



Targeted Improvement Plan

District Name:	Hempstead ISD	County District Number:	237902	Superintendent Name:	Dr. Angela Gutsch
Campus Name:	Board Approved 10-16-2017	Campus Number:		District Coordinator of School Improvement:	Melissa Skinner
PSP:	Patricia Russo	Educational Service Center:	Region 4	School Principal:	

Vision: All stakeholders united to improve the quality of life through academic excellence.

Problem Statement #1: The 2017 passing rate for All Subjects for SPED students was 34%	Annual Goal #1: The 2018 passing rate for STAAR All Subjects for SPED students will be at least 50%
Root Cause #1: The co-teaching model has not been used effectively or consistently.	Strategy #1: Targeted SPED professional development will be provided to Gen Ed and SPED Teachers throughout the school year.

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>	Provided a co-teach model training (2 days)	August 2017	Region 4 ESC	SPED Director	Evidence of implementation in co-teach classroom environments	Sign In Sheets, Walkthrough Data	On Track to Meet Goal	Follow up training through our professional development program
	Why Try? 2 day training for Secondary General Ed Teachers and District Wide SPED Teachers	August 2017	Why Try? Online curriculum, Why Try? Trainer, Help Line that teachers can access if needed.	SPED Director (Training), Principals (monitoring), Teacher (implementation)	Students behavior issues will be minimized and academic focus will increase.	Sign In Sheets, Walkthrough Data, access logs from online curriculum system. Increase in instructional time previously lost due to redirecting off task/disruptive behavior.	On Track to Meet Goal	Teachers will continue to use the help line, after school professional development, and new teacher support day
	Crisis Prevention Intervention Training (8 hours for initial/4 hours for a refresher course)	Ongoing beginning in September 2017	CPI training materials	SPED Director, Principals	Staff will learn to de-escalate behavior before it becomes "risk" behavior.	Data Tracking sheets, Restraint forms, Sign in sheets, Walkthrough Data	On Track to Meet Goal	Provide updates to staff members needing the certification
Intermediate: <i>(Implementation)</i>	Kim Sutton (General Ed and SPED Teachers) math training to align instructional strategies.	November 2017	SPED Funding, Kim Sutton professional books and manipulatives.	SPED Director, Executive Director of Curriculum and Instruction	Math scores will increase on District Assessments.	Sign-in sheets, walkthrough data, lesson plans, materials check-out (usage), assessment data.	On Track to Meet Goal	Rescheduled to Feb 23rd (K-6 teachers will attend)
	Region 4 will provide a follow up Coaching Session with those that participated in the initial Summer Training.	January 2018	SPED Funding, Region 4	SPED Director	Clarify any misconceptions and/or misunderstandings. Refine the implementation of the co-teach model.	Region 4 feedback and suggestions report.	On Track to Meet Goal	Rescheduled for after school PD. Training will occur by March
	During PLC meetings the co-teach model and strategies will be reinforced with general and special education teachers.	Ongoing beginning in October 2017	Training Materials (Leading the Co-Teaching Dance/ Co-Teach), Building and Sustaining Effective Classroom Partnerships in Inclusive Schools.	SPED Director, District Diagnosticians	Clarify any misconceptions and/or misunderstandings. Refine the implementation of the co-teach model.	PLC Agenda, PLC Sign In sheets, teachers utilizing professional materials, teacher feedback	On Track to Meet Goal	Co-teachers continue to provide SPED support in PLC meetings, Diagnosticians will attend Feb-May
Long-Term: <i>(Results)</i>	Program Evaluation	April 2018	Surveys with guided questions	SPED Director, Principals, All Teachers	Guide professional development, staffing, logistics, scheduling, and acquisition of needed resources for the following school year.	Survey results, state assessment scores, 18-19 master schedule, professional development calendar, applicable staffing requests, campus rosters.	On Track to Meet Goal	Develop the surveys
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Vision Status	Parent Nights (Prek Parent Classes, ESL Adult Classes, Academic Nights) Campus Communication through weekly bulletins, District STAAR Parent Night in March, Social Media (Facebook, Twitter)	Vision Metrics	Sign in Sheets, Professional Development Surveys, Email documentation of the bulletins, Increase in Parent Involvement (1st parent night= 2 parents, 2nd parent night= over 100 parents per Middle School sign in sheets)
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Problem Statement #2: The 2017 passing rate for All Subjects for English Learners (ELs) was 37%.	Annual Goal #2: The 2018 passing rate for STAAR All Subjects for English Learners (ELs) will be at least 52%
Root Cause #2: The lack of alignment in linguistic services contributed to the low performance of ELs.	Strategy #2: Creation of Linguistic Services Handbook to communicate the alignment of Bilingual and ESL programs.

Goal #2:	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
	Inventory of current materials in use by Bilingual and ESL teachers	September 2017	Inventory log, PLC	Testing and Bilingual/ESL Coord.	Gather a baseline data of resources in the classroom	Inventory results	On Track to Meet Goal	Training for ALL materials through out of district workshops and after school professional development.

Short-Term: (training, acquisition of new skills)	District alignment of Math instruction PK-5th, taught in English	September 2017	PLC (Professional Learning Communities)	Executive Director of Curriculum and Instruction, Testing & Bilingual/ESL Coord., Bil./ESL Instructional Coach	Align the language of Math instruction	100% of Math instruction will be taught in English	On Track to Meet Goal	Walkthroughs by administration; continue discussions regarding the district expectations stated in the handbook
	Acquisition of new instructional materials to support Bilingual and ESL education, district-wide	October 2017	IMA and Title Funds	Executive Director of Curriculum and Instruction, Director of Alternative Learning, Testing & Bilingual/ESL Coord.	Use the materials purchased to improve language acquisition and academics	Increase in scores on district and state assessments	On Track to Meet Goal	Training for ALL materials through out of district workshops and after school professional development. Materials issued to teachers (MS/HS inventoried and scanned through the library, hand-written sign out for other grades.)
	Sheltered Instruction Training for all district staff	January 8, 2018	Sheltered Instruction Manual, Title Funds, External Trainers (Seidnitz Education)	Executive Director of Curriculum and Instruction, Director of Alternative Learning, Testing & Bilingual/ESL Coord., Principals, Teachers, Sheltered Plus Trainers	All content areas will use sheltered instructional strategies for language acquisition and academic content	Increase in scores on district and state assessments	On Track to Meet Goal	All 135 manuals issued at the training. Continued professional development as a refresher to ensure the strategies are implemented; at the end of the training grade level/content groups decided on 2-3 strategies to be implemented and turned into their supervisor-walkthroughs to monitor.
Intermediate: (Implementation)	Book study "7 Steps to Language Rich Classrooms"	October - December 2017	Book "7 Steps to Language Rich Classrooms"	Testing & Bil/ESL Coord. and Bilingual Instructional Coach	Implementation of the strategies from the book in lessons and daily instruction	Language-rich classrooms and separation of languages: English and Spanish	On Track to Meet Goal	Rescheduled training to Jan. 2018, and restructured how the information was received
	Monitor implementation of training and materials provided	Ongoing	T-TESS Rubrics	Principals and T-TESS appraisers, Bilingual/ESL Instructional Coach	Utilizing a coaching model teachers will reflect on how to better use materials and training	Use the materials and training to improve TELPAS, district and state assessment scores	On Track to Meet Goal	Coaching sessions will be recorded (by the Bil/ESL Coach) and walkthroughs will be conducted to monitor the use of materials.
	ESL classes offered for adult learners	October 2017 - May 2018	Wharton Junior Community College, Hempstead Middle School Facilities	Instructional Facilitator from the Wharton Junior Community College, Bil/ESL Coordinator, Hempstead ISD Teacher Facilitator	Parents will have a better grasp of the English language to assist their children with their academic English	Increase in TELPAS scores	On Track to Meet Goal	Continue offering the classes for the first group, and host orientations for new students in January 2018. Next group scheduled for August 2018.
Long-Term: (Results)	Full implementation of the linguistic services as stated in the handbook	April 2018	Handbook, Professional Development, Website	Executive Director of Curriculum and Instruction, Testing & Bilingual/ESL Coord.	Alignment of linguistic services district-wide	Increase in scores on district and state assessments	Significant Progress	PLC meetings, after school PD, teacher survey, administrative walkthroughs
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Vision Status	Parent Nights (Prek Parent Classes, ESL Adult Classes, Academic Nights) Campus Communication through weekly bulletins, District STAAR Parent Night in March, Social Media (Facebook, Twitter)			Vision Metrics	Increase from 16 parents to 22 per sign in sheet for the ESL Adult Classes. Plan another Parent Night for Bilingual/ESL Parents regarding Linguistic Services			

Problem Statement #3:	The 2017 passing rate for All Students in Writing was 42%.	Annual Goal #3:	The 2018 passing rate for STAAR Writing for All Students will be at least 60%.
Root Cause #3:	Writing has not been a priority for non-tested grade levels since the writing standards and rubric have changed.	Strategy #3:	A vertically aligned professional development model for all writing teachers.

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term:	Professional Development with Karen Foster (Writing Consultant) to vertically align 3rd-10th grade writing.	August 2017	Local Curriculum Funds	Executive Director of C&I	Streamlined process for writing instruction in all classrooms	Beginning of the year writing samples will give us a baseline to measure the middle of the year writing sample progress	On Track to Meet Goal	Continue to do a 2 person scoring process to ensure aligned scores based on the rubric. Refresher Course provided summer 2018.
	Interactive Grammar Writing with Karen Foster (Writing Consultant)	October 2017	Local Curriculum Funds	Executive Director of C&I	Teachers will fully implement the interactive grammar strategies	The October Revise and Editing CBA will show an increase from previous years	On Track to Meet Goal	There was a 6% increase from the 2016 CBA to the 2017 CBA. The survey results reported 100% positive feedback. Continue to motivate teachers to implement the interactive grammar strategies.

<i>(training, acquisition of new skills)</i>	Conventions and Craft Kits were purchased for all K-5 ELA teachers	August 2017	Title Funds, Conventions and Craft Kits	Executive Director of C&I	Teachers will have mentor text and a structured lesson to guide instruction for conventions.	An increase in writing scores on district and state assessments. An increase on the Conventions section of the rubric as evidenced with the district writing samples.	Some Progress	The kit is included in some lesson plans but needs to continue to be implemented. More professional development needs to be provided to understand all of the pieces.
	Secondary Social Studies Teachers were provided Text Structures from the Masters by Gretchen Bernabei.	August 2017	IMA, Professional Books	Executive Director of C&I, Social Studies Instructional Coach, Teachers	Content Teachers will utilize the strategies and structures from the book using historical documents.	By writing across the curriculum we will see an increase in writing samples.	Significant Progress	Teachers have utilized the resources and several lessons have been taught per documented lesson plans and handwritten statements by teachers stating positive outcomes.
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Intermediate: <i>(Implementation)</i>	Karen Foster (Writing Consultant) models actual lessons across grade levels for all writing teachers.	September 2017-March 2018	Local Curriculum Funds	Executive Director of C&I, Teachers, Principals	All writing teachers participate in cross grade level training to ensure vertical alignment	Full implementation of district vertical alignment strategies evidenced in lesson planning.	On Track to Meet Goal	4th and 7th grade have been able to participate in every session. Eng I and II have attend some sessions. Administration monitoring full writing process. Administration will participate in the 'say back' process and conference with students about their essays. Middle School Spring Gallery walk to celebrate authors and feedback will be given.
	STAAR Saturday Writing Camp with Karen Foster (Writing Consultant)	March 2018	Local Curriculum Funds	Executive Director of C&I, Teachers, Principals, Instructional Coaches	Energize and review writing strategies with students for the upcoming STAAR assessment.	The end of the year writing sample will show an increase from the middle of the year writing sample.	On Track to Meet Goal	Staff has been notified and additional teachers will be available to support students during this model. A training will be provided for the Middle School Content Teachers to ensure alignment for the camp.
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Long-Term: <i>(Results)</i>	Retain teachers to ensure continued instructional alignment of the district writing framework.	August 2017-May 2018	Local Curriculum Funds	Executive Director of C&I, Teachers, Principals	Begin the 2018-2019 school year with year 2 writing implemented, and a fully-trained staff on the district framework/process.	All writing teachers are well equipped and confident to teach the writing process since day one.	On Track to Meet Goal	Improve moral, new materials and aligned professional development, "Curriculum Shout Out" Certificates, increase communication, prizes, "New Teacher of the Month" publication (newspaper /website), longevity check for 3 years vs 5 years in-district, and overall support with internal and external resources
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Vision Status		Parent Nights (Prek Parent Classes, ESL Adult Classes, Academic Nights) Campus Communication through weekly bulletins, District STAAR Parent Night in March, Social Media (Facebook, Twitter), Saturday Writing Camps		Vision Metrics		CBA scores did increase slightly. Vertical alignment with 4th, 7th, Eng I, and Eng II, they attended professional development and modeling sessions. EOC Retester English Camps united District and Campus Staff to increase writing and engagement.		