



# Targeted Improvement Plan

<b>District Name:</b> Hempstead ISD	<b>County District Number:</b> 237902	<b>Superintendent Name:</b> Dr. Angela Gutsch
<b>Campus Name:</b>	<b>Campus Number:</b>	<b>District Coordinator of School Improvement:</b> Melissa Skinner
<b>PSP:</b> Patricia Russo	<b>Educational Service Center:</b> Region 4	<b>School Principal:</b>

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

<b>Problem Statement #1:</b> The 2017 passing rate for All Subjects for SPED students was 34%	<b>Annual Goal #1:</b> The 2018 passing rate for STAAR All Subjects for SPED students will be at least 50%
<b>Root Cause #1:</b> The co-teaching model has not been used effectively or consistently.	<b>Strategy #1:</b> 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
<b>Short-Term:</b> <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	Select	
	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.	Select	
	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	Select	
	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.	Select	
<b>Intermediate:</b> <i>(Implementation)</i>	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.	Select	
	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	Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>	Program Evaluation	April 2017	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.	Select	
							Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				

<b>Problem Statement #2:</b> The 2017 passing rate for All Subjects for English Learners (ELs) was 37%.	<b>Annual Goal #2:</b> The 2018 passing rate for STAAR All Subjects for English Learners (ELs) will be at least 52%
<b>Root Cause #2:</b> The lack of alignment in linguistic services contributed to the low performance of ELs.	<b>Strategy #2:</b> 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	Select	
	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	Select	

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<b>Short-Term:</b> (training, acquisition of new skills)	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	Select	
	Sheltered Instruction Training for all district staff	January 8, 2018	Sheltered Instruction Manual, Title Funds, External Trainers (Seiditz 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	Select	
<b>Intermediate:</b> (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	Select	
	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	Select	
	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	Select	
<b>Long-Term:</b> (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	Select	
							Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				

<b>Problem Statement #3:</b>	The 2017 passing rate for All Students in Writing was 42%.	<b>Annual Goal #3:</b>	The 2018 passing rate for STAAR Writing for All Students will be at least 60%.
<b>Root Cause #3:</b>	Writing has not been a priority for non-tested grade levels since the writing standards and rubric have changed.	<b>Strategy #3:</b>	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
<b>Short-Term:</b> (training, acquisition of new skills)	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	Select	
	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	Select	
	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.	Select	
	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.	Select	
<b>Intermediate:</b> (Implementation )	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.	Select	
	STAAR Saturday Writing Camp with Karen Foster (Writing Consultant)	March 2018	Local Curriculum Funds	Executive Director of C&I, Teachers, Principals, Instructional Coaches	To 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.	Select	
							Select	

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<b>Long-Term:</b> <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	To 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 day one.	Select
							Select
<b>Vision Status</b>				<b>Vision Metrics</b>			