

Required Information

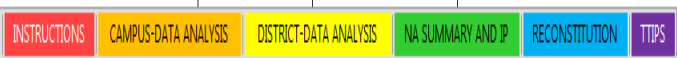
Once the district/campus name is entered below, it will automatically be copied to each of the remaining tabs.

District Name:	Hempstead ISD	Campus Name:	Hempstead Middle School	Education Service Center (ESC):	4
County-District Number (CDN):	237902	Campus Number:	041	Professional Service Provider (PSP):	Patricia Russo
Date of Public Hearing for Targeted Improvement		Date Targeted Improvement Plan Approved by Board		Date Reconstitution Plan Completed and	
District/Campus Leadership Team (DLT/CLT) Members:	Lance Harjo, Principal	District Coordinator of School Improvement (DCSI):	MaBisha Stubblefield		
	Rebekah Henry, Texas History Teacher				
	Ashley Herrington, ELA Teacher				
	Nancy Peschel, Science Teacher				
	Robert Thomas, SPED Teacher				

Intervention Identification

PBMAS:	No	RF:	No	If a campus is paired with your campus/district, please name the campus.	<Enter campus name here.>
Improvement Required:	Yes	TTIPS:	No		
Priority:	No	Focus:	No		

Improvement Plan Tips

Feature/Tip	Explanation	Screenshot
Completion of the Data Analysis Summary	There is a Data Analysis Summary tab for a campus user and one for a district user. You only need to complete ONE of these tabs in the workbook. (If you are a single-campus district.	

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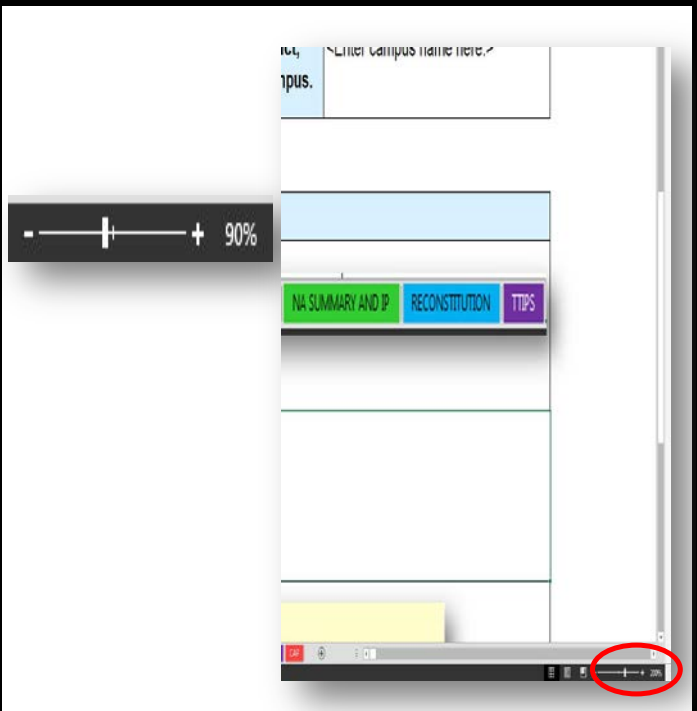
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Zoom Level Bar

The Zoom Level Bar can be used in place of the zoom level drop down menu in newer versions of excel and is found at the bottom right of an excel workbook.

You can change the zoom by dragging the arrow left or right OR clicking the + or - buttons to increase/decrease the zoom level by 10% with each click.

Tabs within this workbook work optimally when the zoom level is set to 90%. If you find that the alignment of the checkboxes is skewed, check your zoom level.



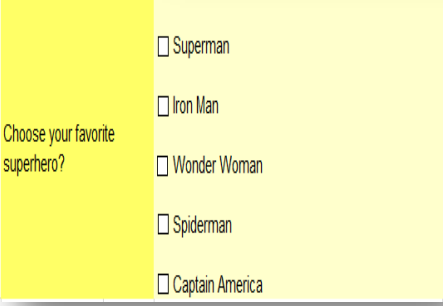
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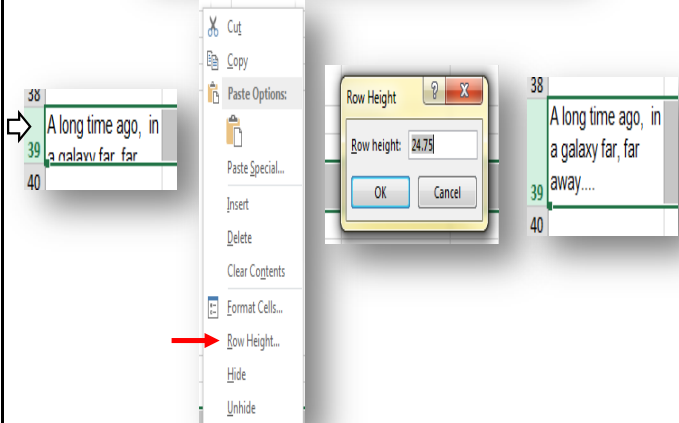
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Check Box Selection	<p>Check boxes have been added to the workbook to allow you to select more than one answer. Place a check in the box next to all answers that apply.</p>	
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Expanding Rows and/or Columns	<p>If you cannot see all of the information you have entered into a cell, you may adjust the height of the cell to fit your text.</p> <ol style="list-style-type: none"> 1) Highlight the row by placing your cursor on the row number 2) Right click and select 'Row Height' from the menu 3) Increase the number in the 'Row Height' pop-up window 4) Click OK 	
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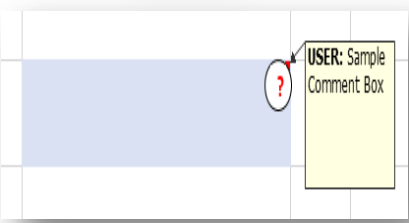
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Priority:	No	Focus:	No		

<p>Viewing Help Boxes</p>	<p>Throughout this document, there are cells with that contain information and guidance you may need to help answer questions. These cells have been marked with a circle or bubble with a small, red question mark inside.</p> <p>To view the help information for a particular cell, hover your mouse over the cell and the text will appear.</p>	
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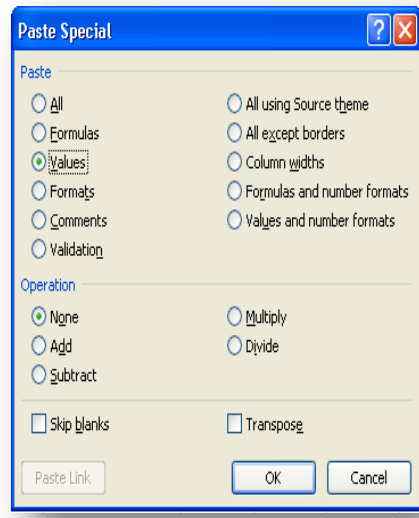
Using the Copy/Paste feature within the Excel document

In order to use the Paste Special feature:

- Copy the text as normal.
- Right click on the destination cell.
- Choose Paste Special.
- Select from the menu either Values or Text. Click OK when finished.

If while attempting to paste, a message appears indicating that the data being pasted is not the correct size and shape, please do the following:

- Copy the text as normal.
- Click on the destination cell.
- Right click in the formula bar at



Entering the District/Campus Information

The District/Campus name **MUST** be entered on the Instructions tab in the Required Information section. Once this has been done the District/Campus name will automatically be copied to each of the remaining tabs.

Required Information			
<i>Once the LEA/Campus name is entered below it will automatically be copied to each of the remaining tabs.</i>			
District Name:	Campus Name:	Education Service Center (ESC):	Select
CDN:	Campus Number:	Professional Service Provider (PSP):	

Required Information

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Priority:	No	Focus:	No		
List of Acronyms	CAP: Corrective Action Plan CDN: County-District Number CSF: Critical Success Factor DA: Data Analysis EOY: End-of-Year ESC: Education Service Center ESEA: Elementary and Secondary Education Act IP: Improvement Plan		IR: Improvement Required NA: Needs Assessment PBM: Performance-Based Monitoring PBMAS: Performance-Based Monitoring Analysis System RF: Residential Facilities TCDSS: Texas Center for District and School Support TEA: Texas Education Agency TTIPS: Texas Title I Priority Schools		

District Name:	<i>Hempstead ISD</i>
Campus Name:	<i>Hempstead Middle School</i>

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/TCDSS 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?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	No							
	<p align="center">? ?</p> <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 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 checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
		White	<input type="checkbox"/> Reading	<input checked="" 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 checked="" type="checkbox"/> Science	<input checked="" 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 checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics				
Over the past two years, the campus has shown a decrease in the Social Studies passing rate: 2015 (30%), 2014 (46%).									
Index 2 - Student Progress	Did your campus meet standard for Index 2?	No							
	<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 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	
	<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 checked="" type="checkbox"/> Students who failed in 2014 and failed in 2015	<input type="checkbox"/> Students who passed in 2014 and passed in 2015	<input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015	<input type="checkbox"/> Other				
	Over the past two years there has been a significant decline in students meeting or exceeding progress on the Reading STAAR: 2015 (49%), 2014 (58%)								

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
	<i>If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.</i>	<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 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 2016 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
<Provide any additional information here.>		
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 equal to target or less than/equal to 2 points above target
	<i>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.</i>	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final
	<i>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.</i>	<input type="checkbox"/> Graduation Rate
	Which component(s) of Index 4 contributed to your campus missing Index 4?	<input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
<Provide any additional information here.>		

Section III - PBMAS

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

<p>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.</p>	<p> <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 </p>
<p>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?</p>	<p>Special Education students not passing reading and math; % of African Americans in Special Ed; Too many Special Ed students placed in ISS, and ESL students not passing math/reading.</p>

Section IV- Priority

(If your campus is not identified as a priority school, move to section V)

<p>Which student group(s) contributed to the campus identification as a Priority school?</p>	<p> <input type="checkbox"/> Not Applicable <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education </p>
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Section V - 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	Adoption of a District Curriculum (TEKS Resource System), Content Specific Professional Development, Formative Assessments, Data Analysis, Professional Learning Communities
Use of Quality Data to Drive Instruction	STAAR EOC Results, Curriculum Based Assessments, Data Management Systems (Eduphoria), Lead4ward Data Collections, Formative assessments, Classroom Walkthrough data, Feedback from walkthroughs, Use of Anecdotal data such as teacher or counselor ARDs or LPAC, tutoring records
Leadership Effectiveness	STAAR EOC Results, teacher retention, professional development plans, administrative meetings, staff survey, teacher evaluation results
Increased Learning Time	Time on task observations, student engagement, master schedule, minutes of instructional time per day, 24/7 online academic opportunities, number of credits recovered by students at-risk
Family and Community Engagement	Number of parent/family conferences held, Number of family/parent focus workshops and programs offered, Number of languages in which parent communication is provided, number of modes of communication used to inform families how to support their student academic growth, number of community partners
School Climate	Discipline data, teacher attendance, aggregated/disaggregated, involvement in extracurricular activities, walk through observations, campus cleanliness, community involvement and support, aggregated/disaggregated discipline referral data
Teacher Quality	STAAR/EOC Results, Student feedback, classroom observations, teacher recruitment process, increased student performance, walk-through data, teacher classroom engagement, time on task failure feedback, teacher evaluation results, professional development, classroom engagement, time on task failure rates, discipline referrals, parent surveys, participation in PLC's

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 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.

Problem Statement 1:	The passing rate for all students in Social Studies was 30%.										
	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 type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area							
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			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			
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			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 checked="" 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 2:	The percentage "Met or Exceeded Progress" went from 58% in 2014 to 49% in 2015 for all students on the Reading STAAR.										
	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 type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area							
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			Pacific Islander	<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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			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 3:										
			Student Group	Content Area						
	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	African American	<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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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 4:	<Type your problem statement here.>									
			Student Group	Content Area						
	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	African American	<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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			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.>							
			Student Group	Content Area				
	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	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.>							
			Student Group	Content Area				
	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	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	

District Name:	<i>Hempstead ISD</i>
Campus Name:	<i>Hempstead Middle School</i>

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/TCDSS 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?	Select
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 (PBMAS) report?	Select
Is your district staged in Residential Facilities (RF)?	No

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="text-align: center;">?</p> <p><i>If your district 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.) <i>See help box for score details.</i></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><i>If your district met Index 2 target, then you do not need to answer this question.</i></p> <p>If your district 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 district met Index 2 target, then you do not need to answer this question.</i></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 2014 and failed in 2015																	
	<p><input type="checkbox"/></p>	Students who passed in 2014 and passed in 2015 <p><input type="checkbox"/></p>										Students who were at Level III performance in 2014 and scored a Level II performance in 2015								
<p><input type="checkbox"/></p>	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>	?	Select
	<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 2016 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 RF, 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	<input type="text" value="<Enter text>"/>
Teacher Quality	<input type="text" value="<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: Which Index(es) does this problem statement address? <i>Districts may also connect this problem statement to missed/targeted system safeguard(s).</i>	<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		
Which PBMAS indicators and/or RF data does this problem statement address?	<Enter PBMAS indicators and/or RF data here.>		

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

Definition / Purpose:

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:

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

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

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 passing rate for all students in Social Studies was 30%.	is occurring because of Root Cause #1	Root Cause 1:	The focus of the campus was primarily on reading and mathematics. Social studies teachers did not receive adequate targeted professional development, consistent classroom observations and feedback, rigorous instructional resources, nor appropriate formative local assessments to monitor the students' STAAR TEKS mastery.
	PS 2:	The percentage "Met or Exceeded Progress" went from 58% in 2014 to 49% in 2015 for all students on the Reading STAAR.	is occurring because of Root Cause #2	Root Cause 2:	The district lacked an adopted curriculum in 2014 and teachers did not receive adequate targeted professional development.
	PS 3:	0	is occurring because of Root Cause #3	Root Cause 3:	<Enter text>
	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. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBMA indicator and ensure those are your prioritized root causes.

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.

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	The passing rate for all students in Social Studies was 30%.	Annual Goal: ?	At least 40% of the 2016 social studies tests will meet or exceed the Phase-In II Satisfactory standard.
Root Cause 1:	The focus of the campus was primarily on reading and mathematics. Social studies teachers did not receive adequate targeted professional development, consistent classroom observations and feedback, rigorous instructional resources, nor appropriate formative local assessments to monitor the students' STAAR TEKS mastery.	Strategy: ?	Utilize the District's Year-at-Glance and Assessment Calendar in order to monitor the implementation of social studies curriculum.
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	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF? ?	Effective pacing of the curriculum will ensure that TEKS taught will be aligned with the TEKS tested on the STAAR Assessment.

Interventions by Quarter ?

Q1 (Aug, Sept, Oct) ? <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal: ?	By the end of the first 9 weeks, 100% of the social studies teachers will incorporate higher-level instructional strategies into their lesson plans and assess the effectiveness of their teaching every 3 weeks.	Q2 Goal: ?	By the end of January the social studies unit assessment will show a 55% mastery of the TEKS that have been taught.	Q3 Goal: ?	The passing rate on the district spring benchmark test in social studies will be at least 35%.	Q4 Goal: ?	By mid June Campus Leadership will review multiple data sources to determine the effectiveness Social Studies strategies and to identify barriers to address 16-17 planning for social studies.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	The social studies will receive targeted professional development on higher-level instructional practices and critical thinking skills from the Social Studies Instructional Coaching during regular PLC meetings and Outside PD.	1)	The social studies classes will create Anchor Charts, word walls and utilize their Interactive Student Notebooks.	1)	The campus will administer the district bench mark test in March of 2016.	1)	Teachers will submit surveys on the effectiveness of the professional development they attended.
2)	The Instructional Coach will review lesson plans and conduct regular classroom observations to document implementation of the higher-level instructional strategies presented through District and Outside PD.	2)	The Instructional coaches will provide training on Anchor Charts, Word Walls and Interactive Student Notebooks.	2)	The campus leadership team and district instructional coaches will analyze data generated from the district benchmark test and reviewed with the teachers in PLC's.	2)	Social Studies teachers will submit a list their professional development needs for the 2016-17 school year.
3)	The campus will administer a Fall District CBA benchmark to assess students' TEKS mastery.	3)	The campus administration, teachers and instructional coaches will analyze the unit assessment data and re-teach the content not mastered.	3)	Students that are not mastering 50% of the TEKS will be identified for targeted tutorials.	3)	The campus leadership team and the district curriculum department will review the needs submitted by the teachers and develop a social studies professional development calendar for 2016-17.

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

4) The teacher will document in their lesson plans re-teaching activities based on TEKS not mastered by students in quintiles 1 and 2 on the district CBA/Benchmark and/or weekly teacher formative assessments. The Lead4ward quintile ranges will be aligned with the 2015 Social Studies Phase-IN II passing standards.	4) The teacher will attend all content specific staff development offered by the instructional coaches as well as those recommended by campus administration.	4) Teachers whose students are not meeting the goal of 35% mastery will be required to attend additional professional development training.	4)
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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) Professional Development Certificates, Sign-In Sheets, PLC Agendas, PD Calendar	1) Lesson Plans, classroom observations	1) District Benchmark Tests	1) Teacher survey results from Eduphoria.
2) Lesson Plans, classroom observations	2) Professional Development Certificates, PLC sign-in sheets and agendas	2) Eduphoria Data Reports	2) Teacher list for professional development
3) Eduphoria Data Reports/Lead4ward Data	3) Eduphoria Data Reports, Lead4ward Data	3) Eduphoria Data Reports, PLC Sign-in Sheet and Agenda, Student Results	3) District social studies professional development calendar.
4) Lesson Plans, Eduphoria Data Reports	4) Professional Development Certificates, PLC sign-in sheets and agendas	4) Instructional support plans for teachers in need of assistance.	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	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause	(Specific) Interventions Annual Goals CSF/ESEA Turnaround Training	Please provide additional information for the selection of Other or for any selected elements	<Enter text>
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District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

		lack of success?	Quarterly Planning Process	Other	Selected Elements
			Ongoing Monitoring and Interventions		
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 2:	The percentage "Met or Exceeded Progress" went from 58% in 2014 to 49% in 2015 for all students on the Reading STAAR.	Annual Goal:	Increase the "Met or Exceeds Progress" from 49% to 65% for all students on the Reading STAAR test.
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Root Cause 2:	The district lacked an adopted curriculum in 2014 and teachers did not receive adequate targeted professional development.	Strategy:	Utilize the District's Year-at-Glance and Assessment Calendar in order to monitor the implementation of English Language Arts and Reading curriculum.
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Index Number:	Not Applicable	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Effective implementation of the school district's curriculum and following the pacing guide will ensure that all TEKS are covered and student progress is met. Targeted professional development will assist in growing and retaining the instructional staff.
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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: By the end of the first 9 weeks, 100% of the ELAR teachers will incorporate higher-level instructional strategies into their lesson plans and assess the effectiveness of their teaching every 3 weeks.	Q2 Goal: By the end of January the English Language Arts unit assessments will show a 75% mastery of the TEKS that have been taught.	Q3 Goal: The passing rate on the district spring benchmark test in Reading will be at least 60%.	Q4 Goal: By mid June Campus Leadership will review multiple data sources to determine the effectiveness ELAR strategies and to identify barriers to address 16-17 planning for ELAR.
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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1) The ELAR teachers will receive targeted professional development on higher-level instructional practices and critical thinking skills from the ELAR Instructional Coaching during regular PLC meetings and Outside PD. 2) The Instructional Coach will review lesson plans and conduct regular classroom observations to document implementation of the higher-level instructional strategies presented through District and Outside PD.	1) The ELAR classes will create Anchor Charts, word walls and utilize their Interactive Student Notebooks. 2) The Instructional coaches will provide training on Anchor Charts, Word Walls and Interactive Student Notebooks.	1) The campus will administer the district bench mark test in March of 2016. 2) The campus leadership team and district instructional coaches will analyze data generated from the district benchmark test and reviewed with the teachers in PLC's.	1) Teachers will submit surveys on the effectiveness of the professional development they attended. 2) Social Studies teachers will submit a list their professional development needs for the 2016-17 school year.
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District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

3)	The campus will administer a Fall District CBA benchmark to assess students' TEKS mastery.	3)	The campus administration, teachers and instructional coaches will analyze the unit assessment data and re-teach the content not mastered.	3)	Students that are not mastering 60% of the TEKS will be identified for targeted tutorials.	3)	The campus leadership team and the district curriculum department will review the needs submitted by the teachers and develop a ELAR professional development calendar for 2016-17.
4)	The teacher will document in their lesson plans re-teaching activities based on TEKS not mastered by students in quintiles 1 and 2 on the district CBA/Benchmark and/or weekly teacher formative assessments. The Lead4ward quintile ranges will be aligned with the 2015 Social Studies Phase-IN II passing standards.	4)	The teachers will attend content specific staff development offered by the instructional coaches as well as those recommended by campus administration.	4)	Teachers whose students are not meeting the goal of 35% mastery will be required to attend additional professional development training.	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)	Professional Development Certificates, Sign-In Sheets, PLC Agendas, PD Calendar	1)	Lesson Plans, classroom observations	1)	District Benchmark Tests	1)	Teacher survey results from Eduphoria.
2)	Lesson Plans, classroom observations	2)	Professional Development Certificates, PLC sign-in sheets and agendas	2)	Eduphoria Data Reports	2)	Teacher list for professional development
3)	Eduphoria Data Reports/Lead4ward Data	3)	Eduphoria Data Reports, Lead4ward Data	3)	Eduphoria Data Reports, PLC Sign-in Sheet and Agenda, Student Results	3)	District social studies professional development calendar.

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	? <Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success?	Data Analysis Process	(Specific) Interventions	Please provide additional information for the selection of	? <Enter text>
			Data Quality	Annual Goals		
			Appropriate Strategy	CSF/ESEA Turnaround		

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

quarter status of this annual goal.		If you did not meet your annual goal, to what do you attribute your lack of success?	Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interventions	Training Other	For the selection of Other or for any selected elements.
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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.

Problem Statement 3: 0	Annual Goal: ? <Enter text>
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Root Cause 3:	Strategy: ? <Enter text>
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Index Number:	Not Applicable	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment 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 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
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1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

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
? <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
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>	<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>	<table border="0" style="width: 100%;"> <tr> <td>Data Analysis Process</td> <td>(Specific) Interventions</td> </tr> <tr> <td>Data Quality</td> <td>Annual Goals</td> </tr> <tr> <td>Appropriate Strategy</td> <td>CSF/ESEA Turnaround</td> </tr> <tr> <td>Identification of Root Cause</td> <td>Training</td> </tr> <tr> <td>Quarterly Planning Process</td> <td>Other</td> </tr> <tr> <td>Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	Data Analysis Process	(Specific) Interventions	Data Quality	Annual Goals	Appropriate Strategy	CSF/ESEA Turnaround	Identification of Root Cause	Training	Quarterly Planning Process	Other	Ongoing Monitoring and Interventions		<p>Please provide additional information for the selection of Other or for any selected elements.</p>	<Enter text>
Data Analysis Process	(Specific) Interventions																
Data Quality	Annual Goals																
Appropriate Strategy	CSF/ESEA Turnaround																
Identification of Root Cause	Training																
Quarterly Planning Process	Other																
Ongoing Monitoring and Interventions																	
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>																

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

Problem Statement 4:		Annual Goal:	<input type="text" value="<Enter text>"/>
Root Cause 4:	<input type="text" value="<Enter text>"/>	Strategy:	<input type="text" value="<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	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<input type="text" value="<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)

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

4)	4)	4)	4)
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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?	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Data Analysis Process</td> <td style="width: 50%;">(Specific) Interventions</td> </tr> <tr> <td>Data Quality</td> <td>Annual Goals</td> </tr> <tr> <td>Appropriate Strategy</td> <td>CSF/ESEA Turnaround</td> </tr> <tr> <td>Identification of Root Cause</td> <td>Training</td> </tr> <tr> <td>Quarterly Planning Process</td> <td>Other</td> </tr> <tr> <td>Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	Data Analysis Process	(Specific) Interventions	Data Quality	Annual Goals	Appropriate Strategy	CSF/ESEA Turnaround	Identification of Root Cause	Training	Quarterly Planning Process	Other	Ongoing Monitoring and Interventions		Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Data Analysis Process	(Specific) Interventions																
Data Quality	Annual Goals																
Appropriate Strategy	CSF/ESEA Turnaround																
Identification of Root Cause	Training																
Quarterly Planning Process	Other																
Ongoing Monitoring and Interventions																	
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 5:	? <Enter text>
Root Cause 5:	? <Enter text>
Index Number:	Not Applicable Index 1: Student Achievement Index 2: Student Progress Index 3: Closing Achievement Gaps Index 4: Postsecondary Readiness
CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction	
? <Enter text>	

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	
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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:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>
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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?
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1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>	1) <input type="text"/> 2) <input type="text"/> 3) <input type="text"/> 4) <input type="text"/>
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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
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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
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District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

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 did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<table border="0" style="width: 100%;"> <tr> <td>Data Analysis Process</td> <td>(Specific) Interventions</td> </tr> <tr> <td>Data Quality</td> <td>Annual Goals</td> </tr> <tr> <td>Appropriate Strategy</td> <td>CSF/ESEA Turnaround</td> </tr> <tr> <td>Identification of Root Cause</td> <td>Training</td> </tr> <tr> <td>Quarterly Planning Process</td> <td>Other</td> </tr> <tr> <td>Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	Data Analysis Process	(Specific) Interventions	Data Quality	Annual Goals	Appropriate Strategy	CSF/ESEA Turnaround	Identification of Root Cause	Training	Quarterly Planning Process	Other	Ongoing Monitoring and Interventions		Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Data Analysis Process	(Specific) Interventions																
Data Quality	Annual Goals																
Appropriate Strategy	CSF/ESEA Turnaround																
Identification of Root Cause	Training																
Quarterly Planning Process	Other																
Ongoing Monitoring and Interventions																	

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 6:	<Enter text>	Annual Goal:	<Enter text>
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Root Cause 6:	<Enter text>	Strategy:	<Enter text>
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Index Number:	Not Applicable	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment 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

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

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

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>	What, if any, adjustments must be made in order to meet the annual goal?	<i><Enter any additional information here></i>
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End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	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?	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Data Analysis Process</td> <td style="width: 50%;">(Specific) Interventions</td> </tr> <tr> <td>Data Quality</td> <td>Annual Goals</td> </tr> <tr> <td>Appropriate Strategy</td> <td>CSF/ESEA Turnaround</td> </tr> <tr> <td>Identification of Root Cause</td> <td>Training</td> </tr> <tr> <td>Quarterly Planning Process</td> <td>Other</td> </tr> <tr> <td>Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	Data Analysis Process	(Specific) Interventions	Data Quality	Annual Goals	Appropriate Strategy	CSF/ESEA Turnaround	Identification of Root Cause	Training	Quarterly Planning Process	Other	Ongoing Monitoring and Interventions	
Data Analysis Process	(Specific) Interventions														
Data Quality	Annual Goals														
Appropriate Strategy	CSF/ESEA Turnaround														
Identification of Root Cause	Training														
Quarterly Planning Process	Other														
Ongoing Monitoring and Interventions															

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

Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

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>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success?	Data Analysis Process Data Quality Appropriate Strategy	(Specific) Interventions Annual Goals CSF/ESEA Turnaround	Please provide additional information for the selection of	<Enter text>
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District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

quarter status of this annual goal.		If you did not meet your annual goal, to what do you attribute your lack of success?	Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interventions	Training Other	For the selection of Other or for any selected elements.
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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>

Problem Statement 8:		Annual Goal:	<Enter text>
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Root Cause 8:		Strategy:	<Enter text>
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Index Number:	Not Applicable	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment 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)
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Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
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1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

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
? <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
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>	<table border="0" style="width: 100%;"> <tr> <td>Data Analysis Process</td> <td>(Specific) Interventions</td> </tr> <tr> <td>Data Quality</td> <td>Annual Goals</td> </tr> <tr> <td>Appropriate Strategy</td> <td>CSF/ESEA Turnaround</td> </tr> <tr> <td>Identification of Root Cause</td> <td>Training</td> </tr> <tr> <td>Quarterly Planning Process</td> <td>Other</td> </tr> <tr> <td>Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	Data Analysis Process	(Specific) Interventions	Data Quality	Annual Goals	Appropriate Strategy	CSF/ESEA Turnaround	Identification of Root Cause	Training	Quarterly Planning Process	Other	Ongoing Monitoring and Interventions		Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Data Analysis Process	(Specific) Interventions																
Data Quality	Annual Goals																
Appropriate Strategy	CSF/ESEA Turnaround																
Identification of Root Cause	Training																
Quarterly Planning Process	Other																
Ongoing Monitoring and Interventions																	
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>																

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

Problem Statement 9:		Annual Goal:	? <Enter text>		
Root Cause 9:		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	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment 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)	

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

4)	4)	4)	4)
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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
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?	Data Analysis Process Data Quality Appropriate Strategy Identification of Root Cause Quarterly Planning Process Ongoing Monitoring and Interventions	(Specific) Interventions Annual Goals CSF/ESEA Turnaround Training 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:	<Enter text>	Strategy:	?	<Enter text>	
Index Number:	Not Applicable	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Achievement Gaps	Index 4: Postsecondary Readiness
	CSF 1 - Improve Academic Performance / ESEA TP: Strengthen the School's Instruction				
			?	<Enter text>	

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

Needs Assessment Summary and Improvement Plan

Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement CSF 6-School Climate/ESEA TP: Improve School Environment CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	
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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:	? Q2 Goal:	? Q3 Goal:	? Q4 Goal:
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Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
1) <input style="width: 90%;" type="text"/>	1) <input style="width: 90%;" type="text"/>	1) <input style="width: 90%;" type="text"/>	1) <input style="width: 90%;" type="text"/>
2) <input style="width: 90%;" type="text"/>	2) <input style="width: 90%;" type="text"/>	2) <input style="width: 90%;" type="text"/>	2) <input style="width: 90%;" type="text"/>
3) <input style="width: 90%;" type="text"/>	3) <input style="width: 90%;" type="text"/>	3) <input style="width: 90%;" type="text"/>	3) <input style="width: 90%;" type="text"/>
4) <input style="width: 90%;" type="text"/>	4) <input style="width: 90%;" type="text"/>	4) <input style="width: 90%;" type="text"/>	4) <input style="width: 90%;" type="text"/>

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) <input style="width: 90%;" type="text"/>	1) <input style="width: 90%;" type="text"/>	1) <input style="width: 90%;" type="text"/>	1) <input style="width: 90%;" type="text"/>
2) <input style="width: 90%;" type="text"/>	2) <input style="width: 90%;" type="text"/>	2) <input style="width: 90%;" type="text"/>	2) <input style="width: 90%;" type="text"/>
3) <input style="width: 90%;" type="text"/>	3) <input style="width: 90%;" type="text"/>	3) <input style="width: 90%;" type="text"/>	3) <input style="width: 90%;" type="text"/>
4) <input style="width: 90%;" type="text"/>	4) <input style="width: 90%;" type="text"/>	4) <input style="width: 90%;" type="text"/>	4) <input style="width: 90%;" type="text"/>

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
-----------------------------------	--------	-----------------------------------	--------	-----------------------------------	--------	-----------------------------------	--------

District Name:	Hempstead ISD
Campus Name:	Hempstead Middle School

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 did meet your annual goal, to what do you attribute your success?</p> <p>If you did not meet your annual goal, to what do you attribute your lack of success?</p>	<table border="0" style="width: 100%;"> <tr> <td>Data Analysis Process</td> <td>(Specific) Interventions</td> </tr> <tr> <td>Data Quality</td> <td>Annual Goals</td> </tr> <tr> <td>Appropriate Strategy</td> <td>CSF/ESEA Turnaround</td> </tr> <tr> <td>Identification of Root Cause</td> <td>Training</td> </tr> <tr> <td>Quarterly Planning Process</td> <td>Other</td> </tr> <tr> <td>Ongoing Monitoring and Interventions</td> <td></td> </tr> </table>	Data Analysis Process	(Specific) Interventions	Data Quality	Annual Goals	Appropriate Strategy	CSF/ESEA Turnaround	Identification of Root Cause	Training	Quarterly Planning Process	Other	Ongoing Monitoring and Interventions		Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Data Analysis Process	(Specific) Interventions																
Data Quality	Annual Goals																
Appropriate Strategy	CSF/ESEA Turnaround																
Identification of Root Cause	Training																
Quarterly Planning Process	Other																
Ongoing Monitoring and Interventions																	
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 (before March 10, 2016) 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>

District Name: *Hempstead ISD*

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 |
|--|---|

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District Name: *Hempstead ISD*

Corrective Action Plan

Source(s) of Noncompliance

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