

Eastland Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Mission Statement

Eastland ISD, in partnership with parents and community, is committed to providing an educational experience second to none. The mission of Eastland ISD is to develop citizens prepared for college and career both academically and personally. Our graduates will possess a commitment to excellence and a focus on servant leadership. We will also hold ourselves to the highest standards of character with an understanding that teamwork, personal accountability and most importantly **integrity** are what makes a Maverick GREAT!

* **Integrity** with strong moral values and exceptional character that is whole and undivided with an unwavering determination for truth.

* **Teamwork** oriented by being efficiently productive through collaboration with others and focused on the idea of being better together exercising mutual respect.

* **Servant leadership** devoted continuously focused to be goal oriented thus leading to the thriving of self and others while ensuring humbleness and the inclusiveness of fellow citizens.

* A **commitment to excellence** that is demonstrated through hard work with a focused passion for success and a great understanding of the importance of self-respect.

* **Personal accountability** that is goal driven while being true to themselves and others aided by a persistence to maintain self-discipline and honor.

Vision

Eastland ISD Vision Statement

Eastland ISD is a premier learning center providing a nurturing, comprehensive educational environment utilizing state-of-the-art facilities that inspire community pride. Our exceptional, motivated staff, in partnership with parents and community promote opportunities for individuals to develop into critical thinkers, proficient writers, effective communicators and analytical problem solvers prepared for life as productive citizens.

Core Beliefs

1. All children can learn, but all children do not learn in the same way.
2. All children learn best in a safe, nurturing, and stimulating environment.
3. All children learn best when they are active participants in the process.
4. All children have immeasurable, inherent worth and thrive on positive recognition.
5. All children should have access to excellent educational opportunities.
6. The education of all children is the responsibility of the family, school district, and community.

Table of Contents

Comprehensive Needs Assessment	4
Student Learning	4
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Actively implement plan to increase fund balance and improve cash flow.	13
Goal 2: The needs of the diverse student population are met. Part I	15
Goal 3: The needs of the diverse student population are met. Part II	26
Goal 4: Through enhanced prevention efforts, all students will graduate from high school.	38
Goal 5: Student academic achievement will improve due to participation in curricular and extracurricular activities.	40
Goal 6: All students at Eastland ISD will be educated in learning environments that are safe, drug free, and conducive to learning.	44
Goal 7: Parents will be full partners with educators in the education of their children.	52
Goal 8: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.	58
Goal 9: Eastland ISD will meet RDA standards. *Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.	61
State Compensatory	86
Budget for District Improvement Plan	86
Personnel for District Improvement Plan	86
Title I	88
1.1: Comprehensive Needs Assessment	88
2.1: Campus Improvement Plan developed with appropriate stakeholders	88
2.2: Regular monitoring and revision	88
2.3: Available to parents and community in an understandable format and language	88
2.4: Opportunities for all children to meet State standards	88
2.5: Increased learning time and well-rounded education	88
2.6: Address needs of all students, particularly at-risk	88
3.1: Annually evaluate the schoolwide plan	88
4.1: Develop and distribute Parent and Family Engagement Policy	88
4.2: Offer flexible number of parent involvement meetings	89
Title I Personnel	90
Plan Notes	91
District Funding Summary	94
Addendums	95

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

STAAR SUMMARY

From the 2020-2021 to the 2021-2022 school year, many improvements in academic performance were made across the district. However, there were a few instances of a slight decline.

Grade	Subject	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022	Performance 2019	Performance 2021	Performance 2022
3rd Grade	Reading	83	79	83	49	42	50	33	21	25	55	47	53
3rd Grade	Math	85	75	77	52	46	44	26	16	16	54	46	46
4th Grade	Reading	70	67	73	41	32	46	19	16	20	43	38	46
4th Grade	Math	64	75	61	36	41	34	19	20	18	40	45	38
5th Grade	Reading	88	83	85	59	55	51	27	36	35	58	58	57
5th Grade	Math	91	86	93	51	60	72	30	35	29	57	60	65
5th Grade	Science	72	70	76	46	28	46	19	12	15	46	37	46
6th Grade	Reading	69	63	79	48	23	56	26	6	29	48	31	55
6th Grade	Math	84	68	83	48	28	33	23	10	9	52	35	42
7th Grade	Reading	94	68	80	60	36	51	41	23	29	65	42	53
7th Grade	Math	95	74	67	75	38	24	38	13	2	69	42	31
8th Grade	Reading	92	76	76	63	46	59	28	23	33	61	48	56

Grade	Subject	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022	Performance 2019	Performance 2021	Performance 2022
8th Grade	Math	93	80	66	69	54	23	15	20	0	59	51	30
8th Grade	Science	88	77	81	51	54	43	17	33	16	52	55	47
8th Grade	Social Studies	72	64	68	52	32	31	29	21	17	51	39	39
HS	English I	67	73	81	40	48	63	6	8	9	38	43	51
HS	English II	66	79	87	44	66	69	8	4	11	39	50	56
HS	Algebra I	76	77	85	33	45	51	11	16	28	40	46	55
HS	Biology	90	93	94	45	60	70	15	16	19	50	56	61
HS	US History	92	85	94	66	45	68	30	15	29	63	48	64

STAAR data was reviewed by the District Improvement Committee to determine areas of strength and weakness. The goal of the district is to be designated as an “A” district. All campuses, Siebert Elementary, Eastland Middle School and Eastland High School, were designated as “B” campuses for 2022. The following areas have been identified as areas of concern to address as part of the measures needed to reach the aforementioned goal.

Areas Targeted for Improvement

Siebert Elementary received a scaled score of 78 (C) in the area of student achievement. The score for this domain is measured according to the average of the Approaches, Meets, and Masters performance levels for all tests, at all levels. The areas measured for Siebert are as follows:

Reading—53 (80-B)

Math—51 (78-C)

Science—46 (74-C)

In order to improve in all of the above areas, a focus should be placed upon increasing the number of students reaching the Meets and Masters levels of performance. A minimum scaled score of 90 is needed for a score of “A.”

Eastland Middle School received a scaled score of 76 (C) in the area of student achievement. The score for this domain is measured according to the average of the Approaches, Meets, and Masters performance levels for all tests, at all levels. The areas measured for EMS are as follows:

Reading—54 (85-B)

Math—36 (67-D)

Science—47 (78-C)

Social Studies--39 (71-C)

Eastland High School received a “B” in the area of student achievement. Differing from the elementary level, CCMR and graduation rates are also factored into this score at the high school level. EHS scored a “B” for CCMR, an "A" for their graduation rate, and a “B” for student performance. The areas measured for high school are as follows:

ELA/Reading—53 (80-B)

Math—49 (77-C)

Science—59 (89-B)

Social Studies—61 (90-A)

Because of the strengths in scores for CCMR and graduation, improvements in student performance could result in an overall score of “A.” In order to reach this goal, the most intervention is needed in Algebra I.

Siebert Elementary received a scaled score of 77 (C) in the area of Academic Growth. This score represents tremendous improvement from the 2018 results (a score of “F” in the area of growth). While this indicates a great deal of improvement and effort on the part of teachers and students, this is potentially the most impactful area of focus for Siebert Elementary. The areas measured at the elementary level are as follows:

Siebert—73 (77-C) (2019--77-B) (2018—60 [58-F])

Reading—77 (83--B) (2019--69 (70-C) (2018—62 [59-F])

Math—69 (70-C). (2019--85 (92-A) (2018—57 [56-F])

As supported by these results, improved growth in math is the greatest area of need. Significant growth was seen in the area of reading.

Eastland Middle School received a score of “NR” for growth. Were this domain scored, EMS would have received a rating of "F" for growth. The results were as follows:

EMS--61 (59-F)

Reading--77 (86-B)

Math--45 (51-F)

As supported by these results, improved growth in math is the greatest area of need.

Eastland High School received a score of “C” for growth. The results were as follows:

High School—73 (83-B) 2019 (65-C)

ELA/Reading—83 (92-A) 2019 (86-B)

Math—63 (70-C) 2019 (51 (57-F)

Growth from 8th grade math to Algebra I is the greatest area of need. Students will be closely monitored to ensure they are not falling back into a lower performance level on Curriculum Based Assessments.

The final domain addressed here is Domain III—Closing the Gaps. Discrepancies in performance between various student sub-groups has been an ongoing concern. While improvements have been made, there are still some areas of need.

To determine a school or districts rating, target scores are set for various student groups. The following areas are evaluated:

1. Academic Achievement in Reading and Math—target scores are set for the Meets level of performance for each student group
2. Growth Status in Reading (4-8; English II) and Math (4-8; Algebra I)-- target scores are set for the Meets level of performance for each student group
3. English Language Proficiency Status—a target is set for TELPAS progress
4. Student Success Status—target scores are set for the component score (average of three performance level scores) for each student group
5. School Quality Status (high school only)—a target is set for the percentage of students meeting CCMR for each student group

At any campus, a student group is evaluated if there are twenty-five or more test scores included.

Domain III scores were as follows for 2022.

Siebert--74 (77-C) (increase from 37 in 2021)

EMS--36 (72-C) (increase from 9 in 2021)

EHS--85 (86-B) (increase from 82 in 2021)

The problem areas are as follows:

Siebert:

Academic Achievement Reading: Not met—Hispanic

Growth Status Reading: Not met—White, Eco Dis

Student Success: Not met—All, White, and NCE

Middle School:

Academic Achievement Reading: Not met—White, EB, Sped

Academic Achievement Math: Not met—No targets were met

Student Success: Not met—No targets met

High School:

Academic Achievement Math: Not met— All students, White, Sped, Eco Dis

Growth Status Math: Not met—All students, White, Eco Dis, Continuously Enrolled

Student Success: Not met—White, EL & monitored, NCE

A summarization of the areas in need of the greatest intervention are as follows:

1. A greater number of students need to reach the Meets and Masters levels of performance at all grade levels.
2. Greater growth in math is needed from one year to the next.
3. Greater growth is needed from 8th grade math to Algebra I.
4. Student groups need to meet Domain III targets with greater frequency.

Student Learning Strengths

In an attempt to see continual improvement, district weaknesses must be detailed and addressed. However, the vast improvements made by the district should be noted.

	District		Siebert		Eastland Middle School		Eastland High School	
	2021	2022	2021	2022	2021	2022	2021	2022
Student Achievement		B	C	C	C	C	B	B
STAAR Component	C	B	C	C	C	C	C	B
CCMR	A	B					B	B
Graduation Rate	A	A					A	A
School Progress	A	B	C	B	C	B	B	B
Academic Growth		C		C		F	D	B
Relative Performance	A	B	C	B	C	B	C	C
Closing the Gaps	B	B	D	C	F	C	C	B
OVERALL	B	B	D	B	C	A	B	B

	District		Siebert		Eastland Middle School		Eastland High School	
	2018	2019	2018	2019	2018	2019	2018	2019
Student Achievement	C	B	D	C	C	B	B	B
STAAR Component	C	C					C	C
CCMR	B	A					B	A
Graduation Rate	A	A					A	A
School Progress	C	B	D	B	B	A	B	B
Academic Growth	F	B	F	B	D	B	D	C
Relative Performance	C	A	D	B	B	A	C	B
Closing the Gaps	C	B	F	C	C	A	C	C
OVERALL	C	B	D	B	C	A	B	B

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





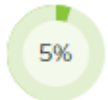







Goal 1: Actively implement plan to increase fund balance and improve cash flow.















Performance Objective 1: Evidence of practices that reflect good stewardship of taxpayer funds

Evaluation Data Sources: Increase in the fund balance.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with modification

Strategy 1 Details	Reviews			
Strategy 1: Increase student enrollment in weighted courses Strategy's Expected Result/Impact: PEIMS Data Staff Responsible for Monitoring: Campus Administrators, counselors, and course instructors	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Actively Seek other funding Strategy's Expected Result/Impact: Grant Awards Staff Responsible for Monitoring: Assistant Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Staff shall participate in appropriate School Finance Training. Strategy's Expected Result/Impact: Workshop Certificates Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Business Manager	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Reduce utility costs throughout district facilities Strategy's Expected Result/Impact: Employee Training Manual & Utility Bills Staff Responsible for Monitoring: Superintendent, & Asst. Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Partnership with local TDCJ unit for offender workforce to reduce need for additional maintenance positions and/or contracted labor sources. Strategy's Expected Result/Impact: Maintenance projects completed Staff Responsible for Monitoring: Assistant Superintendent, Maintenance Director	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Partnership with Region 14 Education Service Center to train/successfully implement ESSA, Title I, Part A. Strategy's Expected Result/Impact: ESSA application, Workshop Certificates Staff Responsible for Monitoring: Asst. Superintendent, Director of Finance	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The needs of the diverse student population are met. Part I





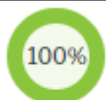
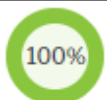
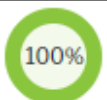

Performance Objective 1: State Compensatory funding will be used to provide to students who have been identified as "At Risk" with specialized programs and supplemental instruction to encourage these students to meet their full educational potential.









Evaluation Data Sources: A well-balanced and appropriate curriculum will be provided to all students.






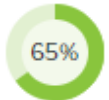






Students in special populations and students identified as "At Risk" will meet all Domain III targets.









Summative Evaluation: Significant progress made toward meeting Objective













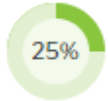



Next Year's Recommendation: Based on feedback gathered during the CNA process, Closing the Gaps, Domain III will be a major point of focus to track student progress.









Strategy 1 Details	Reviews			
<p>Strategy 1: Students in the early childhood program, PPCD, will receive individualized care and exposure to curriculum tailored to each student's ability and progress. Special Education teachers will work in conjunction with General Education teachers to provide a smooth transition for PPCD students into the the regular classroom.</p> <p>Strategy's Expected Result/Impact: Students will continue to make individual progress on goals specified in the IEP. Progress toward goals will be evaluated every six weeks period.</p> <p>Increased number of EE students who make the transition from EE into general education PreK and Kindergarten classes.</p> <p>Staff Responsible for Monitoring: Special Education Coordinator; Classroom Teachers; PPCD Staff ARD Committee</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education teachers and paraprofessionals will be assigned to PPCD-12 special education classrooms to ensure the physical and educational needs of students are being met.</p> <p>Strategy's Expected Result/Impact: Students will continue to make individual progress on goals specified in the IEP. Progress toward goals will be evaluated every six weeks period.</p> <p>Staff Responsible for Monitoring: Campus Principals Special Ed Coordinators ARD Committee</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p> <p>Strategy's Expected Result/Impact: SPED students will meet Domain III targets: From 2019, Academic Achievement in Reading increased from 16% to 25% in 2021 and 26% in 2022, meeting the target that was set; the Academic Achievement Status in Math dropped from 26% to 20%; The growth target for ELA/Reading was met with 76%; however, the math target was not met with 55% ; From 2019, the Student Success Status for SPED students was met with a score of 23, meeting the district goal and the Domain III target. The goal for 2023 will be for SPED students to again met the target for Student Success. Progress toward this goal will be evaluated every six weeks period through data analysis of Curriculum Based Assessments.</p> <p>Decrease in the performance gap between SPED students and other student groups. Progress toward this goal will be evaluated every six weeks period through data analysis of Curriculum Based Assessments.</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p>Staff Responsible for Monitoring: Campus Principals Special Ed Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: A speech therapist will serve qualifying students.</p> <p>Strategy's Expected Result/Impact: As students make progress, the number of sessions needed will decrease with the goal being dismissal from services. Progress monitoring of students receiving speech services is conducted at minimum every six weeks period.</p> <p>Staff Responsible for Monitoring: East End Co-op Classroom teachers ARD Committee</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 5 Details	Reviews			
<p>Strategy 5: Students who meet the district criteria will participate in a Gifted & Talented program.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students performing at the Masters level of proficiency on the STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data. In 2019, GT students performed with a percentage of 61% reaching the Masters level. This dropped to 58% in 2021 and 54% in 2022. The goal for the district will be for a minimum of 61% of GT students to reach the Masters level of performance in 2023.</p> <p>Staff Responsible for Monitoring: Campus Principals GT Coordinators Teachers: Gifted & Talented, Pre-AP, AP</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students assigned to DAEP will continue to receive educational services as well as restorative counseling to prepare for a smooth transition back to the regular campus.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of repeat placements in DAEP.</p> <p>Staff Responsible for Monitoring: Campus Principal Social Worker</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: The C.A.R.E. Campus will meet the needs of students who would benefit from an alternative educational setting.</p> <p>Strategy's Expected Result/Impact: Increased number of students completing course requirements.</p> <p>Staff Responsible for Monitoring: HS Principals C.A.R.E Campus Instructor</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 8 Details	Reviews			
<p>Strategy 8: Students qualifying for ESL services will receive instruction supported by the ELPS in the general education classroom.</p> <p>Strategy's Expected Result/Impact: Increase in the number of ESL students performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>EL students will meet Domain III targets: The Academic Achievement score in ELA/Reading increased from 12% to 26%, missing the goal of 29%; The Academic Achievement score in Math increased from 28% to 31%, missing the goal of 40% ; Growth Status was not measured in 2021. The growth goal for 2022 Reading was met with 77%, however, the math growth goal was not met with a score of 52%. The goal for 2023 is for EL students to meet targets for both reading and math; ELPS status decreased from 36% to 26%. The goal for 2023 is to meet the target of 36%; Student Success Status increased from 26 to 32, however, the goal of 37 was not met. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Continued progress as indicated by TELPAS.</p> <p>Increased number of students meeting the criteria for exit from the ESL program.</p> <p>Decrease the achievement gap between ELs and other student groups. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals ESL Coordinator</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: As part of the Title I School-wide program in grades K-8, funds and resources will be used to support reading and math instruction as well as parental involvement.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance in Reading and Math. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Increase in the number of student groups reaching the Domain III targets in Reading and Math. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Increase in the number of parents attending parent involvement activities and meetings.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 10 Details	Reviews			
<p>Strategy 10: ESC 14 will provide technical assistance on ESSA Application and Compliance Reports.</p> <p>Strategy's Expected Result/Impact: ESSA applications and reports will be completed on time and accurately.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent & Title I, Consultant ESC14</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Pregnancy related services, including counseling, will be provided to pregnant students.</p> <p>Strategy's Expected Result/Impact: Increased number of students who continue enrollment and complete course requirements for graduation.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, & Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Teachers will be provided with professional development through the ESC or by the local professional development coordinator to equip them to meet the needs of the diverse student population.</p> <p>Strategy's Expected Result/Impact: Increased number of students, especially students in special populations, performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: In support of Title I, Part C, efforts will be made to identify and provide services to migrant students and families. This program will be evaluated annually as part of the CNA process and the Priority of Service Action Plan will be implemented.</p> <p>Strategy's Expected Result/Impact: Increase in the number of consecutive days the student is enrolled. Enrollment reports for migrant students will be evaluated at the end of every six weeks period.</p> <p>Staff Responsible for Monitoring: Campus Administrators Migrant Coordinator</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

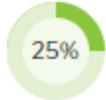











Strategy 14 Details	Reviews			
<p>Strategy 14: Benchmarks will be given in STAAR tested subjects and used to track the performance and progress of students in special population groups. Benchmarks will be given online to allow for maximum student supports and immediate data. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Decrease in the achievement gap between students in special populations and other student groups.</p> <p>Increase in the number of students in special population groups performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Dyslexia services will be provided to qualifying students by a highly trained dyslexia interventionist.</p> <p>Strategy's Expected Result/Impact: Increase in reading proficiency as indicated by STAR and TPRI. STAR and TPRI data will be evaluated for all students at the beginning of the year, middle of the year, and end of the year. STAR data will be analyzed for students identified as dyslexic every six weeks period.</p> <p>Increase in the number of dyslexia students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals Dyslexia Trained Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 16 Details	Reviews			
<p>Strategy 16: Efforts will be made to identify and provide resources, tutorials, and progress/attendance monitoring for homeless students to increase student achievement and graduation rates.</p> <p>Strategy's Expected Result/Impact: Increased attendance. Attendance reports for homeless students will be evaluated at the end of every six weeks period.</p> <p>Improvement in math and reading proficiency. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data. Renaissance STAR data will be used to evaluate the reading and math proficiency of homeless students in grades K-8 every six weeks period.</p> <p>Staff Responsible for Monitoring: Homeless Liaison</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Curriculum Based Assessment in all STAAR tested areas will be used to track the performance and progress of various student populations. CBAs will be given online to allow for maximum student supports and immediate data. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Decrease in the achievement gap between students in special populations and other student groups. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Increase in the number of students in special population groups performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Director of Curriculum and Instruction Instructional Technology Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 18 Details	Reviews			
<p>Strategy 18: In support of Title III, Part A, English Language Arts and Reading teachers teaching ESL students will be or will be required to obtain ESL certification. The needs and effectiveness of the ESL program will be evaluated annually as part of the CNA process.</p> <p>Strategy's Expected Result/Impact: Increase in reading proficiency as indicated by STAR and TPRI. STAR and TPRI data will be evaluated at the beginning, middle, and end of each school year.</p> <p>Increase in the number of ESL students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Decrease the achievement gap between ELs and other student groups. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals ESL Coordinator</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 19 Details	Reviews			
<p>Strategy 19: 504 services will be provided to qualifying students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and absences. Student grade and attendance reports will be evaluated at the end of every six weeks period.</p> <p>Increase in reading proficiency as indicated by STAR and TPRI. STAR and TPRI data will be evaluated at the beginning, middle, and end of each school year.</p> <p>Increase in the number of 504 students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals 504 Coordinators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 20 Details	Reviews			
<p>Strategy 20: Data will be used to determine students in need of Tier 2 and Tier 3 interventions. Multi-Tiered System of Supports procedures will be followed to ensure these students receive the help they need to be successful.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and averages. Grade reports will be evaluated at the end of every six weeks period.</p> <p>Decrease in the number of special education referrals.</p> <p>Staff Responsible for Monitoring: Campus Principal RtI Coordinator</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 21 Details	Reviews			
<p>Strategy 21: Tutorials will be available to struggling students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and averages. Grade reports will be evaluated at the end of every six weeks period.</p> <p>Increase in reading and math proficiency as evidence by STAR and TPRI. STAR and TPRI data will be evaluated at the beginning, middle, and end of each school year.</p> <p>Increase in the number of At-Risk students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 22 Details	Reviews			
<p>Strategy 22: Instructional aides will be assigned to support student learning and success through intervention and inclusion services and provided with training to ensure success.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and averages. Grade reports will be evaluated at the end of every six weeks period.</p> <p>Increase in reading and math proficiency as evidence by STAR and TPRI. STAR and TPRI data will be evaluated at the beginning, middle, and end of each school year.</p> <p>Increase in the number of At-Risk students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers Instructional Aides</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 23 Details	Reviews			
<p>Strategy 23: Siebert Elementary will continue to use the Leveled Literacy Program to provide reading instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and averages in reading and the number of students reading below grade level. . Grade reports will be evaluated at the end of every six weeks period.</p> <p>Increase in reading and math proficiency as evidence by STAR and TPRI. STAR and TPRI data will be evaluated at the beginning, middle, and end of each school year.</p> <p>Increase in the number of At-Risk students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Aides</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 24 Details	Reviews			
<p>Strategy 24: Eastland Middle School and High School will continue to use Achieve 3000 to provide reading support and intervention. Achieve 3000 is a web-based program requiring student access to electronic devices. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and averages. Grade reports will be evaluated at the end of every six weeks period.</p> <p>Increase in reading and math proficiency as evidence by STAR. STAR data will be evaluated at the beginning, middle, and end of each school year.</p> <p>Increase in the number of At-Risk students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselors, Media Specialist</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 25 Details	Reviews			
<p>Strategy 25: The district, in conjunction with the Special Education Co-op, will maintain a Behavior Intervention Unit on the Siebert campus. Services in the Behavioral Unit will be provided by a highly trained behavior specialist. A minimum of two instructional aides will be assigned to this unit.</p> <p>Strategy's Expected Result/Impact: Students who are unable to attend general education classes due to behavioral disabilities will receive the interventions needed to work toward the goal of returning to the general education classroom.</p> <p>Staff Responsible for Monitoring: Superintendent Siebert Principal Behavioral Unit Teacher</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 3: The needs of the diverse student population are met. Part II












Performance Objective 1: All Eastland ISD students will reach the Approaches Performance Level on STAAR and EOC Assessments. 60% of students will reach the Meets Performance Level on STAAR and EOC Assessments.













Evaluation Data Sources: STAAR and EOC accountability reports










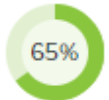


Summative Evaluation: Significant progress made toward meeting Objective















Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will work to develop an effective writing program, ensuring that students become proficient in writing and the use of language conventions.</p> <p>Strategy's Expected Result/Impact: Based on a district created rubric, a greater number of students will demonstrate writing proficiency.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on RLA STAAR and EOC assessments.</p> <p>Increase in the number of students producing compositions reflecting a score of 4 or 5 on STAAR RLA and English I and II EOCs.</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 6th grade students will be assigned to a STAMP class (Students Taking Academic Measures to Pass), which will provide academic support and the skills needed to transition into Middle School.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and missing assignments for 6th grade students.</p> <p>Staff Responsible for Monitoring: Middle School Principals STAMP Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				













Strategy 3 Details	Reviews			
<p>Strategy 3: Data will be analyzed by teachers and administrators for all local and state assessments to determine student needs and drive instructional planning.</p> <p>Strategy's Expected Result/Impact: Increase in the level of proficiency as evidenced by Curriculum Based Assessments.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Classroom Teacher Campus Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Siebert Elementary will continue to provide the PIERS Reading Program to students in the 1st grade who are in critical need of reading intervention.</p> <p>Strategy's Expected Result/Impact: Increase in the level of reading proficiency.</p> <p>Staff Responsible for Monitoring: Campus Principal PIERS Teacher</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Siebert Elementary will continue to utilize the Accelerated Reader Program to provide reading practice and track proficiency levels and comprehension skills. Accelerated Reader is a web-based program requiring the use of electronic devices. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase in the level of reading proficiency.</p> <p>Increase in the number of students meeting grade level reading goals.</p> <p>Staff Responsible for Monitoring: Elementary Teachers & Librarians</p>	Formative			Summative
	Dec	Feb	Apr	June
				









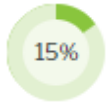

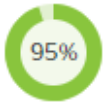

Strategy 6 Details	Reviews			
<p>Strategy 6: Tutoring will be available to all students before, during, and after school.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of students with failing grades and missing assignments.</p> <p>Decrease in the retention rate.</p> <p>Staff Responsible for Monitoring: Campus Principal Teachers: All</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Siebert Elementary will continue to provide the opportunity for students to participate in the Six Flags Read to Succeed program.</p> <p>Strategy's Expected Result/Impact: Increase in students' daily reading.</p> <p>Staff Responsible for Monitoring: Elementary Principal & Teachers: K-5</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 8 Details	Reviews			
<p>Strategy 8: All students in grade K will take the TX-KEA and students in grades 1-2 will take the Texas Primary Reading Inventory three times per year to track the development of early literacy and reading proficiency skills.</p> <p>Strategy's Expected Result/Impact: Increased early detection of reading deficiencies.</p> <p>Staff Responsible for Monitoring: Elementary Counselor Director of Teachers: K-2</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				













Strategy 9 Details	Reviews			
<p>Strategy 9: STAR diagnostic reading and math assessments will be taken by students grades 1-8 and used to determine needed interventions or support. STAR assessments are given online and require the use of electronic devices. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase in reading proficiency and the amount of targeted intervention provided to students reading below grade level. Goal: 80% per grade level On Watch or At/Above grade level</p> <p>Increase in math proficiency and the amount of targeted intervention provided to students who's math skills are below grade level. Goal: 80% per grade level On Watch or At/Above grade level</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction Computer Lab Aide</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Scholastic Book Fairs will be sponsored by PTO twice a year to promote the enjoyment of reading.</p> <p>Strategy's Expected Result/Impact: Increase in the amount of student reading based on number of books checked out from the library, the number of books completed in myOn, and the completion of classroom reading goals,</p> <p>Staff Responsible for Monitoring: Elementary Principal & PTO book fair chairperson</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Dyslexia services will be provided to qualifying students by a highly trained dyslexia interventionist.</p> <p>Strategy's Expected Result/Impact: Increase in reading proficiency as indicated by STAR and TPRI.</p> <p>Increase in the number of dyslexia students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Campus Principal Dyslexia Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Siebert Elementary will continue to use the Leveled Literacy Program to provide reading instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of failing grades and averages in reading and the number of students reading below grade level.</p> <p>Increase in reading proficiency as evidenced by STAR and TPRI.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Director of Curriculum and Instruction, Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: A dyslexia screener will be given to all kindergarten and first grade students.</p> <p>Strategy's Expected Result/Impact: Increase in the early detection of and interventions for dyslexic tendencies.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselor Director of Curriculum and Instruction Dyslexia Interventionist</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: The use of student data folders will be implemented to promote student initiative in growth and positive teacher/student relationships.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Increase in student ownership of learning.</p> <p>Staff Responsible for Monitoring: Campus Principal Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: Students will receive academic and career counseling to ensure students have the needed information to make informed curriculum choices to be prepared for success beyond high school.</p> <p>Strategy's Expected Result/Impact: Increase in the number of one-on-one counseling sessions with students regarding course and career choices.</p> <p>Staff Responsible for Monitoring: Campus Principal Counselor CTE Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: The district curriculum will be research based and aligned to state standards.</p> <p>Strategy's Expected Result/Impact: Increase in the level of proficiency in reading and math as indicated by iStation, STAR, TX-KEA, and TPRI (K-2).</p> <p>Increase in the number of students reaching the Meets and Masters level of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Curriculum and Instruction Campus Principals</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Good attendance will be encouraged through the recognition of perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rate.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 18 Details	Reviews			
<p>Strategy 18: Summer School will be provided to students who did not pass the reading and/or math STAAR or to student who need additional support in order to be successful in the next grade level.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		

Strategy 19 Details	Reviews			
<p>Strategy 19: All students who did not reach the Approaches level on any STAAR or EOC will be provided with specialized accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching at least the Approaches level on Curriculum Based Assessments.</p> <p>Increase in the number of students reaching at least the Approaches level who did not reach this level on previous assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 20 Details	Reviews			
<p>Strategy 20: High school students will receive counseling to increase their awareness of available financial aid, grant and scholarship opportunities.</p> <p>Strategy's Expected Result/Impact: Students will have the information they need to pursue various post-secondary options.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 21 Details	Reviews			
<p>Strategy 21: Priority will be given to Reading and Math in scheduling to provide the maximum amount of time for these courses. (3-5)</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Principal Counselor Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 22 Details	Reviews			
<p>Strategy 22: An automated phone call will go out to the parents or guardian of any absent student.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rate as evidenced by the ADA calculations for each six weeks</p> <p>Staff Responsible for Monitoring: Campus Principals Technology Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 23 Details	Reviews			
<p>Strategy 23: Teachers will be provided with professional development through the ESC or by the local professional development coordinator to equip them to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased number of students, performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 24 Details	Reviews			
<p>Strategy 24: Benchmarks will be given in STAAR tested subjects and used to track the performance and progress of students in special population groups. Benchmarks will be given online to allow for maximum student supports and immediate data. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 25 Details	Reviews			
<p>Strategy 25: Curriculum Based Assessment in all STAAR tested areas will be used to track the performance and progress of various student populations. CBAs will be given online to allow for maximum student supports and immediate data. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Director of Curriculum and Instruction Instructional Technology Specialist</p> <p>Title I: 2.4</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 26 Details	Reviews			
<p>Strategy 26: The educational environment will be maintained by limiting the number of interruptions caused by announcements and classroom visitors.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of classroom interruptions</p> <p>Staff Responsible for Monitoring: Campus Principals Office Secretaries</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

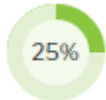







Goal 3: The needs of the diverse student population are met. Part II







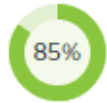







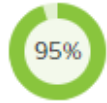

Performance Objective 2: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development and administration.

Evaluation Data Sources: Integrate technology into all curriculum and administrative tasks.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: More technology equipment is needed in order to successfully implement this plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Siebert Elementary will continue to utilize the Accelerated Reader Program to provide reading practice and track proficiency levels and comprehension skills. Accelerated Reader is a web-based program, requiring the use of electronic devices. In support of Title V, Part B, Rural low-income school program funds will be utilized to ensure devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase in the level of reading proficiency.</p> <p>Increase in the number of students meeting grade level reading goals.</p> <p>Staff Responsible for Monitoring: Campus Principal Classroom Teachers Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Eduphoria, Lead4ward modules, and Google suite applications will be used to extensively track student data to inform intervention and instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the level of early intervention that can be provided to struggling students.</p> <p>Increased awareness of student needs to drive classroom instruction.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Campus Principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers grades 1-12 will utilize the electronic gradebook, allowing parents and students constant access to grades.</p> <p>Strategy's Expected Result/Impact: Increase in parent awareness and involvement.</p> <p>Decrease in the number of failing grades and averages and missing assignments.</p> <p>Staff Responsible for Monitoring: PEIMS Staff Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All campuses will continue to provide students with access to electronic devices including chrome books and tablets in a computer lab setting or classroom setting. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase integration of technology into daily instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals IT Coordinator Media Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The Texas Teacher Evaluation and Support System (T-TESS) will be used to evaluate the effectiveness of classroom instruction and professional development ensuring students receive a high quality education.</p> <p>Strategy's Expected Result/Impact: Increase in the level of proficiency based on T-TESS criteria of district teachers.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent & Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Eastland ISD personal will be provided with the technology staff development needed to integrate technology into daily instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the regular and meaningful use of technology by the teacher and students in the classroom.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Technology Coordinators Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Eastland ISD will ensure that the network infrastructure will be kept up to date.</p> <p>Strategy's Expected Result/Impact: Network Performance will support the educational and professional needs and students and personnel.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent & ITC Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: EHS and EMS will implement digital classroom strategies in their lessons to enhance learning. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increased engagement due to the use of meaningful technology in the classroom</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent, Media Specialist</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Siebert Elementary will continue utilizing iStation to build and track reading and math proficiency and provide needed intervention. iStation is a web-based program requiring the use of electronic devices. In support of Title V, Part B, rural low-income school program funds will be utilized to ensure electronic devices are readily available to all students.</p> <p>Strategy's Expected Result/Impact: Increase in the level of reading and math proficiency.</p> <p>Decrease in the number of students reading below grade level.</p> <p>Staff Responsible for Monitoring: Campus Principal Media Specialist</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The myOn Reader will be available to elementary students at school and at home.</p> <p>Strategy's Expected Result/Impact: Increase in the amount of time spent reading at school and at home.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Media Specialist Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

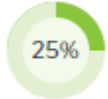



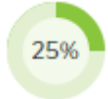



Goal 4: Through enhanced prevention efforts, all students will graduate from high school.

Performance Objective 1: The annual dropout rate for Eastland ISD will remain at or less than 3%.

Evaluation Data Sources: The percentage of students who graduate from high school on the recommended or distinguished graduation program.
The percentage of students who drop out of school.

Summative Evaluation: Met Objective

Next Year's Recommendation: This will continue to be an objective at EISD.

Strategy 1 Details	Reviews			
<p>Strategy 1: Extensive counseling will be available to students at risk of dropping out and their parents/guardians to ensure they understand the repercussions of dropping out as well as the alternatives, interventions, and strategies available.</p> <p>Strategy's Expected Result/Impact: Increase in the number of counseling sessions with students at risk for dropping out.</p> <p>Decrease in the drop out rate.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Eastland ISD will strive to increase the availability of vocational programs to students in grade 7-12.</p> <p>Strategy's Expected Result/Impact: Increase in the number of vocational program opportunities</p> <p>Decrease in the dropout rate due to the vocational options offered to students.</p> <p>Staff Responsible for Monitoring: Campus Principal & Vocational teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The C.A.R.E. Campus will provide students with the opportunity for credit recovery.</p> <p>Strategy's Expected Result/Impact: Increase in graduation rates.</p> <p>Decrease in drop-out rates.</p> <p>Staff Responsible for Monitoring: Campus Principal & CARE Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Dual Credit opportunities will be made available to all students, including students who are designated as At Risk and economically disadvantaged, for a cost of \$100 per course.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students enrolled in dual credit courses.</p> <p>Increase in the number of students graduating with an Associates degree.</p> <p>Staff Responsible for Monitoring: Campus Principals & College Partners</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The addition of a full time social worker will provide further opportunities for counseling and resources for students at risk of dropping out.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Decrease in the dropout rate</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendent Social Worker</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				









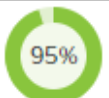

Goal 5: Student academic achievement will improve due to participation in curricular and extracurricular activities.













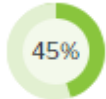



Performance Objective 1: Eastland ISD will encourage student participation in both curricular and extracurricular activities.

Evaluation Data Sources: Failure rate will decrease for those students actively involved in curricular and extracurricular activities.
The number of students participating in curricular and extracurricular activities will increase.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: EISD will continue to encourage students to participate in both curricular and extracurricular activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 7-12 will be encouraged to participate in athletics as part of an athletic team.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students enrolled in athletics or participating in an extracurricular sport.</p> <p>Staff Responsible for Monitoring: Campus Principals Coaches UIL Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: End of year banquets and award ceremonies will be held to recognize student participation in programs such as athletics, band, and FFA as well as student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in extracurricular activities.</p> <p>Staff Responsible for Monitoring: Campus & District Administration Coaches & Sponsors Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<p>Strategy 3: Program instructors and activity sponsors will keep students and parents well informed by posting schedules, announcements, and results of extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increase in the information disseminated regarding extracurricular activities</p> <p>Staff Responsible for Monitoring: Sponsors/Coaches Asst. Supt & Business Office Assistant Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Opportunities for student recognition will be maximized: news articles and intercom announcements acknowledging student achievement; monthly radio spots with students; elementary students lead the Pledge of Allegiance at school board meetings; students of the month recognized at school board meetings.</p> <p>Strategy's Expected Result/Impact: Increase in student recognition.</p> <p>Staff Responsible for Monitoring: Campus & District Administration Coaches & Sponsors Counselors Technology Department</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Middle school students will have the opportunity to enroll in elective courses to promote interest in high school level extracurricular programs.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students enrolled in program specific elective courses.</p> <p>Staff Responsible for Monitoring: Secondary Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: High School students will be provided with the necessary information and guidance to enroll in dual credit courses.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students enrolled in dual credit courses.</p> <p>Increase in the number of students graduating with an Associates Degree.</p> <p>Staff Responsible for Monitoring: High School Principal & Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Siebert Elementary students in grade 4-5 will have the opportunity to participate in Siebert Singers.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance and participation in performances such as singing at the Old Rip Festival, Homecoming football game, pep rally, Veteran's Day Program, community One Starry Night event, community parades, and Folklive Festival.</p> <p>Staff Responsible for Monitoring: Music Teacher Campus Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Students in grades 2-12 will be encouraged to participate in UIL Academic competition.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in UIL academic events.</p> <p>Staff Responsible for Monitoring: Campus Principals UIL Coordinators</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Students in grades 6-12 will be encouraged to participate in a fine arts program such as band, art, or drama.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students enrolled in fine arts courses.</p> <p>Staff Responsible for Monitoring: Campus Principal Program Directors</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Students in grade 9-12 will be encouraged to participate in FFA.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in FFA.</p> <p>Staff Responsible for Monitoring: Campus Principal Ag Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Students in grade 9-12 will be encouraged to participate in the FCCLA program.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in FCCLA.</p> <p>Staff Responsible for Monitoring: Campus Principal CTE Director FCCLA Instructor</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Student academic achievement will improve due to participation in curricular and extracurricular activities.

Performance Objective 2: Eastland ISD will strive to increase involvement in and service to the community.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to increase outreach to the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Multiple student groups will participate in the Old Rip Parade and Festival. Groups include the Mavericks and Lady Mavs, cheerleaders, band, and Siebert Singers.</p> <p>Strategy's Expected Result/Impact: Increased visibility of students and student groups in the community.</p> <p>Staff Responsible for Monitoring: Program Sponsors Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A food drive will be conducted at Siebert during the fall holiday season. Collected items will be used to help families in the community who are in need.</p> <p>Strategy's Expected Result/Impact: Young students will learn the importance of helping others.</p> <p>Staff Responsible for Monitoring: Campus Principal Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Siebert Elementary will host a Hometown Heroes Celebration to honor Veterans and our community first responders and emergency workers.</p> <p>Strategy's Expected Result/Impact: Students will learn about the services of these members of the community and the importance of honoring them and saying thank you.</p> <p>Staff Responsible for Monitoring: Campus Principal Music Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 6: All students at Eastland ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Eastland ISD will regularly inspect facilities and grounds to ensure a safe environment for students.

Evaluation Data Sources: Eastland ISD will receive a score of safe and proficient in audits by Region 14 and The Texas School Safety Center. Maintenance and campus principals will conduct frequent walkthroughs of facilities.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to monitor for safety and areas in need of repair or improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Eastland ISD will actively work to hire and retain custodial and maintenance personnel.</p> <p>Strategy's Expected Result/Impact: Hiring of additional personnel to enhance the maintenance of the district's grounds and facilities</p> <p>Staff Responsible for Monitoring: Superintendent Asst. Superintendent Maintenance Director</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and Update HVAC system</p> <p>Strategy's Expected Result/Impact: Repair/Replacement Records</p> <p>Staff Responsible for Monitoring: Superintendent & Asst. Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A plan, based upon a needs assessment conducted by stakeholders, will be developed to prioritize needed updates and improvements to district facilities.</p> <p>Strategy's Expected Result/Impact: Prioritized updates will ensure safe facilities that are conducive to learning.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent & Maintenance Director</p>	Formative			Summative
	Dec	Feb	Apr	June













Strategy 4 Details	Reviews			
<p>Strategy 4: Nonfunctional doors, windows, furniture, and equipment will be replaced or repaired.</p> <p>Strategy's Expected Result/Impact: Ongoing repairs or replacements will ensure safe facilities that are conducive to learning.</p> <p>Staff Responsible for Monitoring: Campus & District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The building will be inspected and kept safe and clean at all times.</p> <p>Strategy's Expected Result/Impact: These measures will ensure a safe and comfortable environment for students, parents, and personnel.</p> <p>Regular inspections will ensure campus conditions are kept to district standards of safety and cleanliness.</p> <p>Staff Responsible for Monitoring: Campus Principals Custodial Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Eduphoria will be used by district personnel to submit maintenance needs to the Director of Maintenance.</p> <p>Strategy's Expected Result/Impact: Use of the computerized system will decrease the amount of time taken to address maintenance needs.</p> <p>This system will allow administration to track facility needs and the efficiency of the maintenance department.</p> <p>Staff Responsible for Monitoring: Maintenance Director & Asst. Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Student Resource Officers and campus principals will conduct regular safety inspections to ensure campus facilities are in compliance with safe school standards.</p> <p>Strategy's Expected Result/Impact: Safety audits will indicate that district facilities are in compliance with safety standards.</p> <p>Staff Responsible for Monitoring: Student Resource Officers Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				






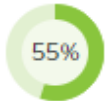



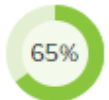


Goal 6: All students at Eastland ISD will be educated in learning environments that are safe, drug free, and conducive to learning.













Performance Objective 2: Eastland ISD will take measures to monitor the safety of students and personnel and provide educational programs on topics such as drug use and violence.













Evaluation Data Sources: Eastland ISD will not be designated as a persistently dangerous school.





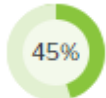




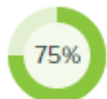
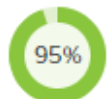





Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: On an ongoing basis, the district will address any safety issues determined by a needs assessment conducted by various stakeholders.</p> <p>Strategy's Expected Result/Impact: Safety concerns will not go unaddressed.</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals SROs</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Educational programs will be provided to students at all levels to inform students about the harmful effects and consequences of drug, alcohol, and tobacco abuse.</p> <p>Strategy's Expected Result/Impact: Increase in the number of educational programs offered.</p> <p>Increased student awareness regarding these issues.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Eastland ISD will partner with local authorities to monitor and respond to dangerous weather conditions.</p> <p>Strategy's Expected Result/Impact: Informed decisions will be made regarding the use of emergency procedures and school closings due to inclement weather conditions.</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All campuses will follow state and local policy regarding visitor access to campuses and classrooms. Strategy's Expected Result/Impact: Reduced access to campuses and classrooms of high risk visitors.</p> <p>Increased safety for students and personnel. Staff Responsible for Monitoring: Administrators: All Teachers: All</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12 Strategy's Expected Result/Impact: Plan Staff Responsible for Monitoring: Administrators Staff Local law enforcement/SRO Region XIV consultants</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Eastland ISD will ensure the maintenance of and adherence to a policy regarding teen dating violence. In compliance with Title IV, Part A requirements, EISD faculty and staff will complete Teen Dating Awareness training annually. Strategy's Expected Result/Impact: The district will be able to correctly follow policy in the event of teen dating violence. Staff Responsible for Monitoring: Superintendent EISD Board</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Eastland ISD will ensure that campus personnel will comply with any enforcement or protective orders brought to the attention of district or campus personnel.</p> <p>Strategy's Expected Result/Impact: The appropriate personnel will be made aware of these orders to ensure the safety of students and personnel.</p> <p>Staff Responsible for Monitoring: Campus Principals SRO</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: An Emergency Operations Plan will be developed and kept up to date by each campus and the district. Campus plans will be distributed to campus personnel.</p> <p>Strategy's Expected Result/Impact: Increased understanding by school personnel of emergency procedures and operations.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Handheld radios as well as stationary radios for school buses will be used to assist with communication between SROs, campus and district administration, and transportation personnel.</p> <p>Strategy's Expected Result/Impact: Safer driving conditions for all route buses.</p> <p>Increased efficiency in campus to campus communications.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent SROs</p> <p>Funding Sources: - School Safety - \$13,251.42</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: The full time position of a social worker will be maintained by the district.</p> <p>Strategy's Expected Result/Impact: Increased success in dealing with student issues and reduction of barriers to student success</p> <p>Reduction in truancy and absenteeism</p> <p>Reduction in the number of classroom disciplinary disruptions</p> <p>Reduction in the number of disciplinary referrals and disciplinary placements</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals</p> <p>Title I: 2.6</p> <p>Funding Sources: - State/Local - \$40,000</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Red Ribbon Week will be observed to promote a healthy lifestyle and educate students regarding the dangers of drug and alcohol use.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of positive drug tests at the middle and high school levels.</p> <p>Increased awareness of students at all levels.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: A positive school climate will be supported through the use of guidance lessons on demonstrating good character and the use of conflict resolution.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of disciplinary referrals.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Eastland ISD will partner with the Local Police Department for continued use of two School Resource Officer positions. Title IV, Part A funds will be used to partially fund this strategy.</p> <p>Strategy's Expected Result/Impact: Employment of SRO</p> <p>Ongoing evaluation and support of the safety measures put in place by the district</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Eastland ISD will continue to use the STOP IT! program to allow students and parents an accessible, confidential, and anonymous means to report instances of bullying.</p> <p>Strategy's Expected Result/Impact: Reduced instances of confirmed bullying</p> <p>Increase in the ability of campus principals and counselors to determine areas of concern and need in regards to bullying.</p> <p>Staff Responsible for Monitoring: Principals and Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Regular emergency drills will be conducted at each campus.</p> <p>Strategy's Expected Result/Impact: Students and personnel will feel comfortable with emergency procedures and able to appropriately respond in an emergency situation.</p> <p>Staff Responsible for Monitoring: Campus Principals Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Siebert Elementary will continue to use the Raptor system to screen all visitors before allowing access to the building.</p> <p>Strategy's Expected Result/Impact: Decrease in the admittance to the school of high-risk visitors.</p> <p>Staff Responsible for Monitoring: Campus Principal Front Desk Aide</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 17 Details	Reviews			
<p>Strategy 17: In compliance with Title IV, Part A and district policy, educational programs regarding Teen Dating Violence will be provided to middle and high school students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the warning signs of teen dating violence.</p> <p>Increased awareness of options for students who have or are experiencing teen dating violence.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors Social Worker</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 18 Details	Reviews			
<p>Strategy 18: "When You Hear It, Do It" posters as well as evacuation and shelter procedures will be visible in all district facilities and classrooms along with an emergency "Go Bag".</p> <p>Strategy's Expected Result/Impact: Access to emergency procedures and "Go Bag" in all classrooms.</p> <p>Increased preparedness in case of emergency</p> <p>Emergency plans and emergency procedures are clearly visible in all classrooms.</p> <p>Staff Responsible for Monitoring: Campus Principals Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 19 Details	Reviews			
<p>Strategy 19: All classroom doors will remain locked throughout the school day.</p> <p>Strategy's Expected Result/Impact: Reduced access to students in the educational environment.</p> <p>Staff Responsible for Monitoring: Campus Principals Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Entry to points to all campuses will be restricted. Badges will be used to open entry doors, eliminating the use of keys.</p> <p>Strategy's Expected Result/Impact: Increased campus security</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals School Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				













Goal 7: Parents will be full partners with educators in the education of their children.

Performance Objective 1: The attendance rate for Eastland ISD will be at least 97%.

Evaluation Data Sources: Attendance rate at least 97%.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to make attendance a priority.

Strategy 1 Details	Reviews			
Strategy 1: Central office will support campus efforts to improve student attendance at all levels. Strategy's Expected Result/Impact: Increase in the attendance rate Staff Responsible for Monitoring: Superintendent & Asst. Superintendent	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students and campuses will be recognized and rewarded for good attendance. Strategy's Expected Result/Impact: Increase in the attendance rate Staff Responsible for Monitoring: Campus Principals Classroom teachers	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Excessive absences will be referred to the courts. Strategy's Expected Result/Impact: Decrease in the number of students with excessive absences Staff Responsible for Monitoring: Campus Principals School Resource Officer	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The district will inform parents of attendance policies and procedures at all levels.</p> <p>Strategy's Expected Result/Impact: Increase in the attendance rate</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Conferences will be conducted with the parents of students with poor attendance at all levels.</p> <p>Strategy's Expected Result/Impact: Increase in the attendance rate</p> <p>Increase in parent awareness of the consequences of poor attendance and the resources available to them</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The position of a full time social worker will be maintained by the district.</p> <p>Strategy's Expected Result/Impact: Reduced truancy and absenteeism</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendent</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				







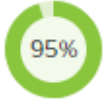









Goal 7: Parents will be full partners with educators in the education of their children.






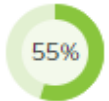










Performance Objective 2: Eastland ISD will offer a variety of services and events that allow parents to take an active role in the education of their student.













Evaluation Data Sources: Community and staff will be well informed.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: On an ongoing basis, activities and events will be posted on a variety of media outlets such as the district website and Facebook.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of and attendance at events and activities.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Program Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A district website will be maintained. Required postings as well as news and information about students and activities will be posted regularly.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of and participation in district activities.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Eastland ISD will seek out opportunities to communicate through local media outlets such as the newspaper and radio.</p> <p>Strategy's Expected Result/Impact: Increase in the number of radio communications and newspaper articles shared with the community</p> <p>Staff Responsible for Monitoring: Superintendent Asst. Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Safety meetings will be conducted at the elementary and secondary campuses to inform parents of the safety measures the district has taken and to allow parents to ask questions and voice concerns.</p> <p>Strategy's Expected Result/Impact: Parents will be confident that safety measures have been put in place to keep students safe while at school.</p> <p>Staff Responsible for Monitoring: Campus Principals Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The Apptegy Messaging System will be utilized to send phone or text announcements from the district or campuses.</p> <p>Strategy's Expected Result/Impact: Increase in the awareness of and participation in district and campus events.</p> <p>Increase in the number of parents notified of urgent information.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Technology Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Establishment of Community Leadership Group</p> <p>Strategy's Expected Result/Impact: Monthly Meetings</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Multiple open house events and parent meetings will take place throughout the district.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents making positive visits to the campuses</p> <p>Staff Responsible for Monitoring: Campus Principals Program Sponsors</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Parents will be provided with opportunities to support school programs through participation in organizations such as PTO and booster clubs.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement</p> <p>Staff Responsible for Monitoring: Campus Principals Program Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will be available for parent conferences, offering flexible options for meeting times.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parent conferences taking place</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Parents will be invited to attend various special events at Siebert Elementary such as holiday meals, holiday parties, Grandparent's Day, Field Day, and other special parent events.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents making positive visits to campus</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Parents will be provided with electronic access to their student's grades.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness of student grades before final report cards are issued</p> <p>Increase in proactive parental involvement in student success</p> <p>Staff Responsible for Monitoring: Campus Principals IT Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Grade placement meetings will be conducted with parents of students who did not reach the Approaches level of performance on STAAR and EOC assessments.</p> <p>Strategy's Expected Result/Impact: Parents will be active participants in developing an effective plan for their student's success.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Apptegy will be used for school marketing and communications.</p> <p>Strategy's Expected Result/Impact: Increased awareness of school news and upcoming events</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: In support of the Title I, Part A Building Parent Capacity initiative, multiple informational sessions will be offered to parents throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 8: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.

Performance Objective 1: All teachers will be highly qualified and will participate in professional development directly linked to identify student needs on each campus.









Evaluation Data Sources: The percentage of classes being taught by highly qualified teachers.













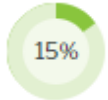







The percentage of teachers receiving high-quality professional development.

The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are highly qualifiedA

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to seek highly qualified staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff development and consultant services will be made available to teachers and paraprofessionals at all levels.</p> <p>Strategy's Expected Result/Impact: Increase in the awareness of services available</p> <p>Staff development will be provided based on student needs.</p> <p>Staff Responsible for Monitoring: Campus Principals Assistant Superintendent Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with campus principals and the Director of Curriculum and Instruction on a regular basis to analyze local and STAAR data.</p> <p>Strategy's Expected Result/Impact: Increased awareness of specific student needs.</p> <p>Instruction driven by student data.</p> <p>Increase in the number of students who perform at the Meets and Masters levels of proficiency on STAAR and EOC assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals Teachers: All Asst. Supt. Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: A comprehensive professional development plan will be developed based upon student data and a needs assessment conducted by various stakeholders.</p> <p>Strategy's Expected Result/Impact: Professional development will result in improved teacher preparedness and student success.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Campus Administration Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Child Care Center for children of district employees</p> <p>Strategy's Expected Result/Impact: Enrollment # (full capacity) TDPRS License</p> <p>Staff Responsible for Monitoring: Asst. Superintendent Elementary Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Mentor teachers will be assigned to new teachers. Mentor teachers will attend training at ESC 14 and/or be vetted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers new to the district will be provided with the support they need to be successful in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: A comprehensive professional development program will be developed to meet the needs of newly hired employees.</p> <p>Strategy's Expected Result/Impact: New employees will have the information they need to effectively utilize programs such as Eduphoria, Gradebook, etc. and understand district expectations.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Eastland ISD will offer teachers the opportunity to earn a designation through the Teacher Incentive Allotment program.</p> <p>Strategy's Expected Result/Impact: Increased in student growth and teacher performance. Decrease in turnover rate.</p>	Formative			Summative
	Dec	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 9: Eastland ISD will meet RDA standards.



*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

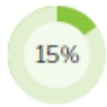






Performance Objective 1: EL Students in grades 3-8 will perform at standard on the STAAR math assessment.

Evaluation Data Sources: The combined overall percentage of EL students in grades 3-8 who meet standard on the math STAAR will be at or above the RDA standard of 70% up from 66.7%.

EL Students will meet the Domain III target scores for performance in Math in the areas of Academic Achievement, Growth, TELPAS, and Student Success.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from local and state math assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p> <p>Strategy's Expected Result/Impact: Passing rate for EL students in grades 3-8 on STAAR math will be at least 70%. Progress will be reflected on the RDA report.</p> <p>EL students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in math by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Principal ESL Coordinator Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		

Strategy 2 Details	Reviews			
<p>Strategy 2: EL students will receive all instruction in the regular classroom to ensure full exposure to grade level TEKS. Linguistic development will be supported through the use of the ELPS.</p> <p>Strategy's Expected Result/Impact: EL students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in math by the A-F Accountability system.</p> <p>Staff Responsible for Monitoring: Campus Administration ESL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: Eastland ISD will meet RDA standards.



*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.



Performance Objective 2: EL Students in grades 3-8 will perform at standard on the STAAR RLA assessment.








Evaluation Data Sources: The combined overall percentage of ESL students in grades 3-8 who meet standard on the RLA STAAR will be at or above the RDA PL assignment standard 1 of 60% up from 47.2%. The long term goal is to meet 70%.

EL Students will meet the Domain III target scores for performance for RLA in the areas of Academic Achievement, Growth, TELPAS, and Student Success.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: EL students will receive all Reading instruction in the regular classroom from ESL certified teachers to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.</p> <p>Strategy's Expected Result/Impact: EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>ELs at Siebert Elementary will meet the English proficiency growth target as determined by TELPAS.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Administration ESL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		

Strategy 2 Details	Reviews			
<p>Strategy 2: The Leveled Literacy Program will be utilized at Siebert Elementary in an ESL group taught by an ESL certified teacher.</p> <p>Strategy's Expected Result/Impact: EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>ELs at Siebert Elementary will meet the English proficiency growth target as determined by TELPAS.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselor ESL Coordinator</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
<p>Strategy 3: Achieve 3000 will continue to be utilized at EMS and EHS to address the needs of students reading below grade level.</p> <p>Strategy's Expected Result/Impact: EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Principals ESL Coordinator Media Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
<p>Strategy 4: Data from local and state reading assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p> <p>Strategy's Expected Result/Impact: Passing rate for ESL students in grades 3-8 on STAAR reading will be at least 60%. RDA reports will show progress.</p> <p>EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Principal ESL Coordinator Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 578 663 626">  No Progress </div> <div data-bbox="764 578 982 626">  Accomplished </div> <div data-bbox="1079 578 1333 626">  Continue/Modify </div> <div data-bbox="1434 578 1629 626">  Discontinue </div> </div>				

Goal 9: Eastland ISD will meet RDA standards.








*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 3: EL Students in grades 3-8 will perform at standard on the STAAR science assessment.

Evaluation Data Sources: The combined overall percentage of ESL students in grades 3-8 who meet standard on the science STAAR will be at or above the state rate of 42.7% up from 33.3%.

EL Students will meet the Domain III target scores for performance in Science in the areas of Academic Achievement and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: EL students will receive all Science instruction in the regular classroom to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters level of proficiency on the Science STAAR.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Administration ESL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 9: Eastland ISD will meet RDA standards.








*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 4: EL students in grade 3-8 will perform at standard on the STAAR social studies assessment.

Evaluation Data Sources: The combined overall percentage of EL students in grade 3-8 who meet standard on the social studies STAAR will be at or above the RDA state rate of 26.7% up from 20%.

EL students will meet the Domain III target scores for performance in social studies in the areas of Academic Achievement and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: EL students will receive all social studies instruction in the regular classroom to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters level of proficiency on the Social Studies STAAR.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Administration ESL Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 9: Eastland ISD will meet RDA standards.







*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.








Performance Objective 5: EL students will perform at standard on the EOC STAAR ELA assessment.

Evaluation Data Sources: The combined overall percentage of EL students who meet standard on the EOC ELA STAAR will be at or above the RDA level 2 standard of 30% up from 14%.

EL students will meet the Domain III target scores in English Language Arts in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: EL students will be monitored and assessed in ELA TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p> <p>Strategy's Expected Result/Impact: Improvement of overall test scores for EL students on the EOC ELA STAAR</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers, General Education teachers, ESL coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Achieve 3000 Implemented at EMS and EHS.</p> <p>Strategy's Expected Result/Impact: Improvement of overall test scores for EB students on the EOC STAAR ELAR</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, ESL coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: EL students will receive all English Language Arts and Reading instruction in the regular classroom from certified teachers who have been trained in sheltered instruction to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.</p> <p>Strategy's Expected Result/Impact: EL students will meet the targets set for the Meets level of proficiency in ELA by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in ELA by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Increase in the number of EL students writing above the Basic level of proficiency.</p> <p>Increase in the number of EL students earning a designation of advanced high for TELPAS writing</p> <p>Staff Responsible for Monitoring: Campus Administration ESL Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: Eastland ISD will meet RDA standards.


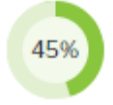



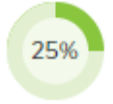





*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 6: EL students will perform at standard on the EOC STAAR math assessment.

Evaluation Data Sources: The combined overall percentage of EL students who meet standard on the EOC Math STAAR will be at or above the RDA level 2 standard of 45% up from 29%.

EL students will meet the Domain III target scores in math in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: EL students will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p> <p>Strategy's Expected Result/Impact: Improvement of overall test scores for EL students on the EOC math STAAR</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers, General Education teachers, ESL coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: EL students will receive all math instruction in the regular classroom from certified teachers to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.</p> <p>Strategy's Expected Result/Impact: EL students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in math by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Staff Responsible for Monitoring: Campus Administration ESL Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Eastland ISD will meet RDA standards.








*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 7: Special Education students in grades 3-8 will perform at standard on the STAAR math assessment.

Evaluation Data Sources: The combined overall percentage of special education students in grades 3-8 who meet standard on the math STAAR will be at or above the RDA level 1 standard of 55% up from 45.3%.

Special Education students will meet Domain III target scores for performance in math in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students in grades 3-8 will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p> <p>Strategy's Expected Result/Impact: Current pass rate of SPED students in grades 3-8 will improve to at least 55% up from current percentage of 45.3%.</p> <p>Staff Responsible for Monitoring: Campus Principals Special Education teachers General Education teachers Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p> <p>Strategy's Expected Result/Impact: SPED students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in math by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p>Staff Responsible for Monitoring: Campus Administration Special Education Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 9: Eastland ISD will meet RDA standards.





*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.











Performance Objective 8: Special Education students in grades 3-8 will perform at standard on the STAAR RLA assessment.

Evaluation Data Sources: The combined overall percentage of special education students in grades 3-8 who meet standard on the RLA STAAR will be at or above the RDA level 1 standard of 55% up from 42.2%.

Special Education students will meet Domain III target scores for performance in RLA in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students in grades 3-8 will be monitored and assessed in Reading TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p> <p>Strategy's Expected Result/Impact: Current pass rate of SPED students in grades 3-8 will improve to at least 55% up from current percentage of 42.2%.</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: The Leveled Literacy Program will be utilized at Siebert Elementary to support the reading development of special education students.</p> <p>Strategy's Expected Result/Impact: Increase in the reading proficiency of special education students</p> <p>Decrease in the number of special education students reading below grade level</p> <p>Staff Responsible for Monitoring: Campus Principals Intervention Coordinator Special Ed Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
<p>Strategy 3: Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p> <p>Strategy's Expected Result/Impact: SPED students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in reading by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p>Staff Responsible for Monitoring: Campus Administration Special Ed Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Achieve 3000 will be utilized at the middle school and high school to support the reading development of special education students.</p> <p>Strategy's Expected Result/Impact: Increase in the reading proficiency of special education students</p> <p>Decrease in the number of special education students reading below grade level</p> <p>Staff Responsible for Monitoring: Campus Principals Special Ed Coordinator Media Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: Eastland ISD will meet RDA standards.




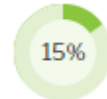



*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.









Performance Objective 9: Special Education students in grades 3-8 will perform at standard on the STAAR Science assessment.

Evaluation Data Sources: The combined overall percentage of special education students in grades 3-8 who meet standard on the Science STAAR will be at or above the RDA level 1 standard of 50% up from 42.1%.

Special Education students will meet Domain III target scores for performance in science in the areas of Academic Achievement and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students in grades 3-8 will be monitored and assessed in Science TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p> <p>Strategy's Expected Result/Impact: Current pass rate of SPED students in grades 3-8 will improve to at least 50% up from current percentage of 42.1%.</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p> <p>Strategy's Expected Result/Impact: SPED students will meet the targets set for the Meets level of proficiency in science by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Vertical alignment of Middle School Science courses with a focus on increasing the frequency and quality of hands-on science lab activities.</p> <p>Strategy's Expected Result/Impact: Current pass rate of SPED students in grades 3-8 will improve to at least 50% up from current percentage of 42.1%</p> <p>Staff Responsible for Monitoring: Campus Principal Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: Eastland ISD will meet RDA standards.

*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 10: Special Education students in grade 3-8 will perform at standard on the STAAR social studies assessment.

Evaluation Data Sources: The combined overall percentage of special education students in grade 3-8 who meet standard on the social studies STAAR will be at or above the RDA standard of 65% up from 50%.

EL students will meet the Domain III target scores for performance in social studies in the areas of Academic Achievement and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Goal 9: Eastland ISD will meet RDA standards.





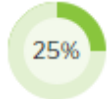


*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.








Performance Objective 11: Special Education students will perform at standard on the EOC STAAR ELA assessment.

Evaluation Data Sources: The combined overall percentage of Special Education students who meet standard on the EOC STAAR ELAR will be at or above the RDA level 1 standard of 50% up from 36.4%.

Special Education students will meet Domain III target scores for performance in ELA in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students will be monitored and assessed in ELA TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p> <p>Strategy's Expected Result/Impact: Improvement of overall test scores for Special Education students on the EOC STAAR ELAR</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p> <p>Strategy's Expected Result/Impact: SPED students will meet the targets set for the Meets level of proficiency in ELA by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in ELA by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p>Staff Responsible for Monitoring: Campus Administration Special Ed Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Achieve 3000 will be utilized at the middle school and high school to support the reading development of special education students.</p> <p>Strategy's Expected Result/Impact: Increase in the reading proficiency of special education students</p> <p>Decrease in the number of special education students reading below grade level</p> <p>Staff Responsible for Monitoring: Campus Principals Special Ed Coordinator Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: Eastland ISD will meet RDA standards.








*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.









Performance Objective 12: Special Education students will perform at standard on the EOC STAAR Math assessment.

Evaluation Data Sources: The combined overall percentage of Special Education students who meet standard on the EOC STAAR Math will be at or above the RDA standard of 65% up from 39.6%.

Special Education students will meet Domain III target scores for performance in math in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessment.</p> <p>Strategy's Expected Result/Impact: Improved assessment results</p> <p>Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education students will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p> <p>Strategy's Expected Result/Impact: Improvement of overall test scores for Special Education students on the EOC STAAR ELAR</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p> <p>Strategy's Expected Result/Impact: SPED students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in math by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p>Staff Responsible for Monitoring: Campus Administration Special Ed Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				









Goal 9: Eastland ISD will meet RDA standards.

*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 13: CTE Special Education students will perform at standard on the EOC STAAR ELA assessment.

Evaluation Data Sources: The combined overall percentage of CTE Special Education students who meet standard on the EOC STAAR ELAR will be at or above the RDA standard of 60% up from 21.3%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students at risk of failing the EOC ELA assessment will be in intervention classes to assist with success on EOC assessments.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p>Staff Responsible for Monitoring: Campus Principal and Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



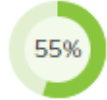





Goal 9: Eastland ISD will meet RDA standards.

*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 14: CTE Special Education students will perform at standard on the EOC STAAR math assessment.

Evaluation Data Sources: The combined overall percentage of CTE Special Education students who meet standard on the EOC STAAR Math will be at or above the RDA standard of 65% up from 40%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessments.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p>Staff Responsible for Monitoring: Campus Principal and Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 9: Eastland ISD will meet RDA standards.

*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 15: CTE Special Education students will perform at standard on the EOC STAAR Social Studies assessment.

Evaluation Data Sources: The combined overall percentage of CTE Special Education students who meet standard on the EOC STAAR Social Studies will be at or above the RDA standard of 70% up from 40%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be monitored for growth leading towards successful completion of EOC by the use of CBA's</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, Counselor, Classroom Teachers, Director of Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 9: Eastland ISD will meet RDA standards.

*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

Performance Objective 16: CTE Nontraditional course completion rate for females will increase.

Evaluation Data Sources: The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Addition of multimedia CTE courses to increase opportunities of class enrollment</p> <p>Strategy's Expected Result/Impact: The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%</p> <p>Staff Responsible for Monitoring: Campus Principal Counselor CTE Director</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$906,393.00

Total FTEs Funded by SCE: 8.8

Brief Description of SCE Services and/or Programs

Small group tutorials are used to target the needs of these students. At the high school level, classes that focus on those struggling with the STAAR are used to help lower class sizes and focus on STAAR areas. Intervention specialists are utilized at the elementary and middle school campuses to work with at risk students to help them be successful in the classroom.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
ALAINA THOMPSON	TEACHER	0.25
ALISHA ROGERS	TEACHER	0.13
AMANDA TUCKER	TEACHER	0.13
ANDREW BRESTER	TEACHER	0.5
CAROLYN BROWN	INTERVENTIONIST	1
CARSYN ALLEN	TEACHER	0.01
CORY BOLES	INTERVENTIONIST	1
CRISTA JONES	TEACHER	0.13
DENA SIMMEL	TEACHER	0.14
EMILY LACY	TEACHER	0.13
JACOB JOHNSON	TEACHER	0.13
JENNIFER HENRY	TEACHER	0.14
JILL HOLLYWOOD	AIDE	0.4
KAYCI TAYLOR	TEACHER	0.14
KEVIN WEST	TEACHER	0.25
KRYSTAL VERNON	TEACHER	0.3
LONDON DURANT	TEACHER	0.14
MAE RACKOW	TEACHER	0.13

<u>Name</u>	<u>Position</u>	<u>FTE</u>
MEGAN SMITH	AIDE	0.14
MORGAN LACY	SOCIAL WORKER	1
NICOLE PURDOM	AIDE	0.1
PAIGE HOOD	AIDE	0.01
PATRICIA BEASLEY	AIDE	0.23
ROBIN SNIDER	AIDE	0.47
RUTH MARTINEZ	AIDE	0.47
SHONE MESSENGER	TEACHER	0.14
STEPHANIE AINSWORTH	TEACHER	0.14
SUSAN SCOTT	TEACHER	0.13
TAVIA UNDERWOOD	TEACHER	0.14
TINA RODGERS	TEACHER	0.14
TONI JONES	TEACHER	0.14
TROY DOYLE	TEACHER	0.25
WILLIAM CULVERHOUSE	TEACHER	0.25

Title I

1.1: Comprehensive Needs Assessment

A CNA was conducted and documented through-out the year with a detailed process occurring in February.

2.1: Campus Improvement Plan developed with appropriate stakeholders

All Campus Improvement Plans were developed with respective Site-Based Decision Making Committees.

2.2: Regular monitoring and revision

Data is monitored on a continuous basis throughout the year to determine where changes need to be made.

2.3: Available to parents and community in an understandable format and language

All plans and areas related to Title I and all aspects of the school decision making process are available online and through meetings throughout the year.

2.4: Opportunities for all children to meet State standards

All is documented in each Campus Plan.

2.5: Increased learning time and well-rounded education

All is documented in each Campus Plan.

2.6: Address needs of all students, particularly at-risk

All students needs, particularly at-risk students, are addressed in the CIPs and DIP.

3.1: Annually evaluate the schoolwide plan

Plans are evaluated throughout the year and annually. Community and parental input is sought.

4.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is fully developed and distributed each year. Meetings are held.

<https://sites.google.com/eastland.esc14.net/eisd-parent-and-family-engagem>

<https://sites.google.com/eastland.esc14.net/eastlandisdnewsletters/home>

4.2: Offer flexible number of parent involvement meetings

<https://sites.google.com/eastland.esc14.net/eastlandisdnewsletters/home>

Multiple meetings are held.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DEBBIE THOMPSON	INSTRUCTIONAL TECHNOLOGY/MEDIA	TECHNOLOGY/MEDIA	.5
JENIFER MCCOY	AIDE	MATH-READING	.53
JENNIFER GROCE	AIDE	TECHNOLGOY	1
KRISTI FAMBRO	TEACHER	KINDERGARTEN	1
LINDSEY CHESSER	TEACHER	WRITING	1
MEGAN SMITH	AIDE	MATH-READING	.37
MEGAN UNDERWOOD	TEACHER	2ND GRADE	1
PATRICIA BEASLEY	AIDE	MATH-READING	.33
RACHEL SCHUMAN	TEACHER	READING	.5
SHELBY SKINNER	AIDE	READING-MATH	1
SHELLEY RINEHART	DIRECTOR OF CURRICULUM & INSTRUCTION	CURRICULUM	.5

Plan Notes

District Improvement Committee Meeting 11/11/2016

Agenda

Review Data 15-16

Review Improvement Plan for 15-16

Discuss needed changes for 16-17 Improvement Plan

Set date for next Meeting

District Improvement Committee Meeting 12/7/2016

Agenda

Review Changes to plan

Formative Review December 16-17

Discuss needed changes for 16-17 Improvement Plan

Set date for next Meeting

District Improvement Committee Meeting 3/1/2017

Agenda

Review Changes to plan

Formative Review February 16-17

Discuss needed changes for 16-17 Improvement Plan

Discuss 17-18 School Calendar

Set date for next Meeting

District Improvement Committee Meeting 5/31/2017

Agenda

Review Changes to plan

Summative Review 16-17

Discuss needed changes for 16-17 Improvement Plan

Discuss 16-17 Self-Evaluation

Set date for next Meeting

District Improvement Committee Meeting 2/19/2018

Agenda

Review Changes to plan

Formative Review February 17-18

Discuss needed changes for 17-18 Improvement Plan

Discuss 18-19 School Calendar

Set date for next Meeting

District Improvement Committee Meeting 1/23/2019

Agenda

Review Changes to plan

Formative Review February 18-19

Discuss needed changes for 18-19 Improvement Plan

Discuss 19-20 School Calendar

Set date for next Meeting

District Improvement Committee Meeting 11/13/19

Review 18-19 Academic Data

Review any changes to plan

Discuss any additional needed changes

District Improvement Committee Meeting 1/25/2021

Agenda

Review Changes to plan

Needs Assessment

Survey

Discuss needed changes for 20-21 Improvement Plan

Discuss 21-22 School Calendar

District Improvement Committee Meeting 11/10/2021

Agenda

Review Data

Review Needs Assessment

Review Current DOI Plan

Discuss needed changes for 21-22 Improvement Plan

Discuss Changes if needed to DOI Plan

District Funding Summary

School Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	9			\$13,251.42
Sub-Total					\$13,251.42
State/Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	10			\$40,000.00
Sub-Total					\$40,000.00

Addendums

Eastland ISD, in partnership with parents and community, is committed to providing an educational experience second to none. The mission of Eastland ISD is to develop citizens prepared for college and career both academically and personally. Our graduates will possess a commitment to excellence and a focus on servant leadership. We will also hold ourselves to the highest standards of character with an understanding that teamwork, personal accountability and most importantly **integrity** are what makes a Maverick GREAT!

- **Integrity** with strong moral values and exceptional character that is whole and undivided with an unwavering determination for truth.
- **Teamwork** oriented by being efficiently productive through collaboration with others and focused on the idea of being better together exercising mutual respect.
- **Servant leadership** devoted continuously focused to be goal oriented thus leading to the thriving of self and others while ensuring humbleness and the inclusiveness of fellow citizens.
- A **commitment to excellence** that is demonstrated through hard work with a focused passion for success and a great understanding of the importance of self-respect.
- **Personal accountability** that is goal driven while being true to themselves and others aided by a persistence to maintain self-discipline and honor.