



Targeted Improvement Plan

District Name: Hempstead ISD	County District Number: 237902	Superintendent Name: Dr. Angela Gutsch
Campus Name: Hempstead Middle School	Campus Number: 041	District Coordinator of School Improvement: Melissa Skinner
PSP: Patricia Russo	Educational Service Center: Region 4	School Principal: Erin Meadows

Vision: Hempstead Middle School will maximize the growth of all students.

Problem Statement #1: For 2017 Index 2 (All Students, All Subjects), 50% Met or Exceeded Progress and 9% Exceeded Progress.	Annual Goal #1: At least 70% of All Students will meet or exceed the progress measure for All Subjects.
Root Cause #1: The lack of teacher's time devoted to preparation and the ability to organize materials and resources in order to plan effectively has led to low performance.	Strategy #1: Redesign master schedule to extend the school day to incorporate enrichment and RTI opportunities.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	An additional math and a additional reading interventionist were hired to facilitate RTI and pull-out program for math and reading.	Summer 2017	District funds	Principal	The bottom two quintile averages will increase by at least 10 percentage points on the district assessments.		Select	
	The four intervention teachers received training in their specific program (Read 180, Math 180, Do the Math Now, Leveled Literacy Intervention).	Began Summer 2017 and on-going during 2017-18 school year	Priority funds for training	Principal	The bottom two quintile averages will increase by at least 10 percentage points on the district assessments.		Select	
	Two additional intervention programs (Leveled Literacy Intervention and Math 180) were purchased to facilitate student intervention efforts.	October 2017	Priority funds	Principal	The bottom two quintile averages will increase by at least 10 percentage points on the district assessments.		Select	
							Select	
Intermediate: <i>(Implementation)</i>	Students were assigned to an intervention class (Bobcat University, ESL class, Read 180 class, Math 180 class, math pull-out, reading pull-out) based on the student's 2017 STAAR results and their last year's RTI data. Each nine weeks, students will be re-evaluated and placed an intervention class accordingly.	Start date: first day of classes Re-evaluation of students: every nine weeks	Instructional materials	Principal and interventionists	The bottom two quintile averages will increase by at least 10 percentage points on the district assessments.		Select	
	Administer the district CBA in reading and math for sixth, seventh and eighth grade students.	October 2017	Assessment materials	Testing coordinator	The bottom two quintile averages will increase by at least 10 percentage points on the district assessments.		Select	
							Select	
Long-Term: <i>(Results)</i>	Administer district Academic Target assessments for sixth, seventh and eighth grade students in reading and math.	February 2018 (eighth grade) April 2018 (sixth and seventh grade)	Assessment materials	Testing coordinator	The progress measure score, based on the 2017 STAAR and the 2018 Academic Target, will be at least 35.		Select	
							Select	
Vision Status				Vision Metrics				

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Problem Statement #2:		The 2017 Index 1 score was 54%.			Annual Goal #2:		The 2018 combined passing rate for All Students for science and social studies will be at least 60%.	
Root Cause #2:		The lack of teacher's time devoted to preparation and the ability to organize materials and resources in order to plan effectively has led to low performance.			Strategy #2:		The Curriculum Department will support teachers with the organization of materials during the professional learning community time allotment.	
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	All social studies teachers will attend mandatory social studies trainings, provided by the district, through out the school year.	2017-18 school year	District provided trainings; Professional development resources	Social studies instructional coach	At least 50% of the combined sixth, seventh and eighth grade students will pass the October 2017 social studies CBA. The passing standard will be set at 48%.		Select	
	All science teachers will attend AIMS training at the campus presented by AIMS personnel.	August 2017	Custom-designed aligned activities;	Executive Director of Curriculum and Instruction	40% of science instruction will be evidenced through the use of hands-on activities		Select	
	All science teachers will attend mandatory science trainings, provided by the district, through out the school year.	2017-18 school year	District provided trainings; Professional development resources (e.g. Gateway resources, AIMS TEKS-aligned documents)	Science instructional coach	At least 60% of the combined sixth, seventh and eighth grade students will pass the October 2017 science CBA. The passing standard will be set at 57%.		Select	
	Instructional coaches design and develop lesson plans for first nine weeks.		Instructional materials	Instructional coaches	Using walkthrough data, 100% of the teachers will implement provided lessons with fidelity.		Select	
Intermediate: (Implementation)	District instructional coaches developed PLC agendas and guiding questions (Dufour) for use in PLC meetings.	Summer 2017	Instructional materials	Instructional coaches	Using walkthrough data, 100% of the teachers will implement provided lessons with fidelity.		Select	
	The structure of the collaborative planning will include data disaggregation, professional development, instructional strategies, and how to incorporate newly learned techniques into lesson plans. Additional classroom modeling will be provided by instructional coaches, if needed. Roles will be defined; guidelines, norms, non-negotiables, and consequences will be set and communicated to all stakeholders within the collaborative group. A final product will be submitted to the campus administrator weekly.	2017-18 school year	Instructional materials	Instructional coaches	Using walkthrough data, at least 90% of the students are engaged in the lesson.		Select	
	Teachers begin to develop curriculum documents with a gradual release model facilitated during PLC meetings.	December 2017	Instructional materials	Instructional coaches	Using walkthrough data, 100% of the teachers will implement teacher-developed lessons with fidelity.		Select	
							Select	
Long-Term: (Results)	Teachers develop curriculum documents using backwards design independently.	Third nine weeks	Instructional materials	Teachers	Using walkthrough data and review of lessons plans, 100% of the teachers will create and implement lessons with fidelity.		Select	
	Administer district Academic Target assessment for eighth grade science and social studies.	Social studies (March 2018) Science (April 2018)	Assessment materials	Testing coordinator	The combined Academic Target science and social studies scores for All Students will be at least 50%.		Select	
Vision Status					Vision Metrics			

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Problem Statement #3: The 2017 passing rate for All Students for writing was 51%.

Annual Goal #3: The 2018 passing rate for All Students for writing will be at least 66%.

Root Cause #3: The lack of teacher's time devoted to preparation and the ability to organize materials and resources in order to plan effectively has led to low performance.

Strategy #3: One full period daily will be devoted to professional learning communities to include: teacher preparation and organization of resources and materials in order to plan effectively. Teachers will also have an additional period of time for regular conference period activities (for example: prepare lessons, contact parents, and disaggregate data).

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	All ELAR teachers attended a two-day expository and persuasive writing training presented by Karen Foster.	August 2017	District funds	Executive Director of Curriculum and Instruction	100% of the seventh grade teachers will document the brainstorming process in their students' portfolios.		Select	
	Karen Foster will model brainstorming and how to create a controlling idea and debrief with seventh grade writing teachers.	September 29, 2017	District funds	Seventh grade ELAR teachers	100% of the seventh grade teachers will be able to replicate the model lessons and best practices through full implementation of the brainstorming process.		Select	
	Seventh grade ELAR teachers will attend Interactive Grammar professional training presented by Karen Foster.	October 10, 2017	District funds	Seventh grade ELAR teachers	100% of the seventh grade teachers will implement strategies presented by Karen Foster based on walkthrough data.		Select	
	Karen Foster will model expository writing and debrief with seventh grade writing teachers.	January 2018	District funds	Seventh grade ELAR teachers	100% of the seventh grade teachers will be able to replicate the model lessons and best practices through full implementation of the idea development and organization of their expository essay.		Select	
							Select	
Intermediate: (Implementation)	All students will participate in a Writing Extravaganza. Each student will produce a published writing sample in which other students/stakeholders will have an opportunity to read, critique and praise the authors.	October 2017	Campus funds	ELAR teachers, campus administrators and curriculum department	100% of the students will go through the writing process from brainstorming to final published piece.		Select	
	All students will receive feedback from two separate raters on the MOY writing sample.	January 2018	Instructional materials	ELAR teachers	At least 60% of the students will increase in at least one of the rubric components on the MOY compared to the BOY.		Select	
	Seventh grade students will be invited to participate in a half-day Saturday STAAR Writing Camp facilitated by Karen Foster.	March 2018	District funds	ELAR teachers, campus administrators and curriculum department	At least 50% of the invited students will participate in the Saturday STAAR Writing Camp.		Select	
Long-Term: (Results)	All students will develop an EOY writing sample.	May 2018	Instructional materials	ELAR teachers	At least 60% of students will increase from the MOY sample.		Select	
	All students will complete a student portfolio check list, a variety of writing genres and a minimum of three published pieces.	May 2018	Instructional materials	Seventh grade ELAR teachers	At least 60% of seventh grade students will increase in all three areas of the TEA writing rubric.		Select	
Vision Status			Vision Metrics					