

Hempstead Independent School District

Hempstead High School Campus Improvement Plan

2017-2018

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics

Date of School Board Approval

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Mission Statement

Hempstead High School is committed to providing a quality education to meet the needs of ALL students. Every Learner will have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen.

The school believes that quality education will provide the opportunity for students:

to develop the ability to think logically, independently, and creatively.

to develop effective communication skills.

to develop appreciation and respect for themselves, other people, and the property of others.

to develop and build responsibility to local, state, national, and world communities.

to develop positive feelings of self-worth and a personal value system.

to develop competent problem solving skills

Slogan

Creating Excellence in Education for all Stakeholders within the Learning Community

Hempstead ISD District Goals

1. Provide support to ensure continuous improvement in the quality of the district curriculum and classroom instruction.
2. Expand and enhance its communications with the community in order to strengthen and develop partnerships.
3. Monitor and improve alignment of core/elective programs and interventions to increase academic achievement and close achievement gaps in math, reading, writing, science, and social studies.
4. Expand Post-Secondary readiness, activities, models, and opportunities.

Hempstead High School Goals

1. Ensure that its students receive high quality instruction.
2. Recruit and retain a dynamic and highly qualified teaching staff.
3. Maintain a culture of high expectations for students and staff.
4. Improve the engagement our community and the families that it serves through proactive communication and outreach activities to improve teacher and student outcomes.
5. Increase the Digital delivery of instruction is all classrooms.

Comprehensive Needs Assessment: Summary of Findings

Hempstead High School has need for improvement in the areas of English I, English II, Parental Involvement, Digital Instruction Delivery, the Availability of Student Hand Held Technology, and Campus Hand Held communication.

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>English I</i>	<i>State Accountability, PBMAS</i>
<i>English II</i>	<i>State Accountability, PBMAS</i>
<i>Social Studies, ELA, Math, and Science Progress</i>	<i>State Accountability, PBMAS</i>
<i>Digital Instruction Delivery</i>	<i>Student, Staff, and Administrative Observations/Requests</i>
<i>Student Hand Held Technology</i>	<i>Student, Staff, and Administrative Observations/Requests</i>
<i>Post Secondary Readiness</i>	<i>State Accountability, PBMAS</i>

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hempstead High School is a small rural 3A high school located in Waller County. HHS currently serves approximately 415 students for grades 9-12 and employs a staff of 61 including 46 certified teachers, counselors and administrators. The demographic makeup of the student population is 27.7% African American, 53.6% Hispanic, 16.4% Caucasian, and 2.2% Native American/Asian/Pacific Islander. The majority of the student population is considered to be Economically Disadvantaged. Nearly 70% of the students meet one or more of the criteria for being considered At-Risk for dropping out of school and a sizable percentage are classified as Limited English Proficient.

Hempstead High School has seen modest growth over the past three to five years and the student population has climbed to over 400 students the past 2 years. During the year, the total enrollment shows a minimal increase. While there are students that leave Hempstead High School for other educational opportunities, some students enroll as well. Now some students are beginning to enroll in the district's alternative High School. Hempstead High School does have a very large at-risk population. The district uses the at-risk indicators defined by the state to determine student's at-risk status.

In regards to special education referrals, very few students are actually referred to special education while they attend Hempstead High School. Students with special needs are identified as such prior to their enrollment in High School.

Demographics Strengths

The student body of Hempstead High is diverse in both racial and ethnic composition. Some differences in socio-economic status exist as well. Our students mainly come from poor to middle class households and, for the most part, exhibit respectful and appropriate behavior. A large number of our students are involved in some sort of extra-curricular activity and therefore have an investment in Hempstead High School.

Hempstead High School offers dropout prevention and credit recovery programs. The OdysseyWare program serves students that are at risk of dropping out and are in need of credit recovery. During the 2016-17 school year, several students completed their requirements for graduation with some of them graduating on the recommended plan.

The attendance rates have stayed steady at or near 95%.

Around 32% of students at HHS leave school to attend some sort of post-secondary education.

Student Achievement

Student Achievement Summary

Hempstead High School achieved a “Met Standard” rating on the four indexes. There are still significant areas of concern for HHS, however. HHS is staged in several areas. These include SPED, LEP, CTE and ELA EOC. Specifically, the areas of ELA reading and writing have been troubling for the past several years. While HHS scored slightly below the state average on most of the STAAR tested areas, the gap between the state and district is smaller. The percentages of students that Mastered Grade Level was below the average the state and region. This is reflective of a "just pass the test" attitude.

College and Career readiness is an area that will see significant attention in 2017 and beyond. Several programs and positions are either in place or are in motion to address this area. English I and II have the highest course failure rate. Student Achievement Strengths at HHS are in the area of US History EOC passing rates. Algebra I and Biology scores for first time test takers in Spring 2017 were ok, but we saw some slippage in Biology. Students that are enrolled in the AP curriculum are successful and are prepared for postsecondary work. HHS has a strong CTE program which shows in its percentages of students that are reported to be career and college ready as well as those that complete coherent sequences of CTE courses.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Some students have not met growth expectations. **Root Cause:** Lack of exposure to grade level content, engaging instruction, and a high instructional staff turnover rate

Problem Statement 2: Minority and Economically Disadvantaged students perform lower than other student groups **Root Cause:** Lack of social Capital

Problem Statement 3: English I and English II have a high failure rate. **Root Cause:** Lack of prior knowledge, lack of engagement, and absences

Problem Statement 4: Students do not read on grade level. **Root Cause:** Lack of foundation

Problem Statement 5: Some students easily lose focus are become disinterested/disengaged. **Root Cause:** Limited Availability of Digital Lesson Delivery capabilities and Handheld Technology

Technology/Hand Held Communication

Technology/Hand Held Communication Summary

Hempstead High School has established computer labs for student usage. Chromebooks are being utilized by students in some classrooms. Teachers have been provided with training on the use of Google Drive, Eduphoria, and other online resources to effectively begin integrating technology in the classroom. The District has also provided an array of technology programs as a platform for connecting students, teachers, and parents. At this time, staff members use Nextel flip phones to communicate with each other. This year, we are planning to acquire Chromebooks for more classrooms, Interactive Whiteboards for more classrooms, and Two-Way Digital Radios for key staff members.

Technology/Hand Held Communication Strengths

Teacher support is available from the IT Department. Teachers have opportunities to take advantage of technology based professional development. The staff currently has limited reliability with the Nextel Flip Phones as far as Two Way connectivity.

Technology/Hand Held Communication Needs

Acquire Chromebooks/Other Handheld Technology, Digital Lesson Delivery Capability for each classroom, and Two Way Digital Radios for Key Staff members. Currently a plan of action is being devised to obtain funding for additional Chromebooks/Other Handheld Technology and Digital Lesson Delivery Platforms. There have been few issues with connectivity.

Goals

District Goal 1: Provide support to ensure continuous improvement in the quality of the district curriculum and classroom instruction.

Campus Goal 1: Ensure that its students receive high quality instruction.

Performance Objective : To meet or exceed the state average on STAAR EOC tests, to increase participation and passing rates on AP exams, dual credit, workforce completion, and to ultimately prepare students for postsecondary education or entrance into the after high school.

Evaluation Data Source(s) : State accountability reports, AP testing results, CTE certification completion, and other assessment data for all student groups.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas		Core subject teachers	Every 3 weeks	State Funds Local Funds	Improved six weeks grades Reduced failure rate
Teachers will meet daily in Professional Learning Communities to Collaborate on Instruction.		Core subject teachers	3 times per week	State Funds Local Funds	Improved six weeks grades Reduced failure rate

Provide Opportunities for students to take Dual Credit and AP Courses		Core subject teachers and Blinn College Instructors	9 week Grading Periods	State Funds Local Funds	More students obtaining Dual Credit and Advanced Placement
Actively recruit highly qualified teachers, professionals, and paraprofessionals		Principal, Human Resources Dept.	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet HQ requirements

District Goal 2: Expand and enhance its communications with the community in order to strengthen and develop partnerships.

Campus Goal 4: Improve the engagement our community and the families that it serves through proactive communication and outreach activities to improve teacher and student outcomes.

Performance Objective : To create an environment where all stakeholders are fully informed and invested in developing the type of partnerships that will ensure the success of students.

Evaluation Data Source(s) : State accountability reports, AP testing results, CTE certification completion, and other assessment data for all.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Enhance our campus App and update it regularly		Principal and Campus Staff	Weekly	State Funds Local Funds	Improved Collaboration with stakeholders outside the Campus
Add a Campus Twitter account		Principal and Campus Staff	Daily	State Funds Local Funds	Improved Collaboration with stakeholders outside the Campus

District Goal 3: Monitor and improve alignment of core/elective programs and interventions to increase academic achievement and close achievement gaps in math, reading, writing, science, and social studies

Campus Goal 5: Increase the Digital delivery of instruction in all classrooms

Performance Objective : To create an environment where the students are more engaged and learning in an environment where interventions and lessons are delivered using Digital Technology.

Evaluation Data Source(s) : State accountability reports, AP testing results, CTE certification completion, and other assessment data for all student groups.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based interventions and lesson using Interactive technology		Principal, and Campus Staff	Weekly	Local Funds State Funds Title I Funds	Improved Academic Performance and Engagement
Provide meaningful instruction and interventions using handheld technology in all core classes.		Principal, and Campus Staff	Weekly	Local Funds Title I Funds Title II Funds	Improved Academic Performance and Engagement
Provide training to staff members on providing meaningful interventions and instruction using a digital format		Principal, and Campus Staff	Weekly	Local Funds Title I Funds Title II Funds	Improved Academic Performance and Engagement

District Goal 4: Expand Post-Secondary readiness, activities, models, and opportunities

Campus Goal 3: Maintain a culture of high expectations for students and staff.

Performance Objective : To create an environment where the students are exposed to multiple College and Career Options

Evaluation Data Source(s): SAT, ACT, & PSAT participation, College Enrollment, and Certifications Gained

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide Opportunities for students to visit Colleges and Trade School		Principal & Counselor	2-3 times per semester	Local Funds State Funds	Improvement in the number of students enrolling in Colleges and trade Schools
Provide Opportunities for students to take the PSAT, SAT, ACT, and ASVAB on campus during the school day.		Principal & Counselor	2-3 times per semester	Local Funds State Funds	Improvement in the number of students taking the SAT, ACT, PSAT, and ASVAB.

District Goal 1: Provide support to ensure continuous improvement in the quality of the district curriculum and classroom instruction.

Campus Goal 2: Recruit and retain a dynamic and highly qualified teaching staff.

Performance Objective : To create an environment where collaboration between administrators and instructional staff members builds a permanent solution for our students

Evaluation Data Source(s): State accountability reports, AP testing results, CTE certification completion, and other assessment data for all student groups.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Staff members will collaborate 3 times per week in Professional Learning Communities		Principal Department Chairpersons	3 times per week	Local Funds State Funds	More collaboration and less Teacher Turnover
Administrators will attend PLC meetings to collaborate with teachers 3 times per week in Professional Learning Communities		Assistant Principals and Principal	3 times per week	Local Funds State Funds	More collaboration and less Teacher Turnover

System Safeguard Strategies

District Goal	Campus Goal	Description
1	1	Hempstead High School will provide mandatory STAAR remediation courses for students that have yet to pass their STAAR test.
1	1	Continue the co-teach arrangement to include both Math (Algebra I, Geometry, and Algebraic Reasoning), ELA, Science, and Social Studies.
1	2	Hempstead High School teachers will attend appropriate and relevant staff development opportunities in order to improve their practice.