTA/PTO meetings.	AE14: PTA/PTO MEETINGS AE14: A schedule of meetings by school and, where possible, a list of or the number of attendees at each meeting for the second quarterly and annual district reports. Year-over-year numbers and percentages shall be included.
AG15: PERMANENT SUBSTITUTES AG15:	AR15: PERMANENT SUBSTITUTES AR15: For inclusion in the first quarterly district report each year, the district shall provide the monitor with evidence that permanent substitutes have been assigned to each school in accordance with a methodology that considers the Average Daily Attendance of teachers assigned to that school.	AE15: PERMANENT SUBSTITUTES AE15: A list of permanent substitutes by building to be included in the first and second quarterly reports (a permanent substitute is a teacher hired by the district, paid at a per diem rate to be determined each fiscal year, and guaranteed work for no less than 175 school days).

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG16: STAFF DEVELOPMENT AG16:	AR16: STAFF DEVELOPMENT AR16: The district shall develop and maintain a comprehensive professional learning plan aligned to district and school improvement priorities (e.g., increase student discourse for the 2026–2027 school year). The plan shall connect professional learning to instructional goals, student outcome data, and building-level needs. A summary of professional learning activities, topics, and attendance shall be submitted to the monitor twice yearly at the end of each semester.	AE16: STAFF DEVELOPMENT AE16: The district shall submit a professional learning plan and accompanying activity logs, including dates, topics, facilitators, and attendance, at the end of each semester. Submissions shall reflect alignment between professional learning and district priorities and shall include a brief narrative describing how the plan was adjusted based on data and implementation findings. Results of teacher satisfaction surveys related to professional development shall also be included in each submission for inclusion in the 2 nd and 4 th district quarterly report.
AG17: TEACHER ATTENDANCE AG17:	AAR17: TEACHER ATTENDANCE AR17a: The personnel office shall provide to the superintendent and the monitor at the end of each month a summary of professional employee attendance for each school and the district, a summary of which shall be included in the second quarterly and the district annual report. AR17b: Principals shall provide the superintendent at the end of each semester with actions taken to maintain high teacher attendance.	AE17: TEACHER ATTENDANCE AE17a: A monthly report from the personnel office to the superintendent arranged by school and professional assignment (e.g., classroom teacher, psychologist) providing the number and the average daily percent in attendance. A summary of this data shall be included in the second quarterly and annual district reports. AE17b: A list of activities by school designed to maintain high teacher attendance to be included in the second quarterly and annual district reports.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG18: MULTI-TIERED INTERVENTION AND SUPPORT SERVICES (MT SS) AG18:	AR18: MULTI-TIERED INTERVENTION AND SUPPORT SERVICES (MTSS) AR18a: The district shall implement Tier 1 core instructional practices aligned to evidence-based standards across all classrooms. District and school leaders shall conduct a minimum of two instructional walkthroughs per semester using a consistent protocol and shall use walkthrough data to inform professional learning and support continuous improvement of instruction. AR18b: For students requiring additional support, the district shall monitor Tier 2 and Tier 3 intervention services through 6-week cycles, reporting the percentage of students meeting intervention goals and demonstrating growth on i-Ready diagnostics.	AE18: MULTI-TIERED INTERVENTION AND SUPPORT SERVICES (MTSS) AE18a: Digital Walkthrough/observation summaries submitted as part of the second and fourth district quarterly reports.. AE18b: Annual report (percentage of students achieving expected growth) reflecting student growth data by service level and building. Lexia data showing rate of progress and level movement for identified students receiving reading intervention.
AR19: PHONICS K-3 AR19:	AR19: PHONICS K-3 AR19: In each of the next three school years, the district shall strengthen the fidelity and consistency of phonics instruction in grades K–3 by implementing a structured literacy framework aligned to the	AE19: PHONICS K-3 AE19a: Decoding skills performance for grade K through three students as measured by i-Ready by grade and school shall be included in each year’s district annual report.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
	science of reading. The district shall use classroom observation data and student reading outcomes to identify gaps in implementation, provide targeted professional learning to address those gaps, and monitor progress toward grade-level reading proficiency across all student subgroups.	AE19b: The district shall submit a list of phonics-related professional learning sessions, including participants by school and grade level, in the second quarterly and annual district reports. Results of teacher satisfaction surveys related to the professional development provided shall also be included in each submission.
AG20: GRADUATION RATE AG20: Hempstead High School's 4-year graduation rate as of August 2029 will be at or above 90%.	AR20: GRADUATION RATE AR20: Year 1 (2026–2027): The district shall provide to the monitor for inclusion in the first quarterly report the June and August four-year graduation rate, the percent of students graduating with a Regents Diploma with Advanced Designation, and the number of students enrolled in Advanced Placement (AP) courses and taking AP exams. Year 2 (2027–2028): The district shall provide to the monitor in the first quarterly	AE20: GRADUATION RATE AE20a: The number and percent of Regents diplomas and Regents Diplomas with Advanced Designation (2027 only) issued in June and August of each school year for the high school and the district.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
	report the four-year graduation rate disaggregated by student subgroup, the number of students enrolled in AP courses and taking AP exams, and a summary of how the district is preparing students to meet revised New York State graduation requirements as Regents Diploma designations are phased out. Year 3 (2028–2029): The district shall provide to the monitor in the first quarterly report the four-year graduation rate disaggregated by student subgroup, AP enrollment and exam participation data, and evidence of student access to and completion of pathways aligned to New York State's updated graduation requirements.	AE20b: The district shall submit a list of AP course offerings and enrollment data, including the number of students by grade level enrolled in one, two, or three or more AP courses as a proportion of each grade level cohort in the first and fourth quarterly district reports. Submissions shall also include AP exam participation rates and the percentage of students earning a qualifying score of 3 or higher, as measures of student success and progress over time.
AG21: ALTERNATIVE HS PROGRAM AG21: By June 2029 50% of students attending the alternative program will graduate with their assigned cohort.	AR21: ALTERNATIVE HS PROGRAM AR21a: The district shall continue to provide a high school alternative educational program for each school year for the duration of this plan. By the end of the 2027–2028 school year, the district shall conduct a formal evaluation of the program's efficacy, including an analysis of student outcomes, graduation rates, and re-enrollment trends. Findings shall be used to inform program refinements and shall be submitted to the monitor in the subsequent annual report.	AE21: ALTERNATIVE HS PROGRAM AE21a: Annually, the district shall submit to the monitor for inclusion in the 1st quarterly report a list of students identified by student number; the criteria for selecting each student participating; the student's age, year of expected graduation, credits earned through the end of the prior school year, the percent graduating in each school year, and schedule for each student.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
	AR21b: AFTERSCHOOL PROGRAMS High school and middle school students shall be encouraged to participate in after-school and weekend programs, clubs, and activities. In each of the elementary schools, students shall be encouraged to participate in an after-school program that provides both instructional and recreational opportunities. The district shall establish a participation goal informed by student SEL survey data, with attention to students who report low connectedness or limited engagement and shall use survey findings annually to guide outreach and program development.	AE21b: The district shall submit a list of extracurricular and enrichment activities, including the number and grade level of participants, in the 2nd and 4th quarterly district reports. Submissions shall also include data identifying students who are not participating in any after-school programming, and a description by principals of how each school is ensuring those students have access to connective experiences during the school day. At the elementary schools, the average number of participants by grade shall be provided to the superintendent for inclusion in the 2nd and 4th quarterly district reports.
AG22: GRADUATION FOLLOWUP AG22:	AR22: GRADUATION FOLLOWUP AR22: The district shall continue to incorporate college completion data compiled by Nassau BOCES from two- and four-year programs into its annual report to the board on high school graduation and shall expand reporting to include military enrollment and career pathway outcomes.	AE22: GRADUATION FOLLOWUP AE22: College attendance and 2-,3-, 4-, 5-, and 6-year graduation rates for graduates of Hempstead High School as available on the Nassau BOCES data warehouse for inclusion annually in the 2nd Quarterly report.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG23: GANG PRESENCE AG23:	AR23: GANG PRESENCE AR23: The district shall implement comprehensive prevention, intervention, and response strategies to address gang activity and influence in district secondary schools. Strategies should be designed to maintain safe, inclusive, and supportive learning environments for all students and staff and should be reviewed and updated annually based on school climate data and incident trends.	AE23: GANG PRESENCE AE23: A list of incidents involving any known gang members and the action taken for inclusion in each district quarterly report and the district annual report.
AG24: PERSONNEL: TEACHER EVALUATIONS AG24: In each school year all instructional staff observations and evaluations shall be completed by the contractual deadline.	AR24: PERSONNEL: TEACHER EVALUATIONS AR24: Each school year, teacher observations and evaluations shall be submitted to the personnel office by the contractual deadline.	AE24: PERSONNEL: TEACHER EVALUATIONS AE24: List of any teacher by building for whom an evaluation was not completed on time for inclusion in the district annual report.
AG25: PERSONNEL – TENURE RECOMMENDATIONS AG25:	AR25: PERSONNEL – TENURE RECOMMENDATIONS AR25: At an executive session of the board held at least one week before the meeting at which the board shall consider tenure recommendations for teachers, folders for each candidate including at least one year of observations and the current evaluation shall be made available to members of the board for their review.	AE25: PERSONNEL – TENURE RECOMMENDATIONS AE25: Folders for each teacher on the docket for teachers who are being considered for tenure

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG26: PERSONNEL EMPLOYMENT TERMINATION AG26:	AR26: PERSONNEL EMPLOYMENT TERMINATION AR26: If an administrator or member of the instructional staff is for any reason considered for termination of employment at the end of the school year because of downsizing, he or she shall be notified of this possibility on or before April 1.	AE26: PERSONNEL EMPLOYMENT TERMINATION AE26: A list of employees laid off in each district annual report.
AG27: PERSONNEL – TENURE DENIAL AG27:	AR27: PERSONNEL – TENURE DENIAL AR27: When any member of the professional staff is being recommended for denial of tenure or terminating a probationary period early, documentation used to support the decision shall be provided to the monitor at least two months in advance of the meeting at which the board is scheduled to act on the recommendation by the superintendent.	AE27: PERSONNEL – TENURE DENIAL AE27: A list by position, school, and reason for denial in each year's district annual report.
AG28: REORGANIZATION PLAN AG28:	AR28: REORGANIZATION PLAN AR28: During each of the next three school years, the superintendent (or designee) with assistance from the monitor shall include in each proposed budget selected segments of the reorganization plan developed for the Commissioner and distributed to the board and the monitor.	AE28: REORGANIZATION PLAN AE28: A listing of specific portions of the plan included in each budget through the 2028–2029 school year.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG29: MONITOR ATTENDANCE AT ADMINISTRATIVE MEETINGS AG29:	AR29: MONITOR ATTENDANCE AT ADMINISTRATIVE MEETINGS AR29: During each of the next three school years, the monitor shall be invited by the superintendent to attend and participate in all cabinet and principals' meetings. The monitor shall have access to and meet periodically with deputy, associate, and assistant superintendents, and any members of the administrative bargaining unit as needed for the monitor to gather and help understand information connected to the implementation of the academic improvement and financial plans. Meetings shall take place individually or in groups at the discretion of the monitor.	AE29: MONITOR ATTENDANCE AT ADMINISTRATIVE MEETINGS AE29:

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG30: PERSONNEL: RECOMMENDATIONS FOR EMPLOYMENT OF PROFESSIONALS AG30:	AR30: PERSONNEL: RECOMMENDATIONS FOR EMPLOYMENT OF PROFESSIONALS AG30: Recommendations for employment of professional staff by the superintendent shall have backup information that shall include but not be limited to a candidate's resume, a writing sample, and a summary recommendation from the Office of Human Resources that includes on that form personal identification information, certification status, a summary of the candidate's education beginning with the person's undergraduate studies, statements of recommendations from references provided by the candidate, and a recommending statement by the originating administrator or the Office of Human Resources	AE30: PERSONNEL: RECOMMENDATIONS FOR EMPLOYMENT OF PROFESSIONALS AE30: A sample agenda with personnel recommendations and attached backup information

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG31: PERSONNEL: SUPERINTENDENT RECOMMENDATIONS AG31:	AR31: PERSONNEL: SUPERINTENDENT RECOMMENDATIONS AR31: The board shall continue to review and consider all personnel recommendations of the superintendent for new hires, promotion, discipline, and/or termination that have been submitted in accordance with board policy and procedures. The board shall not unreasonably or arbitrarily reject the personnel recommendations of the superintendent. Reasons for rejection should be rooted or based on backup information provided by the superintendent or any known evidence that countermands information provided by the superintendent in support of his recommendation. Any countermanding information used by the board to reject a personnel recommendation by the superintendent shall be shared in writing with the monitor within 10 days of the meeting at which the action was taken.	AE31: PERSONNEL: SUPERINTENDENT RECOMMENDATIONS AE31: A redacted list of recommendations by the superintendent not accepted by the board and the reason(s) for withholding approval for inclusion in the district annual report.

	PLANNED WORK Monitor Recommendations	ACADEMIC IMPROVEMENT PLAN Evidence
AG32: NEEDS ASSESSMENTS AG32:	AR32: NEEDS ASSESSMENTS AG32: The district shall during each of the next three school years ending in the 2028-2029 school year continue to use Thought Exchange or its equivalent to gain insight into its overall operations, instruction, and instructionally related support services and to conduct or supplement district needs assessments, the findings of which shall be shared with the superintendent and where appropriate the board for possible modifications, deletions, or additions to the annual spending plan presented to voters each May.	AE32: NEEDS ASSESSMENTS AE32: Findings of Thought Exchange surveys will be included in each of the school district quarterly reports through the 2028-2029 school year.

IX. FISCAL GOALS

INTENDED RESULTS Long-Term Goals/Outcomes	PLANNED WORK Monitor Recommendations	FISCAL PLAN Evidence
FG1: ANNUAL BUDGET FG1: Each year's fiscal plan shall be balanced such that proposed expenditures do not exceed known revenues.	FR1: CHARTER SCHOOL TUITION FR1: Assuming accurate approved operating expense (AOE) data are available and provided to the district, the district shall use the State formula for developing the annual charter school tuition estimate for inclusion in the proposed annual school year budget.	FE1: CHARTER SCHOOL TUITION FE1a: Request and receive the estimated charter tuition amount in January of each fiscal year.
		FE1b: Charter school enrollment estimates for each school year from charter schools. A side-by-side comparison of actual to estimated enrollments for the current and next school year through the 2028–2029 school year.
FG2: ATTORNEYS FG2:	FR2: ATTORNEYS FR2: To better contain costs, agreements with attorneys representing the district shall clearly and specifically outline services and costs covered by retainers and hourly chargers.	FE2: ATTORNEYS FE2: Copies of retainer agreements approved by the board for each school year through the 2028–2029 school year.
FG3: BUDGET CALENDAR FG3:	FR3: BUDGET CALENDAR FR3: The district shall develop a proposed budget for each school year in accordance with the budget calendar adopted by the board. Announcements one week in advance of each meeting at which the budget will be discussed shall be posted on the district website.	FE3: BUDGET CALENDAR FE3a: Budgets built based on the governor's annual State aid proposal for each fiscal year through the 2028–2029 school year shall be provided to the monitor on or before March 1 of the year in which the budget is being developed.
		FE3b: A final budget proposal shall be provided to the monitor at least 10 days prior to the board vote to approve the proposed budget.
FG4: EXTERNAL AUDIT	FR4: EXTERNAL AUDIT	FE4: EXTERNAL AUDIT

FG4:	FR4: Recommendations from the external auditor should be implemented fully during the school year in which those recommendations are made.	FE4: The External Auditor's annual recommendations and the district action plan shall be provided to the monitor prior to the fall board meeting at which the external auditors present their findings.
FG5: REVENUE: MEDICAID FG5:	FR5: REVENUE: MEDICAID FR5: All Medicaid reimbursements for which the district is eligible during each school year through the 2028–2029 school year shall be applied for timely inclusion in the revenue estimates for the next fiscal year.	FE5: REVENUE: MEDICAID FE5: Amount eligible and amount for which applications were submitted for inclusion in each school year budget shall be provided to the superintendent and the monitor for inclusion in the 3 rd Quarterly Report and the budget submission to the monitor.
FG6: REVENUE: STAC FORMS FG6:	FR6: REVENUE: STAC FORMS FR6: All STAC (System to Track and Account for Children) forms shall be submitted on time. If claims are incomplete by the November 15 data file, the district shall engage with Questar State Aid Planning to estimate Excess Cost Aids for the coming year.	FE6: REVENUE: STAC FORMS FE6: List of eligible student numbers and date of application to be available to the monitor on or about the deadline for submission to the State for State aid estimates.
FG7: LITIGATION LIABILITY FG7:	FR7: LITIGATION LIABILITY FR7: By September 15 of each fiscal year, settlement amounts or estimates from outstanding litigation shall be submitted to the business office and the external auditors by district Counsel.	FE7: LITIGATION LIABILITY FE7: List of outstanding litigation and amounts to be paid for each included as estimates in each school year proposed budget.
FG8: STAFF ATTENDANCE FG8:	FR8: STAFF ATTENDANCE FR8: Annually, by January 15 and June 30, the Director of Facilities and Operations shall submit to the superintendent and monitor a report on attendance problems of custodial and	FE8: STAFF ATTENDANCE FE8: Second quarterly and annual district reports to the superintendent and monitor identifying unresolved problems, if any.

	maintenance staff, including actions taken to improve attendance	
FG9: BUDGET DEVELOPMENT FG9:	FR9: BUDGET DEVELOPMENT FR9: At a minimum of two board meetings, the board shall review and discuss with the superintendent and appropriate administrators the proposed line-by-line budget for the upcoming school and fiscal year.	FE9: BUDGET DEVELOPMENT FE9: No later than a week after the distribution of the Executive State aid runs to school districts, the Deputy Superintendent for Business shall provide the Superintendent and the monitor with a copy of the line-by-line budget and list of estimated revenues for the upcoming school year.
FG10: TRANSPORTATION FG10:	FR10: TRANSPORTATION FR10: The district shall decide by January 31, 2027, whether to include in the 2027–2028 school year proposed budget a plan for in-district transportation based on the transportation study provided to the district in 2025. The board shall also decide simultaneously how, if at all, to provide voters with the opportunity to consider a change in transportation for in-district students.	FE10: TRANSPORTATION FE10: A written implementation and fiscal plan and proposition for voter action for consideration by the board by January 31, 2027.
FG11: ENROLLMENT PROJECTIONS FG11:	FR11: ENROLLMENT PROJECTIONS FR11: Annually, by February 1 of each school year, the district shall have Western Suffolk BOCES update its annual enrollment study of the district.	FE11: ENROLLMENT PROJECTIONS FE11: A written update from Western Suffolk BOCES shall be made available to the monitor when it arrives in January or February of each school year.
FG12, FG13: TECHNOLOGY PLAN FG12, FG 13: The district shall develop and annually update by February 1 an instructional and operational technology plan for inclusion in the annual budget.	FR12: TECHNOLOGY PLAN FR12: The district shall modify where necessary and continue to implement its multiyear plan for providing and/or replacing all electronic equipment, to include, but not be limited to, laptops, desktops, classroom smartboards, wi-fi	FE12: TECHNOLOGY PLAN FE12: The implemented technology plan using the dollar amounts included in the annual adopted voter budget for inclusion in the second quarterly district report.

	nodes, servers, telephones, and any device that operates on the district's current wi-fi network.	
	FR13: TECHNOLOGY PLAN FR13: By June 30, 2029, the district shall have fully implemented the district's NYSED approved Instructional Technology Plan.	FE13: TECHNOLOGY PLAN FE13: The annual district report shall include a summary of the actions taken during that school year that demonstrate progress in implementing the state approved Instructional Technology Plan (ITP).
FG14: SMART BOND FG14: The district shall have expended 100% of its SMART Bond allocation by June 2029.	FG14: SMART BOND The district shall fully implement the State approved Smart Bond plan for the use of the remaining funds in the 2026–2027 school year unless approved by the monitor to expend funds in the subsequent years of the plan.	FE14: SMART BOND FE14: Copies of final expenditure reports to the State closing out the use of Smart Bond funds for inclusion in the District annual/ 4 th quarter report. In the year it is completed.
FG15. LEGISLATION FG15: The district shall make every effort to reduce the fiscal impact of charter school costs on the total general fund expenditures.	FR15: LEGISLATION FR15: The district should continue to collaborate with legislators, the State University of New York, and the Board of Regents to improve and maintain services to the children of Hempstead Public Schools.	FE15: LEGISLATION FE15: List of meetings and correspondence with legislators for inclusion in the 2 nd and 4 th quarterly district reports.
FG16: CHARTER SCHOOLS FG16:	FR16: CHARTER SCHOOLS FR16: The district shall work with the charter schools to ensure the charter schools provide documentation that students for whom tuition is being claimed reside in the district.	FE16: CHARTER SCHOOLS FE16: List of students (identified by student number) found to be residents of a district other than Hempstead included on a recent invoice and the money returned or saved.
FG17: CHARTER SCHOOLS FG17: The district shall make every effort to reduce the fiscal impact of charter	FR17: CHARTER SCHOOLS FR17: Prior to payment of invoices, the district shall require charter schools	FE17: CHARTER SCHOOLS FE17a: The page of the Individualized Education Program (IEP) that identifies the

school costs on the total general fund expenditures	serving district students to submit documentation of any special education service provided directly for which the charter school is claiming reimbursement. In addition, the district shall have provided by the charter schools the names and certifications of teachers providing direct service to special education students.	charter school of attendance and services provided for each student receiving a direct service by a charter school teacher for inclusion in the second and fourth district quarterly reports.. FE17b: The name and certification status of each teacher providing a special education service to Hempstead students for inclusion in the first district quarterly report each year
FG18: BOND ISSUE CONSTRUCTION PROJECTS FG18: The district shall complete the voter approved bond issue projects by the opening of the 2027–2028 school year.	FR18: BOND ISSUE CONSTRUCTION PROJECTS FR18: The Clerk of the Works shall ensure, to the extent possible, that the timelines for work scheduled are met and the work is done to the satisfaction of the district and within the specified budget.	FE18: BOND ISSUE CONSTRUCTION PROJECTS FE18a: Schedule of and agenda for meetings with contractors and architects. FE18b: Monthly reports by the Clerk of the Works that the timelines are being met.
FG19: 5 YEAR BUDGET PLAN FG19: On or about March 1 of each fiscal year, the district shall provide the Monitor with inclusion in its budget report a five-year balanced revenue and expenditure plan.	FR19: 5 YEAR BUDGET PLAN FR19: The district shall develop annually for inclusion in the monitor’s budget report a plan to reduce expenditures in future budgets to match the reduction in revenue growth and the decline in school enrollment.	FE19: 5 YEAR BUDGET PLAN FE19: An updated 5-year plan revised annually reflecting each year’s anticipated revenue from the local levy, State aid, and other sources and an expenditure plan that reduces annual dependence on applied fund balance to balance the budget.
FG20: NEW CAPITAL IMPROVEMENT PLAN FG20: The district shall complete plans for and submit to the voters of Hempstead no later than May 2028 a bond proposal to pay for upgrading infrastructure, removing all remaining portables used for instruction, and adding space where needed.	FR20: NEW CAPITAL IMPROVEMENT PLAN FG20: The district with its architects shall develop the plans and specifications for a bond referendum that will add sufficient space if needed, to the elementary buildings to replace all remaining portables used for instructional purposes and address other infrastructure issues and space needs for the district.	FE20: NEW CAPITAL IMPROVEMENT PLAN FE20: A proposition for voters to consider at the board’s annual meeting (vote) by no later than May 2028.

FG21: MIDDLE SCHOOL OPENING FG21: By August 15, 2027, the district shall have completed construction on the middle school addition and be prepared to open the ABGS Middle School with its new wing on the first day of school in the 2027–2028 school year.	FR21: MIDDLE SCHOOL OPENING FR21: By December 15, 2026, the district shall complete a study of the district configuration of grades and buildings to prepare for the opening of the new middle school instructional space in September 2027.	FE21: MIDDLE SCHOOL OPENING FE21: A written report by December 15, 2026.
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X. GOVERNANCE GOALS

INTENDED RESULTS Long-Term Goals/Outcomes	PLANNED WORK Monitor Recommendations	GOVERNANCE PLAN Evidence
GG1: POLICY MANUAL GG1: The board shall abide by New York State laws, regulations, and its own district policies in the way it conducts meetings and board business.	GR1: POLICY MANUAL GR1a: The district shall commence during the 2026–2027 school year a total revision of its policy manual to ensure compliance with laws and regulations implemented since its last revision.	GE1: POLICY MANUAL GE1: A list of policies acted on by the board during each school year to be included in the district’s annual report to the monitor and the Commissioner.
	GR1b: The Policy Committee shall meet at least four times during each school year.	GE1b: A list of dates on which the Policy Committee met.
	GR1c: Within three months of the board’s receipt of Policy Committee recommended policies or required policies recommended by the New York State School Boards Association (NYSSBA) and/or district counsel the board shall review and consider policy changes and shall implement such policy in accordance with a schedule established by the board.	
GG2: POLICY MANUAL	GR2: POLICY MANUAL	GE2: POLICY MANUAL

GG2:	GR2: The superintendent shall notify the board of any possible change in district practice that may require an adoption of or change to district policy. The superintendent shall place this change on a public board agenda for public discussion with the board.	GE2:
GG3: TENURE RECOMMENDATIONS GG3:	GR3: TENURE RECOMMENDATIONS GR3: When the superintendent decides to end a professional staff member's probationary period or not to recommend the person for tenure, the superintendent shall have available at the board meeting where board action is contemplated for board review all the backup information used by the superintendent to support his recommendation.	GE3: TENURE RECOMMENDATIONS GG3: A copy of the agenda on which these recommendations are being considered for board action for inclusion in the district annual report.
GR4: AUDIT COMMITTEE GR4:	GR4: AUDIT COMMITTEE GR4: The board audit committee shall meet four times during each fiscal year.	GE4: AUDIT COMMITTEE GE4: A list of meeting dates, a list of attendees, and the agenda and minutes for each meeting for inclusion in the district annual report.
GG5: COMPLAINTS ABOUT THE DISTRICT GG5:	GR5: COMPLAINTS ABOUT THE DISTRICT GG5: Board members should inform the superintendent as soon as possible of any complaints or concerns. made directly to the members that involve students or staff that could affect the operation of the district or could result in litigation.	GE5: COMPLAINTS ABOUT THE DISTRICT GE5: Copies of emails or other means of communication, if any, sent by board members to the superintendent identifying problems or complaints communicated directly to the board members with updates in each quarterly district report.
GG6: BOARD MEETING AGENDA (DOCKET)	GR6: BOARD METING AGENDA (DOCKET)	GE6: BOARD MEETING AGENDA (DOCKET)

GG6: By the end of the 2028-2029 school year hand carries will no longer be used as actionable items on the board of education agenda.	GR6: The agenda and all backup information or document upon which the board of education is acting for each calendarized meeting shall be distributed to all board members and the superintendent no later than the Friday before the meeting and shall be placed on the district website no later than the close of business on the day 24 hours preceding the scheduled meeting. The board and superintendent shall cease placing on the board agenda “Hand Carries” that originate with them unless accompanied by a rationale as to why the item could not have been part of the regular agenda. Hand Carries suggested by school district counsel shall be acted upon as presented.	GE6: Copies of hand carries with rationale, if any, to be included in the annual district report.
GG7: SCHOOL BUILDING VISIT GG7:	GR7: SCHOOL BUILDING VISIT GR7: Board members shall at all times follow board policy when visiting school buildings	GE7: SCHOOL BUILDING VISIT GE7: List of unannounced visits by members of the board, if any, by building to be included in each quarterly district report.
GG8: SUPERINTENDENT EVALUATION GG8: The Board of Education will in each of the next three school years be in compliance with the Commissioners regulation concerning the annual evaluation of the Superintendent.	GR8: SUPERINTENDENT EVALUATION GR8: Pursuant to Commissioner’s regulation 100.2(o)(1)(vi), the board shall annually review the performance of the superintendent according to procedures developed by the board in consultation with the superintendent. Such procedures should be filed in the district office and available for review by any individual no later than September 10 of each year. By July 31 annually, the board shall complete the annual evaluation of the superintendent.	GE8: SUPERINTENDENT EVALUATION GE8: A written evaluation of the superintendent by July 31 of each school year.
GG9: RESIDENCY INVESTIGATIONS	GR9: RESIDENCY INVESTIGATIONS	GE9: RESIDENCY INVESTIGATIONS

GG9:	GR9: The district shall continue to investigate the residency of students for whom there is reasonable doubt that they live within the boundaries of the district and take appropriate action should residency in another community be confirmed.	GE9: A list of investigations by schools and their current disposition for inclusion in the 2nd and 4th quarter district reports.
GG10: WEBSITE GG10:	GR10: WEBSITE GR10: Using the results of an annual survey completed by January of each school year among other sources of information the district shall continue to enhance and expand the functionality and accessibility of its website as an interactive platform for communication, community engagement, and the sharing of district information and updates.	GE10: WEBSITE GE10: A summary of the annual survey and updates, enhancements, and modifications made to the district website shall be included in the fourth quarterly district report.
GG11: NEW POSITIONS GG11:	GR11: NEW POSITIONS GR11: When a new position is needed or a position is being redefined, the superintendent shall bring a proposal to the board that includes a title, a job description, and an estimated cost and budget code for board consideration and approval. Should the position be approved by the board, the superintendent shall put in place the agreed-upon hiring process for the position and bring a recommendation before the board at the earliest practicable opportunity.	GE11: NEW POSITIONS GE11: A list of new or newly defined positions posted during the 2026–2027, 2027-2028 and 2028-2029 school years.

GG12: ADMINISTRATIVE POSITIONS GG12: The district will begin each school year with a Superintendent in place.	GR12: ADMINISTRATIVE POSITIONS GR12: The board shall retain qualified employees in the positions of superintendent and Central Administration or, when determined to be in the best interest of the district, implement an orderly transition of employees into such positions. Optimally, transitions to new employees in such positions should take place with sufficient time to firmly establish the new employee in his or her position prior to the start of a new school year. Therefore, by December 15, of the school year in which the superintendent's contract expires, the board shall notify the superintendent whether his/her expiring contract will or will not be renewed for the next succeeding school year. For central administrators, by January 30 of the school year in which a central administrator becomes eligible for tenure, the board shall set forth a timeline by which the superintendent shall be expected to submit a tenure recommendation for each position. The board shall provide the monitor with plans for recruitment of qualified staff to fill vacancies in such positions should they arise, in accordance with Board Policy 9000. For all other administrative positions, notice of potential vacancies shall be made to the board no more than thirty days after notification is made to or caused by the superintendent. Commencement of the process of replacement shall begin no later	GE12: ADMINISTRATIVE POSITIONS GE12: A list of anticipated vacancies and plans to find a replacement for each position for inclusion when available in the next district quarterly report.
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	than the adoption of the annual budget by the board.	
GG13: NON-BARGAINING UNIT STAFF GG13:	GR13: NON-BARGAINING UNIT STAFF GR13: All employees not members of a bargaining unit shall have individual contracts defining the terms and conditions of their employment. All non-bargaining unit employees shall be offered a contract within thirty days of their appointment to the position. Unless otherwise recommended and/or modified by the superintendent and acted upon by the board, confidential employee contracts shall at the end of the contract be rolled over for the same period of time in the current contract into the next school year.	GE13: NON-BARGAINING UNIT STAFF GE13: The district shall provide the monitor for inclusion in the second quarterly report a list of all employees for whom individual contracts define the terms and conditions of their employment, the commencement date of their contract, and the length of its term.

GG14: BOARD MEETINGS GG14: All board agendas except those for emergency meetings will be posted 24 hours before the meeting and all board minutes will be posted to the website 48 hours following their approval by the board of education.	GR14: BOARD MEETINGS GR14: The board shall hold all meetings in compliance with Robert’s Rules of Order and the Open Meetings Law, including timely posting of agenda items and minutes. All materials, except those that are confidential, upon which the board is voting shall be made available to the public at least 24 hours prior to board meeting at which they are to be considered.	GE14: BOARD MEETINGS GE14: The district shall provide the list of board meetings, the dates of public notice, the dates on which the agenda was placed on the website, and the date upon which the minutes were posted on the website for inclusion in each district quarterly report.
GG15: NOTARIZING SIGNATURES GG15:	GR15: NOTARIZING SIGNATURES GG15: When the board approves a contract that requires the notarized signature of the Board President or the superintendent, such signature shall be done in the presence of the notary public. The board shall have two members of the confidential civil service staff working in the central office, preferably the District Clerk as one, who shall each be a Notary Public. The district shall assume the costs of either securing or updating the credentialing of central office staff seeking to be a Notary Public.	GE15: NOTARIZING SIGNATURES GE15: Copies of signed contracts done during and included in each quarterly district report.

XI. ACCOUNTABILITY FRAMEWORK

Within the framework of these three-year plans, accountability with few exceptions resides with the superintendent and the board. From an operational point of view that accountability belongs to the superintendent. Although implied as assignable to others, many recommendations are the responsibility of the superintendent and distributed as needed throughout the system. When it comes to policy and budgeted resources, the board, for the most part, owns accountability. In addition, the board through its approval of the goals, recommendations, and evidence statements included in these plans has committed the district to being accountable for implementation of the plans with fidelity.

XII. REORGANIZATION STRATEGY

During the 2025–2026 school year, the district, at the request of the Commissioner, developed a long-term reorganization plan. In the upcoming school years, the district will implement this reorganization plan to address enrollment decline and improve efficiency.

XIII. CONCLUSION

These plans provide a comprehensive framework for addressing the district's challenges while building on recent progress. Through alignment, accountability, and sustained implementation, the district is positioned to achieve long-term success.

Appendix 1

8 Characteristics of School Board Effectiveness

8 characteristics of school Board effectiveness

Traits associated with high student achievement

On Board Online April 11, 2011

By Paul Heiser

Research Analyst

The connection between quality teachers and student achievement has long been established. But what about the link between school boards and student achievement?

That connection has been harder to prove. However, research is making it increasingly clear that school boards in high-achieving districts exhibit characteristics that are markedly different from boards in low-achieving districts. Differences in these characteristics are evident when comparing high- and low-performing districts with similar levels of poverty and disadvantage.

In a recent report, the National School Boards Association's Center for Public Education examined the research and identified eight characteristics of effective school boards.

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction, and define clear goals toward that vision.

A 2006 analysis of 27 different school district leadership studies conducted since 1970 (known as a meta-analysis) found a positive correlation between setting goals for student achievement and student performance. The correlation was particularly strong in districts where school boards: (1) set goals collaboratively with other stakeholders; (2) established "nonnegotiable goals" in at least two areas — student achievement and classroom instruction; (3) aligned their goals with their district's; (4) monitored goals for achievement and instruction; and (5) used resources to support the goals.



A 2003 study, titled Beyond Islands of Excellence, found that districts with high student achievement adopted simply stated visions of student success, such as, "All our students will achieve on grade level," and used them in public and staff presentations.

The Lighthouse I studies (in 2001 and 2007) by the Iowa Association of School Boards also showed the importance of identifying goals. In low-achieving districts, board members were "only vaguely aware of school improvement initiatives."

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In the Lighthouse I studies, board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives.

Board members in low-achieving districts frequently referred to factors such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones to meet state mandates and avoid sanctions.

3. Effective school boards are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement.

One characteristic of effective governance is to focus on student achievement while spending comparatively little time on day-to-day operational issues. Poor results are associated with micro-management by the board, confusion of the appropriate roles for the board member and superintendent, interpersonal conflict between board chair and superintendent, and board member disregard for the agenda process and the chain of command.



One case study provides an example. In Chula Vista, Calif., top administrators asked the school board for money to attract exceptional principals. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

4. Effective school boards have a collaborative relationship with staff and the community, and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

The Lighthouse I studies found the importance of collaborations and communication by comparing high- and low-achieving districts in Georgia. School board members in high-achieving districts had strong communication among the superintendent, staff, and each other. While the superintendent was a primary source of information, he or she was not the only source. Board members received information from many other sources including the curriculum director, principals, teachers and sources outside the district. In addition, findings and research were shared among all board members. By comparison, in lowachieving districts, board members expressed concern that not all information was shared or shared equally.

Similar factors were evident in the 2006 meta-analysis of 27 studies. In this study, the authors found that high-achieving districts actively involved board members and community stakeholders in setting goals.

5. Effective boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members openly discussed trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis. Board

members in these districts view data as a diagnostic tool, without the emotional response of assessing blame.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to a 1993 study, effective boards saw a responsibility to maintain high standards even in the midst of budget challenges.

Lighthouse I researchers also identified research-based professional development for staff as one of seven "conditions for improvement" typically evident in high-achieving districts. From the board's perspective, members did not simply provide funding for such professional development — they could cite specific examples of activities and their link to improvement plans.

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. "Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development," the study noted. In fact, board members frequently made "disparaging remarks" about staff development, calling it an ineffective strategy.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

In a 1997 study titled *Getting There from Here*, districts with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. A 2002 study sponsored by the Council of Great City Schools also emphasized the importance of these factors. Boards in successful districts defined an initial vision for the district and sought a superintendent who matched this vision.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

In high-achieving Lighthouse I study districts, school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

In the 2006 meta-analysis, one key goal for superintendents was to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members' professional development is one of several ways that superintendents can help realize this goal.

Two of the effective districts in the 2003 Beyond Islands of Excellence study used formal training and professional development for school board members. In Kent County, Md., the board created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board emphasized its role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Worst practices

Research suggests student achievement will suffer if school board members:

1. Are only vaguely aware of school improvement initiatives and seldom able to describe actions being taken to improve student learning.
2. Focus on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation.
3. Offer negative comments about students and teachers.
4. Micromanage day-to-day operations.
5. Disregard the agenda process and the chain of command.
6. Express dissatisfaction with information flow; little communication between board and superintendent.
7. Are quick to describe a lack of parent interest in education or barriers to community outreach.

8. Look at data from a "blaming" perspective, describing teachers, students and families as major causes for low performance.
9. Display little understanding or coordination on staff development for teachers.
10. Are slow to define a vision.
11. Did not hire a superintendent who agreed with their vision.
12. Do little professional development together as a board.

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