Hermleigh ISD

Campus/District Improvement Plan

2013-2014

LEA Name	Hermleigh ISD
CDN	208901
Campus Name	Hermleigh School
Campus #	208901001
ESC	14 – Abilene
DLT	Ronnie Roemisch, Charles Carter, Brenda Kuss
Superintendent	Gary Rotan
Principal	Ronnie Roemisch

Hermleigh ISD

District/Campus Improvement Plan

Data Analysis Summary

Is this a district submission or campus submission?

District

Is your district staged in PBM?

No

Definition/Purpose: Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (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 basis for the needs assessment process.

Section 1: Student Achievement

Index met? Yes, at Phase-In Level II

What are the trends in the index 1 data over time? Secondary scores are better than elementary/middle school with the exception of writing. (All Students and Eco. Dis.)

What impact do the trends have on Index 1? Improved performance by all students in all subject areas will have a positive impact on Index 1.

Section 2: Student Progress

Index met? Yes, at Phase-In Level II

What are the trends in the index 2 data over time? Secondary scores are better than elementary/middle school with the exception of writing. (All Students and Eco. Dis.)

What impact do the trends have on Index 2? Improved performance by all students in all subject areas will have a positive impact on Index 2.

Section 3: Closing Performance Gaps

Index met? Yes, at Phase-In Level II

What are the trends in the index 3 data over time? Secondary scores are better than elementary/middle school with the exception of writing. (All Students and Eco. Dis.)

What impact do the trends have on Index 3? Improved performance by all students in all subject areas will have a positive impact on Index 3.

Section 4: Postsecondary Readiness

Index met? Yes

What are the trends in the index 4 data over time? Secondary scores are better than elementary/middle school with the exception of writing. (All Students and Eco. Dis.)

What impact do the trends have on Index 4? Improved performance by all students in all subject areas will have a positive impact on Index 4

Section 5: System Safeguards

Were system safeguards missed for Performance? Yes

Were system safeguards missed for Participation? No

Were system safeguards missed for Graduation? No

What are the trends in the System Safeguard data over time? Secondary scores are better than elementary/middle school with the exception of writing. (All Students and Eco. Dis.)

What other insights do the data reveal that impact student success? Improved performance by all students in all subject areas will have a positive impact on System Safeguards.

District/Campus Improvement Plan

Needs Assessment Summary and Improvement Plan

Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability 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 PBM indicator and ensure those are your prioritized needs.

Need 1: Improve Academic Performance with target of improving all student group performance in all subject areas of assessment with a specific emphasis on improving Reading, Writing and Social Studies objectives and concepts

Need 2: Retain and recruit quality teaching staff.

Need 3: Use quality data to improve instruction.

Need 1: Improve Academic Performance with target of improving all student group performance in all subject areas of assessment with a specific emphasis on improving Reading, Writing and Social Studies objectives and concepts

Index: 1, 2, 3, 4

Critical Success Factor: Improve Academic Performance

Annual Goal: Increase classroom tests, curriculum based tests, skills checks, benchmarks to an 80% mastery level, all students, all test

Strategy: Utilize data driven instruction and assessment. Using Renaissance Place for Reading and Math (Grades 1-8) and I Station for Reading (Grades K-5). We plan to utilize I Station Math when it becomes available. (Spring 2014 ?) We are using Renaissance Place with some upper level students who need remediation. We are also using SPIRE Reading for remediation. (Grades 1-12 if needed). For all other subject areas we will utilize Release Tests and Professional Development through the Service Center (ESC 14 Abilene) Double BLocking Math Grades 7 and 9.

How will addressing this need impact the index/CSF or major system identified?

Growth in academic performance for all students in all tests will increase the TAIS Index 1,2,3, & 4 standards of performance

Q1 (July, Aug, Sept)

To date, what actions have been taken to address Need 1?

Completed data disaggregation, data analysis, needs assessments and completed initial improvement plan draft

Q2 (Oct, Nov, Dec)

Q2 Goal: Improve all students, all tests for individual students and student groups to a level of academic mastery at 70%

Interventions:

Extra support in TEKS and EOC mastery

Flexible scheduling (ie. Double Blocking of Math in Grades 7 and 9)

Prescriptive Tutorials

Bell to Bell Instruction

What data will be collected to monitor Interventions?

Documentation of student grades, enrollment and attendance, extra support activities and instruction (Responsible Party - Instructor)

Documentation of student and classes where flexible scheduling addresses identified needs (Responsible Party - Instructor)

Documentation of tutorial enrollments, attendance and assessments (Responsible Party - Instructor)

Informal and Formal Walk throughs, Observations (Responsible Party - Campus Principal)

Need: Retain and recruit quality teaching staff.

Index: 1, 2, 3, 4

Critical Success Factor: Teacher Quality

Annual Goal: Provide prescriptive Professional Development for all district staff. All (100%) staff members will attend at least one professional development training during the 2013-2014 academic year.

Strategy: (Retaining Quality Teaching Staff) All PD will be prescriptive to subject area and subject to identified areas of need (based on campus principal recommendation and/or staff request.)

(Recruit Quality Teaching Staff) Be proactive in posting vacancies using the traditional avenues of advertisement. (ESC 14, local newspapers, school website, etc.)

How will addressing this need impact the index and CSF identified? Instruction is the cornerstone of academic performance. Effective instruction can be enhanced by longevity of teaching staff.

Q1 (July, Aug, Sept) To date, what actions have been taken to address Need 2? Completed data disaggregation, data analysis, needs assessments and completed initial improvement plan draft

Q2 (Oct, Nov, Dec)

Intervention:

Attend prescriptive PD

Resumes submitted for vacancies- Interviews

What data will be collected to monitor intervention?

PD Log and Employee Files

List of resumes submitted for vacancies - Times and dates of interviews

Need: Use quality data to improve instruction.

Index: 1, 2, 3, 4

Critical Success Factor: Quality Data to Drive Instruction

Annual Goal: Organize, Monitor, and Evaluate quality data. All decisions impacting instruction will be gathered from existing data sources.

Strategy: The driving force of the decision making will be the preponderance of evidence from all data sources. We will use campus planning teams when looking at the data and making the decisions. These team meetings will occur quarterly.

How will addressing this need impact the index and CSF identified? Growth in academic performance, using quality data to drive instruction, will increase the TAIS Index 1,2,3, & 4 standards of performance for all students in all subject areas.

Q2 (Oct, Nov, Dec) Use quality data to drive instruction 100% of the time.

Interventions:

Data collection (Campus and/or classroom data)

Campus Data Disaggregation Meetings (Quarterly)

Ongoing data disaggregation done by instructor to determine tutorial assignments.

What data will be collected to monitor interventions?

Renaissance Place Reports, Istation Reports, CBAs and 6 weeks grades, SPIRE Reading Reports (Tracking Levels),Informal Classroom Data

Attendance Rosters from Data Meetings

Attendance Rosters from Prescriptive Tutorials

Mail

More

COMPOSE

Hermleigh ISD - Met Standard Missed Safeguards   Inbox   x

Inbox (2)
Starred

PMIdivision <PMIdivision@tea.state.tx.us>
to me

Important
Sent Mail
Drafts

September 18, 2013

Follow up

TO THE ADMINISTRATOR ADDRESSED:

Misc

On August 8, 2013, statewide accountability ratings were released indicating the ratings for every school district, charter school, and campus in the state. or more of the campuses in your district or charter school were among the districts and/or campuses listed as *Met Standard* or *Met Alternative Stan* standard for one or more system safeguard measures or targets.

Priority

More

The To the Administrator Addressed letter published by the agency on August 15, 2013 described intervention requirements for districts and campuses id *Required*, but also for districts and campuses rated *Met Standard* that failed to meet the standard for one or more system safeguards. This letter is intend information regarding the interventions required for these districts and/or campuses that *Met Standard*, but "missed safeguards."

Intervention Requirements for all Campuses rated *Met Standard* that Failed to Meet One or More System Safeguard Measures or Targets

Search people

Blake Lentz
Brenda Kuss

Campuses rated *Met Standard* or *Met Alternative Standard* that failed to meet one or more system safeguard measures or targets are required to utilize t team to engage in the Texas Accountability Intervention System (TAIS) continuous improvement process of data analysis, needs assessment, and devel and monitoring of an improvement plan designed to address the low performance identified by the system safeguards. The campus will include the impro strategies it will employ in the campus improvement plan (CIP) required by Texas Education Code (TEC) §11.253. The CIP will be retained on the campu request for submission of the sections of the CIP that include the improvement initiatives and strategies that address low performance on the system safe targets missed. The agency will notify the campus if the CIP is chosen for submission.

Debby Sandefur
Heath Gibson
Lori Botts
Raymond House
Ronnie Roemisch

Arvel Rotan

Intervention Requirements for all Districts rated *Met Standard* that Failed to Meet One or More System Safeguard Measures or Targets

mbeard
Rita Rotan

Districts rated *Met Standard* or *Met Alternative Standard* that failed to meet one or more system safeguard measures or targets are required to utilize the to engage in the TAIS continuous improvement process referred to above to develop, implement, and monitor an improvement plan that addresses the lo by the system safeguards. If the district is staged for interventions in the Performance-Based Monitoring (PBM) system, the improvement initiatives and s missed system safeguards will be included in the targeted improvement plan that is required to address low performance on PBM indicators. If the district interventions, the improvement initiatives and strategies addressing missed system safeguards will be included in the district improvement plan required t district improvement plan will be retained locally, subject to a request for submission of the sections of the DIP that include the improvement initiatives an low performance on the system safeguard measures and targets missed.

Although submission and progress reporting are not required due to failing to meet standard for system safeguards only, campuses and districts missing safeguards may be contacted by the TEA and/or the Texas Center for District and School Support (TCDSS) regarding implementation of actions address for reports on the effectiveness of improvement initiatives and strategies.

If you have questions or need more information, please contact your Turnaround Team at your regional ESC, the Division of Program Monitoring and Inte 5226 or pmidivision@tea.state.tx.us, or Rachel Simic at the TCDSS at (512) 919-5461 or rachel.simic@esc13.txed.net. Important information about mon activities for districts and campuses, as well as updates to the Program Monitoring and Interventions (PMI) website can also be received through the PMI subscribe, visit the agency Mailing List Administration page at http://miller.tea.state.tx.us/list/. Thank you for your attention to these matters and your cont students of Texas.

Sincerely,
Michael Greenwalt, Ed.D.
Director, Division of Program Monitoring and Interventions

Enclosures

cc: Executive Director, Regional Education Service Center

hermleigh isd

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grotan@hermleigh esc14 net

Comments   Share

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	A	B	C	D	E	F
1	REGION	DISTRICT	District Name (DISTNAME)	Campus (CAMPUS)	Campus Name (CAMPNAME)	2013 Rating
2	14	208901	HERMLEIGH ISD	208901001	HERMLEIGH SCHOOL	Met Standard, Failed to Meet 1 or More System Safeguards
3	14	208901	HERMLEIGH ISD	n/a	n/a	Met Standard, Failed to Meet 1 or More System Safeguards
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