

** Once information specific to your campus or district is entered below it will be populated onto each of the other tabs within this workbook.*

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 4	237021	Hempstead ISD	000000101	Hempstead Elementary School

Date of Public Hearing for Targeted Improvement Plan:	Date Targeted Improvement Plan Approved by Board: <i>(Improvement Required Only)</i>

District Coordinator of School Improvement (DCSI):	Professional Service Provider (PSP) Name:
Melissa Skinner	Patricia Russo

District/Campus Leadership Team (DLT/CLT) Members:		
Larry Gajewsky, Principal	Edy Whitson, Fourth Grade Self-Contained	Gayla Gardner, PE Teacher
Kristy Eckermann, Instruction and Curriculum	Teresa Serna, Fifth Grade Math and Science (Bilingual)	
Erin Meadows, Instruction and Curriculum	Lauren Powell, Third Grade Self-Contained	
Amanda Garza, Second Grade Self-Contained	Vera Cleveland, First Grade Self-Contained	
Sharon Shafer, Fifth Grade ELAR and Social Studies	Laura Mewis, Fourth Grade Self-Contained	

Intervention Identification					
Performance-Based Monitoring Accountability System (PBMAS):	Improvement Required (IR):	Texas Title I Priority School (TTIPS):	Priority:	Focus:	If a campus is paired with your campus/district, please enter the name the campus below.
Yes	No	No	No	No	<Enter campus name here.>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 4	237021	Hempstead ISD	000000101	Hempstead Elementary School

CAMPUS - Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified as Improvement Required in the state accountability system?	No	<i>Responses to these questions have been populated from the Contact-Intervention Information Tab</i>
Is your campus identified as a Priority campus?	No	
Is your campus identified as a TTIPS campus?	No	
Is your campus implementing a turnaround plan?	No	

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	No						
	<p><i>If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	Student Group	Content Area					
		African American	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
		Hispanic	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
		White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
		Economically Disadvantaged	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics	
Special Education		<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics		
English Language Learners	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			
The 2016 Index 1 score was 57 (target 60).								
Index 2 - Student Progress	Did your campus meet standard for Index 2?	Yes						
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic	<input type="checkbox"/> White	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Two or More Races
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/> Students who failed in 2015 and failed in 2016	<input type="checkbox"/> Students who passed in 2015 and passed in 2016		<input type="checkbox"/> Students who were at Level III performance in 2015 and scored a Level II performance in 2016			<input type="checkbox"/> Other
	The 2016 Index 2 score was 32 (target 32).							

Index 3 - Closing Achievement Gaps	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	Yes, with an index score equal to target or less than/equal to 2 points above target
	If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.	
	Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	<input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	<input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
The 2016 Index 3 score was 28 (target 28).		
Index 4 - Postsecondary Readiness	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	Yes, with a non-AEA index score greater than 2 points above target
	If your non-AEA campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.	
	If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.	
	Which component(s) of Index 4 contributed to your campus missing Index 4?	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
The 2016 Index 4 score was 23 (target 12).		

Section III - PBMAS

(If your district is not identified in PBMAS, move to section IV)

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	<input checked="" type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input checked="" type="checkbox"/> NCLB (Title I, Part A or Migrant) <input checked="" type="checkbox"/> Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	For BE/ESL, there was a transition from an ESL program to a Dual Language program. There was no consistency in instruction delivered to the students. For NCLB, there was a lack of curriculum alignment and ineffective classroom instruction. For SPED, there was a shortage of certified teachers to effectively impact the vast needs of the students we serve.

Section IV - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, **please identify the data sources used when reviewing the campus' processes for each CSF.**

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	STAAR results, TELPAS results, CBAs, formative assessments, student portfolios, IEPs, TPRI, PEIMS six weeks principal reports, aggregated/disaggregated attendance data, aggregated/disaggregated discipline data
Use of Quality Data to Drive Instruction	STAAR results, CBAs, formative assessments, Eduphoria reports, RTI tracking, classroom walkthrough data, feedback from walkthroughs, PLC minutes, intervention decisions, TEKS-unpacking, re-teaching/tutoring, use of anecdotal data, ARDs, LPAC meetings
Leadership Effectiveness	STAAR results, professional development plans (including implementation and monitoring), staff surveys, principal evaluation results, teacher evaluation results, principal/teacher self-evaluation
Increased Learning Time	Time on task observations, percentage of school-wide engagement in enrichment activities, teaching schedule, minutes of instructional time per day, days per year on the instructional calendar, minutes offered for staff collaboration/professional development
Family and Community Engagement	Number of parent/family conferences held, number of family/parent focus workshops and programs offered, Trunk or Treat Family Night, number of modes of communication used to inform families how to support their student's academic growth,
School Climate	Teacher retention rate, Student perception data, Staff perception data, discipline data, CHAMPS impact, Involvement in extracurricular activities, Campus cleanliness,
Teacher Quality	STAAR results, Classroom observations, Third Party classroom observations, Professional Development hours, Professional Development implementation (as evidenced during classroom observations), Discipline referrals, teacher feedback, teacher evaluation results

Section V - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

The 2016 STAAR Writing passing rate was 41% for All Students.								
Problem Statement 1:	Which index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
English Language Learners	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
The 2016 STAAR Mathematics passing rate was 59% for All Students.								
Problem Statement 2:	Which index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Mathematics			

Problem Statement 3:	The 2016 STAAR Science passing rate was 58% for All Students.										
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area						
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics				
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics						

Problem Statement 4:	<Type your problem statement here.>										
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area						
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics				
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics						

Problem Statement 5:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 6:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group		Content Area			
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 7:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 8:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 9:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 10:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 4	237021	Hempstead ISD	000000101	Hempstead Elementary School

DISTRICT - Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis helps inform your district in the completion of the targeted improvement plan as required by your district staging identification.</p> <p>The data analysis is divided into six sections. Please answer Section I- General Questions as it will help you determine the remaining questions required for the district data analysis process. All districts will complete sections I, V, and VI, however; the remaining sections are based on your district response to Section I. Please note, when going through the data analysis process, there are no sections that should be answered in isolation. Each section plays a critical role in this process. If you have any questions throughout this process, please contact your TEA/TCOSS support specialist.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by your district leadership team [Texas Education Code (TEC) §39.102-104 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your district identified as <i>Improvement Required</i> in the state accountability system?	No	<i>Responses to these questions have been populated from the Contact-Intervention Information Tab</i>
Did your district receive performance levels of 2 or 3 on indicators for any of the four program areas on the Performance-Based Monitoring Analysis System (PBMA) report?	Yes	
Does your district serve students with disabilities who reside in a Residential Facility (RF)?	Select	

Section II - Index Questions

(If your district is not rated Improvement Required, move to Section III)

Index 1 - Student Achievement	Did your district meet standard for Index 1?	Select													
	<p style="color: red; font-weight: bold; font-size: small;">If your district Index 1 score was 5 points above index target, you do not need to answer this question*.</p> <p>Which student group(s) is(are) in greatest need of improvement?</p> <p style="color: red; font-weight: bold; font-size: x-small;">(Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	Student Group	Content Area												
		African American	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Hispanic	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		White	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		American Indian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Asian	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Pacific Islander	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Two or More Races	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
		Economically Disadvantaged	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics			
Special Education		<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics				
English Language Learners	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Writing	<input type="checkbox"/>	Science	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	Mathematics					
<Provide any additional information here.>															
Index 2 - Student Progress	Did your district meet standard for Index 2?	Select													
	<p style="color: red; font-weight: bold; font-size: small;">If your district met Index 2 target, then you do not need to answer this question.</p> <p>If your district missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth?</p> <p style="color: red; font-weight: bold; font-size: x-small;">(Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/>	African American	<input type="checkbox"/>	Hispanic	<input type="checkbox"/>	White	<input type="checkbox"/>	American Indian	<input type="checkbox"/>	Asian	<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/>	Two or More Races
	<p style="color: red; font-weight: bold; font-size: small;">If your district met Index 2 target, then you do not need to answer this question.</p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	Students who failed in 2015 and failed in 2016												
	<p style="color: red; font-weight: bold; font-size: small;">If your district met Index 2 target, then you do not need to answer this question.</p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	Students who passed in 2015 and passed in 2016												
<p style="color: red; font-weight: bold; font-size: small;">If your district met Index 2 target, then you do not need to answer this question.</p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	Students who were at Level III performance in 2015 and scored a Level II performance in 2016													
<p style="color: red; font-weight: bold; font-size: small;">If your district met Index 2 target, then you do not need to answer this question.</p> <p>If your district missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/>	Other													
<Provide any additional information here.>															

Index 3 - Closing Achievement Gaps	Did your district meet standard for Index 3? <i>*see help box for score details</i>	Yes, index score more than two points above index target (Non-AEA – 31 or higher, AEA – 14 or higher)
	<i>If your district Index 3 score was more than two points above the index target, then you do not need to answer this question.</i> Which student group(s), other than economically disadvantaged, was(were) measured for your district in Index 3?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	-<Provide any additional information here>	
Index 4 - Postsecondary Readiness	Did your district meet standard for Index 4? <i>*see help box for score details</i>	Select
	<i>If your non-AEA district index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i> <i>If your AEA district Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i> Which component(s) of Index 4 contributed to your district missing Index 4?	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	-<Provide any additional information here.>	

Section III - PBMAS Questions

(If your district is not assigned a stage based on PBMAS, move to Section IV)

Which program areas have student performance indicators identified as an area of concern?

- BE/ESL CTE NCLB (Title I, Part A, or Migrant) Special Education

What campus/es is/are contributing to student performance indicators with a performance level of 2 or 3?

<Enter text>

In which program area(s) has the graduation rate been identified as an area of concern?

- BE/ESL CTE NCLB (Title I, Part A, or Migrant) Special Education

In which program area(s) has the dropout rate been identified as an area of concern?

- BE/ESL CTE NCLB (Title I, Part A, or Migrant) Special Education

In reviewing the summary page of your PBMAS report, what patterns and trends across program areas, including correlations between PBMAS areas of concern and your system safeguards, does the data reveal?

<Enter text>

What does your longitudinal PBMAS data from the past two years reveal when compared to your current year's report?

<Enter text>

Section IV - Residential Facility (RF) Questions

(If your district is not staged in Special Education and does not serve RF students, move to Section V)

What patterns and trends does the student-level data reveal for each required investigatory topic?

<Enter text>

How is individualized decision-making affected by the identified patterns and trends?

<Enter text>

Based on the data, what are the strengths or weaknesses of the district's support for students with disabilities residing in RFs?

<Enter text>

Section V - Support Systems/Critical Success Factors (CSFs):

The questions above highlight the overall performance of the district in relation to the State's indexes and PBMAS indicators. The performance of the district as measured by the indexes, PBMAS indicators, and/or RF data is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success or needs of the district as measured by the State's accountability system, PBMAS indicators, and RF data, **please identify the data sources used when reviewing the district's processes organized by each Support System and/or CSF.**

Support Systems

Capacity and Resources	Communication	Processes/Procedures	Organizational Structure
<Enter text>	<Enter text>	<Enter text>	<Enter text>

CSFs

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	<Enter text>
Use of Quality Data to Drive Instruction	<Enter text>
Leadership Effectiveness	<Enter text>
Increased Learning Time	<Enter text>
Family and Community Engagement	<Enter text>
School Climate	<Enter text>

Teacher Quality

<Enter text>

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the district should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process the district will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

<Type your problem statement here.>																																																								
Problem Statement 1: <i>Districts may also connect this problem statement to missed/targeted system safeguard(s).</i>	Which Index(es) does this problem statement address? <input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness																																																							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Student Group</th> <th colspan="4" style="background-color: #d9ead3;">Content Area</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">African American</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Hispanic</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">White</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">American Indian</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Asian</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Pacific Islander</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Two or More Races</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Economically Disadvantaged</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">Special Education</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> <tr> <td style="background-color: #d9ead3;">English Language Learners</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Reading</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Writing</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Science</td> <td style="background-color: #d9ead3;"><input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics</td> </tr> </tbody> </table>	Student Group	Content Area				African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics	English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics
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English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics																																																				
Which PBMAS indicators and/or RF data does this problem statement address?	<Enter PBMAS indicators and/or RF data here.>																																																							

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 4	237021	Hempstead ISD	000000101	Hempstead Elementary School

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
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Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	The 2016 STAAR Writing passing rate was 41% for All Students.	is occurring because of Root Cause #1	Root Cause 1:	There was a lack of vertical alignment strategies and consistent implementation of best practices.
	PS 2:	The 2016 STAAR Mathematics passing rate was 59% for All Students.	is occurring because of Root Cause #2	Root Cause 2:	There was a lack of best practice implementation and a direct correlation through vertical alignment.
	PS 3:	The 2016 STAAR Science passing rate was 58% for All Students.	is occurring because of Root Cause #3	Root Cause 3:	There was a lack of exposure to scientific concepts and lab experiences in all grade levels with a consistent vertical alignment.
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 00000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Problem Statement 1:	The 2016 STAAR Writing passing rate was 41% for All Students.	Annual Goal:	The 2017 STAAR Writing passing rate will meet or exceed 70% for All Students.
Root Cause 1:	There was a lack of vertical alignment strategies and consistent implementation of best practices.	Strategy:	The district will provide all teachers an increased amount of writing professional development.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	All instruction will be strategically aligned and teachers will be better equipped to deliver quality first-time instruction to impact student performance.
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
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Q1 Goal:	100% of all teachers will implement the strategies associated with teaching central idea.	Q2 Goal:	At least 70% of the students MOY writing score will increase by at least one point above their BOY writing score.	Q3 Goal:	At least 70% of the fourth grade students will pass the writing academic target assessment.	Q4 Goal:	At least 70% of the students will score at least a 4 out of 8 or 5 out of 10 on the writing EOY.
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) All teachers will gather baseline data through the use of a BOY writing sample with a two-person scoring process. 2) The district will provide a vertical alignment professional development on central idea for third through fifth grade teachers on September 30. All teachers will be monitored through regular walkthroughs by the CLT. 3) All ELAR teachers will be required to attend a monthly "Writing Wednesday" professional development training. 4) Third through fifth grade teachers will be required to attend central idea follow-up training on October 12.	1) All fourth grade students will be engaged in an interactive writing STAAR camp on November 11 and December 13. 2) All teachers will gather growth data through the use of a MOY writing sample to create an action plan. 3) All fourth grade students will take a writing CBA on November 17 with at least 52% of the students meeting expectation. 4) Second through fifth grade teachers will receive training from Gretchen Bernabei on "Grammar Keepers" and expository writing on January 2. There will be a follow-up training on January 4.	1) All fourth grade students will take a writing academic target assessment on February 22. 2) All fourth grade students will be engaged in an interactive writing STAAR camp on March 23. 3) The campus will hold a Parents' STAAR Strategy Night. 4)	1) During May 22-25, Red Carpet Writing Extravaganza will be held on campus. Students will present a published writing sample to share with their peers. 2) A summer school writing camp is planned for June for targeted students based on EOY writing data. 3) Teachers, Instructional Support and Administration will participate in curriculum mapping to revise the 2016-2017 scope and sequence to better meet the needs of the students for the 2017-2018 school year. 4) Analyze the STAAR data for the 2016-2017 school year to determine gaps in student performance.

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1) Class summary writing sheets 2) Agendas, sign-in sheets 3) Observation notes by instructional coaches and walkthrough calibrations by administrative staff 4) Agenda, sign-in sheets	1) Student sign-in sheets for the various stations 2) Class summary writing sheets 3) Item analysis and data reflection sheets 4) Agendas and sign-in sheets	1) Item analysis and data reflection sheets 2) Student sign-in sheets for the various stations 3) Agendas and sign-in sheets 4)	1) Student writing samples 2) Summer school attendance 3) Sign-in sheets, mapping documents 4) Sign-in sheets, 2017 STAAR data

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>							
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.		<Enter text>		

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Problem Statement 2:	The 2016 STAAR Mathematics passing rate was 59% for All Students.	Annual Goal:	The 2017 STAAR Mathematics passing rate will meet or exceed 70 % for All Students.
Root Cause 2:	There was a lack of best practice implementation and a direct correlation through vertical alignment.	Strategy:	During weekly PLC meetings, math discussions regarding best practices and vertically aligned strategies will be utilized.
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		

Critical Success Factors (CSFs)	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	How will addressing this root cause impact the index/indicator/CSF?	All instruction will be strategically aligned and teachers will be better equipped to deliver quality first-time instruction to impact student performance.
	<input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction		
<input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership			
<input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar			
<input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement			
<input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment			
<input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			
ESEA Turnaround Principles (TPs)			
Major Systems			

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	100% of the teachers will implement vertically aligned models and strategies from the Enhanced TEKS document.	Q2 Goal:	At least 60% of the students will pass the math CBA with the passing standard set at 5 percentage points above the state passing standard.	Q3 Goal:	At least 70% of the fifth grade students will pass the math academic target assessment.	Q4 Goal:	At least 70% of the third and fourth grade students will pass the math academic target assessment.

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	All teachers will gather baseline data through the use of a math BOY. The baseline data was utilized to create guided math groups and RTI student reporting sheets. Utilizing the data to determine need and Tiered support.	1)	Second through fifth grade students will take a math CBA November 10.	1)	Fifth grade students will take the math academic target assessment on February 2.	1)	Third and fourth grade students will take the math academic target assessment on April 10.
2)	All teachers attended mandatory professional development Math Workshop and Math Discourse.	2)	All teachers will utilize CBA data, Winter ESTAR/MSTAR to make adjustments to guided math groups and RTI student reporting sheets. Utilizing the data to determine need and Tiered support.	2)	Fifth grade students will attend a data-driven Math Camp on March 8.	2)	Fifth grade students that did not pass their STAAR Math will attend SSI summer school.
3)	All teachers are required to attend one content area (math) professional development training once per month.	3)	The January 2 professional development training will incorporate "constructive struggle" into math instructional practices.	3)	Teachers will attend a grade-specific STAAR Review Workstations professional development in February.	3)	Teachers, Instructional Support and Administration will participate in curriculum mapping to revise the 2016-2017 scope and sequence to better meet the needs of the students for the 2017-2018 school year.
4)	During regular PLC meetings, teachers will study and familiarize themselves with the Enhanced TEKS document and incorporate the models and strategies into their daily instruction. All teachers will be monitored through regular walkthroughs by the CLT.	4)	During regular PLC meetings, teachers will continue to study and demonstrate incorporation of the Enhanced TEKS document into their daily instruction. All teachers will be monitored through regular walkthroughs by the CLT.	4)	Teachers will lead PLC meetings by facilitating conversations based on the Enhanced TEKS document and vertical alignment that is incorporated into their daily instruction.	4)	Analyze the STAAR data for the 2016-2017 school year to determine gaps in student performance.

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Class summary math sheets	1)	Class summary math sheets	1)	Class summary math sheets	1)	Class summary math sheets
2)	Agenda, sign-in sheets	2)	Guided math lesson plans and walkthrough notes	2)	Student sign-in sheets for the various stations	2)	Summer school attendance
3)	Agenda, sign-in sheets	3)	Agendas and sign-in sheets	3)	Agendas and sign-in sheets	3)	Sign-in sheets, mapping documents
4)	Agenda, sign-in sheets, lesson plans, walkthrough notes	4)	Agenda, sign-in sheets, lesson plans, walkthrough notes	4)	Agenda, sign-in sheets, lesson plans, walkthrough notes	4)	Sign-in sheets, 2017 STAAR data

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 3:	The 2016 STAAR Science passing rate was 58% for All Students.	Annual Goal:	The 2017 STAAR Science passing rate will meet or exceed 70 % for All Students.
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Root Cause 3:	There was a lack of exposure to scientific concepts and lab experiences in all grade levels with a consistent vertical alignment.	Strategy:	All teachers will incorporate at least one science hands-on experiences per week into their lessons.
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Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness			
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	By incorporating hands-on science experiences into their lessons, all students will have academic exposure to enhance their overall understanding of science and its content and will build a strong foundation to prepare them for the 5th Grade Science STAAR Test.
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
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Q1 Goal:	100% of the teachers will implement vertically aligned vocabulary and instructional strategies from the science Instructional Focus Document.	Q2 Goal:	60% of the fifth grade students will pass the science CBA with the passing standard set 5 percentage points above the state passing standard.	Q3 Goal:	100% of the teachers will incorporate at least one hands-on experience into their lessons weekly.	Q4 Goal:	At least 70% of the fifth grade students will pass the science academic target assessment.
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	All teachers participated in science curriculum mapping and planning for the first semester.	1)	All K - 5th grade teachers will be required to attend "Write All About It in Science" professional development training on November 10.	1)	All teachers will be monitored through regular walkthroughs and lesson plan checks by the CLT for hands-on experiences...	1)	Fifth grade students will take the science academic target assessment on April 12.
2)	Fifth grade teachers will gather baseline data from the science BOY assessment.	2)	The fifth grade science teachers will be required to attend "Trayer Model with a Twist" professional training on December 8.	2)	Teachers will lead PLC meetings by facilitating conversations based on the Instructional Focus Document and the AIMS interactive hands-on activities.	2)	Fifth grade students will participate in a science camp on May 4.
3)	During regular PLC meetings, fifth grade science teachers will study and familiarize themselves with the science Instructional Focus Document. During a September PLC meeting, the fifth grade science teachers reviewed the 2016 STAAR Science data and identified which TEKS needed to be targeted.	3)	During regular PLC meetings, fifth grade science teachers will demonstrate and implement the strategies from the science Instructional Focus Document.	3)	All teachers will have access to Flocabulary to maximize science vocabulary instruction.	3)	Teachers, Instructional Support and Administration will participate in curriculum mapping to revise the 2016-2017 scope and sequence to better meet the needs of the students for the 2017-2018 school year.
4)	On October 11, K-5th grade teachers will attend AIMS professional development and learn how to integrate the series into other content areas.	4)	All teachers will be monitored through regular walkthroughs by the CLT.	4)	All teachers will provide opportunities for students to participate in at least one performance assessment per unit. Teachers will utilize the provided rubric to assess science content knowledge.	4)	Analyze the STAAR data for the 2016-2017 school year to determine gaps in student performance.

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Sign-in sheets, mapping documents	1)	Agendas and sign-in sheets	1)	Lesson plans, walkthrough notes	1)	Eduphoria reports
2)	Eduphoria data report	2)	Agendas and sign-in sheets	2)	Agendas and sign-in sheets	2)	Student sign-in sheets for the various stations
3)	Agendas and sign-in sheets	3)	Agendas and sign-in sheets	3)	Lesson plans, walkthrough notes	3)	Sign-in sheets, mapping documents
4)	Agendas and sign-in sheets	4)	Lesson plans, walkthrough notes	4)	Performance tasks	4)	Sign-in sheets, 2017 STAAR data

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>							
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 4:		Annual Goal:	<Enter text>
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Root Cause 4:		Strategy:	<Enter text>
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? <Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) Districts and 1st Year IR campuses are not required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
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Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

End of Quarter Reporting

Q1 Report Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements. <Enter text>
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Problem Statement 5:		Annual Goal:	<Enter text>
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Root Cause 5:		Strategy:	<Enter text>
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Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 00000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
	<Enter text>		<Enter text>		<Enter text>		<Enter text>
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
	<Enter any additional information here>		<Enter any additional information here>		<Enter any additional information here>		<Enter any additional information here>
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?			

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 6:	Annual Goal: <Enter text>
Root Cause 6:	Strategy: <Enter text>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness			
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment		How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 7:		Annual Goal:	<Enter text>
Root Cause 7:		Strategy:	<Enter text>

Index Number: **Not Applicable** Index 1: Student Achievement Index 2: Student Progress Index 3: Closing Achievement Gaps Index 4: Postsecondary Readiness

Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? <Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 8:		Annual Goal:	<Enter text>
Root Cause 8:		Strategy:	<Enter text>

Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 00000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

Problem Statement 9:		Annual Goal:	<Enter text>
Root Cause 9:		Strategy:	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting							
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

End of Year Reporting					
Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements. <Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>				

Problem Statement 10:				Annual Goal:	<Enter text>
Root Cause 10:				Strategy:	<Enter text>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness				
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers			How will addressing this root cause impact the index/indicator/CSF?	<Enter text>

Interventions by Quarter							
Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting							
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select

Responses to these questions have been from the Contact-Intervention Information Tab	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>

<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Turnaround Implementation Plan

Definition / Purpose:	<p>The turnaround implementation plan will assist campuses in monitoring the impact of the turnaround initiative on students and other stakeholders. After completing the Campus Data Analysis tab, which identifies problem statements related to the campus' current Improvement Required rating, the Campus Intervention team will:</p> <ol style="list-style-type: none"> Develop annual goals that resolve the issues identified in the problem statements. In year one of implementation, these goals serve as a half-way checkpoint to a Met Standard Rating. In year two of implementation, these goals will lead to a Met Standard rating. Enter the turnaround initiative and systemic root cause from the board approved campus turnaround plan in the boxes below. These must match what was submitted for agency approval. Break the turnaround initiative into initiative components and develop quarterly goals that measure the implementation and impact of each of these components.
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Turnaround Initiative:	<enter turnaround initiative>
Systemic Root Cause:	<enter systemic root cause>

<i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	The 2016 STAAR Writing passing rate was 41% for All Students.	Annual Goal 1:	<Enter text>
	PS 2:	The 2016 STAAR Mathematics passing rate was 59% for All Students.	Annual Goal 2:	<Enter text>
	PS 3:	The 2016 STAAR Science passing rate was 58% for All Students.	Annual Goal 3:	<Enter text>
	PS 4:		Annual Goal 4:	<Enter text>
	PS 5:		Annual Goal 5:	<Enter text>
	PS 6:		Annual Goal 6:	<Enter text>
	PS 7:		Annual Goal 7:	<Enter text>
	PS 8:		Annual Goal 8:	<Enter text>
	PS 9:		Annual Goal 9:	<Enter text>
	PS 10:		Annual Goal 10:	<Enter text>

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: <input type="checkbox"/>	By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.
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Turnaround Initiative Component:	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Turnaround Implementation Plan

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	<Enter text>
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Turnaround Initiative Component:	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	<Enter text>
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Turnaround Initiative Component:	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar)	Q4 (April, May, June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:

Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	

<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
---------------------------------------------------------------------------------------------	----------------------------------------------------	----------------------------	---------------------------------	-----------------------------	---------------------------------------------

Turnaround Implementation Plan

	2)		2)		2)		2)
	3)		3)		3)		3)
	4)		4)		4)		4)

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	What, if any, adjustments must be made in order to stay on track?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.			Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	
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Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.			Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	
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<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Turnaround Implementation Plan

Turnaround Initiative Component:	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<p><Enter text></p>	Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	<p><Enter text></p>
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Turnaround Initiative Component:	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 00000101	Campus Name: Hempstead Elementary School
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Turnaround Implementation Plan

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
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End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how your success, or lack of success, with this initiative component will inform/influence your planning for the 2017-2018 school year in order for your campus to meet standard in the required timeframe.	<Enter text>
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Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
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<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 4	237021	Hempstead ISD	000000101	Hempstead Elementary School

Turnaround Implementation Plan

Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select

<i>Responses to these questions have been from the Contact Intervention Information Tab</i>	Education Service Center (ESC) Number: Region 4	District Number: 237021	District Name: Hempstead ISD	Campus Number: 000000101	Campus Name: Hempstead Elementary School
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Turnaround Implementation Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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Turnaround Initiative Component: <Enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Based on the work in this component are you on track to meet your annual goals?	Select	Did you fully implement this initiative component?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this initiative component.	<Enter text>	Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>
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FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 4	237021	Hempstead ISD	000000101	Hempstead Elementary School

Corrective Action Plan

Instructions

The district must include noncompliance that is **new (District has not yet received Agency notification)**, **current (within one year of Agency notification)**, and/or **continuing (noncompliance has exceeded one year) in this CAP**. The district must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The district is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages.

Source(s) of Noncompliance

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Sustained complaint allegations
<input type="checkbox"/> Adverse due process hearing decisions
<input type="checkbox"/> Current focused data analysis and/or Compliance Review
<input type="checkbox"/> Noncompliance identified as a result of on-site visit and/or desk review | <input type="checkbox"/> Continuing noncompliance issue
<input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA
<input type="checkbox"/> Noncompliance identified as a result of non-public review
<input type="checkbox"/> Noncompliance identified through submission of State Performance Plan (SPP) data |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status of Noncompliance	Original Date of Agency Notification	Areas of Noncompliance <i>Enter the topic and specific legal reference from the CFR, TEC, or TAC.</i>	Corrective Actions (CAs) <i>(Processes and steps to correct noncompliance)</i>	Personnel Responsible	Timeline for Implementation
Select	<Enter date here.>	<Enter citation(s) here.>	<Enter CA(s) here.>	<Enter name(s) here.>	<Enter timeline here.>

Corrective Action Plan

Source(s) of Noncompliance

- | | |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Sustained complaint allegations | <input type="checkbox"/> Continuing noncompliance issue |
| <input type="checkbox"/> Adverse due process hearing decisions | <input type="checkbox"/> Noncompliance identified as result of review of documentation by TEA |
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