

Hempstead Independent School District
Hempstead Elementary
2019-2020 Campus Improvement Plan

Mission Statement

Mission Statement: Learn, Care, Respect

Vision

We create a world of learning built on a foundation of care and respect that unifies parents, students, teachers and community as one.

Value Statement

One Town, One Team, One Goal!

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: There is a lack of exposure to low socioeconomic students with challenging behaviors.

Root Cause 1: There is no staff buy-in and a lack of PD in effective classroom management.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: The quality of teacher retention rate is low.

Root Cause 2: There is a lack of support in the class rooms for new or struggling teachers.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: The school continues to perform below the state level and not obtaining the "met standard" with standardized tests. The school is in improvement required for the 2nd academic year.

Root Cause 3: Lack of teacher, planning and instruction quality. The rigor of the lesson is not aligned to standardized tests.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: There is not a lot of family/parent and community involvement.

Root Cause 4: The district and school need to go out to the community and neighborhoods.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: There is a disconnect between school and home.

Root Cause 5: Lack of trust with the school and district.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Student attendance is low and there are behavioral problems which is due to lack of engaging lessons.

Root Cause 6: There is an inconsistent implementation procedures by teachers.

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Hempstead Elementary will reduce behavior referrals by 10% utilizing a PBIS committee that analyzes behavior data on a monthly basis and provide support and strategies to teachers in order to implement PBIS best practices (CHAMPS) campus wide.

Performance Objective 1: Decrease the number of student referrals by 10%. A total of 145 referrals were submitted for the 2018-2019 school year.

Evaluation Data Source(s) 1: Referral reports, administrator referral spreadsheet, teacher intervention form and Bobcat Brags spreadsheet

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) PBIS Token Economy Bobcat Brags Implementation of CHAMPS PBIS team to analyze monthly discipline referrals	2.4, 2.6	Principal, Assistant Principals, Teachers, PBIS/CHAMPS Committee	Increase amount of effective learning time by reducing unexpected behaviors				
	Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1						
2) Campus administration will provide support to ensure continuous implementation of PBIS practices and behavioral interventions like CHAMPS and STOIC	2.4, 2.5	Principal Assistant Principals Counselors	Effective implementation of PBIS practices and behavioral interventions. (CHAMPS, STOIC)				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a disconnect between school and home. Root Cause 1: Lack of trust with the school and district.
Student Achievement
Problem Statement 1: Student attendance is low and there are behavioral problems which is due to lack of engaging lessons. Root Cause 1: There is an inconsistent implementation procedures by teachers.
Staff Quality, Recruitment, and Retention
Problem Statement 1: There is a lack of exposure to low socioeconomic students with challenging behaviors. Root Cause 1: There is no staff buy-in and a lack of PD in effective classroom management.
Parent and Community Engagement
Problem Statement 1: There is not a lot of family/parent and community involvement. Root Cause 1: The district and school need to go out to the community and neighborhoods.

Goal 2: Hempstead Elementary will increase student academic growth by having at least 77% of the students meet their growth measure for the Reading and Math 2020 State assessments.

Performance Objective 1: Instructional Coaches will provide support to ensure continuous improvement in the quality of the district curriculum and classroom instruction.

Evaluation Data Source(s) 1: Teacher Data Spreadsheet, STAAR, MAP BOY, MAP spring progress monitoring, Academic target, formative assessments , local assessments, Systems 44 and READ 180.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implementation of classroom data driven instruction, backwards design planning and curriculum parent nights (Parent University), as well as after school tutorials through guided reading and guided math. Implementing Fountas and Pinnell.	2.4, 2.5, 2.6	Campus Administration, District Instructional Coaches	Student will meet their academic growth measure on the 2020 state assessment or MAP depending on grade level.				
Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1							
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Contract Educational Services provided by Region IV Education Service center in order to provide opportunities for professional growth to teachers and administrators	2.4, 2.5, 2.6	Campus Administration	Improve campus school leader effectiveness . Improve campus teaching and learning.				
3) Utilization of Computer based programs to promote academic student growth for struggling students (Systems 44 and READ 180)	2.4, 2.6	Campus Administration, Teachers, RtI Committee	Students will demonstrate academic growth by the end of 2019-2020 school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a disconnect between school and home. Root Cause 1: Lack of trust with the school and district.
Curriculum, Instruction, and Assessment
Problem Statement 1: The school continues to perform below the state level and not obtaining the "met standard" with standardized tests. The school is in improvement required for the 2nd academic year. Root Cause 1: Lack of teacher, planning and instruction quality. The rigor of the lesson is not aligned to standardized tests.
Parent and Community Engagement
Problem Statement 1: There is not a lot of family/parent and community involvement. Root Cause 1: The district and school need to go out to the community and neighborhoods.

Goal 2: Hempstead Elementary will increase student academic growth by having at least 77% of the students meet their growth measure for the Reading and Math 2020 State assessments.

Performance Objective 2: Teachers will submit SMART goals for improved instruction in the targeted areas in the classroom as evidenced in Eduphoria, MAP progress monitoring and through increased academic scores by at least 20% in reading and math, at least 5% in science and writing.

Evaluation Data Source(s) 2: Teacher data spreadsheet, STAAR, MAP results, Academic Target, formative and local assessments.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Train, support and retain highly qualified teachers to use PLC time to analyze data and plan backwards designed lesson plans. Teachers will also spiral lowest TEKS back into the instruction and note it on the lesson plans.	2.4, 2.5, 2.6	Campus Administration, District Instructional Coaches, Team Leaders	Quality lesson plans that address the academic needs of individual students Knowledge of students Student academic growth				
Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1							
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Increase the number of certified ESL teachers and train and support teachers utilizing IEPS goals and objectives as well as accommodations.	2.4, 2.5, 2.6	Principal Assistant Principals Director of Special Education	Decrease PBMAS Performance Level Indicators from level 3 to level 1 on Bilingual/ ESL and SPED programs in Math, Reading, and Science by the end of school year 2019-2020				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: The quality of teacher retention rate is low. Root Cause 2: There is a lack of support in the class rooms for new or struggling teachers.
Curriculum, Instruction, and Assessment
Problem Statement 1: The school continues to perform below the state level and not obtaining the "met standard" with standarized tests. The school is in improvement required for the 2nd academic year. Root Cause 1: Lack of teacher, planning and instruction quality. The rigor of the lesson is not aligned to standarized tests.

Goal 3: Hempstead Elementary will improve both teacher and student attendance.

Student attendance will be at least 97% by the end of every 9 weeks, through implementation of incentives, monitoring student attendance on a daily basis, admin/ parent meeting, home visits and following through with the truancy process. Teacher attendance will improve by 5% by the end of school year 2019-2020, through the implementation of incentives, teacher recognition, and admin/ teacher conferences.

Performance Objective 1: Increase the student attendance rate from 95 % to 97% as indicated by the end of the year DAR reports.

Evaluation Data Source(s) 1: Truancy reports, administrator and parent meeting documentation and the number of students that qualify to participate in the 9 weeks attendance party.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers, Attendance Clerk, and Administrators will monitor student attendance and schedule parent meetings.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration	Increase student attendance				
Additional Targeted Support Strategy 2) Create partnerships with community leaders, churches and local businesses to help promote student attendance through different kinds of incentives	2.4, 2.6	Campus Administration Counselors	Increase student attendance and academic performance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Hempstead Elementary will improve both teacher and student attendance.

Student attendance will be at least 97% by the end of every 9 weeks, through implementation of incentives, monitoring student attendance on a daily basis, admin/ parent meeting, home visits and following through with the truancy process. Teacher attendance will improve by 5% by the end of school year 2019-2020, through the implementation of incentives, teacher recognition, and admin/ teacher conferences.

Performance Objective 2: Increase staff attendance rate by 5% as indicated by the final attendance report in May pulled from Smart Find Express.

Evaluation Data Source(s) 2: Monthly staff attendance reports and staff attendance emails are sent out daily to track staff absences.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) Implement PBIS system with teachers by analyzing teacher attendance data and provide rewards to teachers who display desired behaviors (perfect attendance)	2.5	Campus Administrators	Reduction of teacher absences Reduction of student undesired behaviors Improvement in student academic achievement				
Problem Statements: Curriculum, Instruction, and Assessment 1							
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 2) Monitor staff attendance and a daily basis.	2.5	Principal Assistant Principal	Increase student academic progress as well as classroom behavior.				
Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1							
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: The quality of teacher retention rate is low. Root Cause 2: There is a lack of support in the class rooms for new or struggling teachers.

Curriculum, Instruction, and Assessment

Problem Statement 1: The school continues to perform below the state level and not obtaining the "met standard" with standarized tests. The school is in improvement required for the 2nd academic year. **Root Cause 1:** Lack of teacher, planning and instruction quality. The rigor of the lesson is not aligned to standarized tests.

Goal 4: Hempstead Elementary will improve RtI process to close gaps of the different sub groups by at least 20% by establishing an RtI committee that will analyze individual student data on an ongoing basis and design interventions based on individual student needs.

Performance Objective 1: Identify Students individual needs during PLC and RtI meetings by analyzing data obtained from MAP test in order to provide Response to Intervention to close student gaps.

Evaluation Data Source(s) 1: Data Spreadsheet, walkthroughs, Lesson Plans, MAP Test, teacher notes

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will analyze data obtained from common formative assessments, unit tests, academic target and previous state assessments, to plan differentiated instruction based on individual student academic needs and monitor student progress	2.4, 2.5, 2.6	Campus Administration, District Instructional Coaches, Team Leaders, Teachers, RtI Committee	Closing academic achievement gaps for AA, Hispanic, Eco Dis; ELL's and At Risk students.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: The school continues to perform below the state level and not obtaining the "met standard" with standarized tests. The school is in improvement required for the 2nd academic year. **Root Cause 1:** Lack of teacher, planning and instruction quality. The rigor of the lesson is not aligned to standarized tests.

Goal 5: Hempstead Elementary will establish a parent involvement committee to increase parental involvement in the school.

Performance Objective 1: Parent involvement will increase student achievement and decrease student absenteeism and reduce the amount of student referrals. It will also establish a team concept with parent and the school.

Evaluation Data Source(s) 1: Increase number of parent attendance at monthly meetings as indicated on sign in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Increase the performance of student academics as well as decrease the amount of classroom disruptions.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principals	Increase academic performance and decrease the number of office referrals.				
	Problem Statements: Demographics 1 - Parent and Community Engagement 1						
100% = Accomplished ➔ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a disconnect between school and home. Root Cause 1: Lack of trust with the school and district.
Parent and Community Engagement
Problem Statement 1: There is not a lot of family/parent and community involvement. Root Cause 1: The district and school need to go out to the community and neighborhoods.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Contract Educational Services provided by Region IV Education Service center in order to provide opportunities for professional growth to teachers and administrators
2	2	2	Increase the number of certified ESL teachers and train and support teachers utilizing IEPS goals and objectives as well as accommodations.
4	1	1	Teachers will analyze data obtained from common formative assessments, unit tests, academic target and previous state assessments, to plan differentiated instruction based on individual student academic needs and monitor student progress

Department Team

Committee Role	Name	Position
Classroom Teacher	Shelly Hazel	3rd Team Leader
Administrator	Vera Cleveland	2nd-3rd grade Assistant Principal
Administrator	Jesus Oyervides	4th - 5th grade Assistant Principal
Administrator	Tracy Hill	K-1st grade Assistant Principal
Parent	Oyuky Patron	Parent

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Shelly Hazel	4th grade Team Leader
Administrator	Jesus Oyervides	Assistant Principal
Administrator	Tracy Hill	Assistant Principal
Administrator	Vera Cleveland	Assistant Principal
Classroom Teacher	Shelby Nash	3rd Grade Teacher
Classroom Teacher	Fred Crawford	ABU Special Education Teacher
Classroom Teacher	Keri Houston	1st Grade Teacher
Paraprofessional	Joan Davis	Librarian
Classroom Teacher	Jessica McHale	5th Grade Math Teacher
Parent	Tiffanie Wilder	Kinder Parent
Parent	Alessandra Gomez	1st Grade Parent