

Eastland Independent School District
Eastland Middle
2022-2023 Campus Improvement Plan



Mission Statement

Dedicated to excellence and student achievement

Eastland Middle School is committed to equipping students with the tools they need for academic, personal and social achievement.

Eastland Middle School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

Vision

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

- | |
|---|
| <ol style="list-style-type: none">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. |
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2020-2021

Element 1.1 CNA summary

Eastland Middle School is a Title I School-wide campus with 56% low-income students. Title I funds and State Compensatory Education funds are used to bolster the education of all students. The campus received six out of seven distinctions on to 2019 TEA accountability summary earning an overall accountability rating of A.

The STAAR test is given to students in grades 6-8. Any student not passing these assessments is given accelerated instruction. This is done through intervention classes that students take in place of an elective course. In addition, to help fill the gaps between student groups and to help all students achieve higher levels of learning, tutorials are offered throughout the school day, before school, and after school. Teachers disaggregate all STAAR data and develop lessons to ensure that each individual student receives focused instruction to help them be successful. Inclusion of teachers in the decisions, development and use of these assessments is a priority.

The Standardized Test for Assessment of Reading (STAR), Achieve 3000, or iStation reading, will be given to students in grades six through eight at the beginning of the school year. This test measures reading levels. The test is administered several times throughout the school year to all students to determine growth in reading skills. The test results allow classroom teachers, the librarian, and students to determine the appropriate reading level to be used by students. It allows teachers to monitor and adjust throughout the year. Students receiving accelerated instruction in Math and reading will be given benchmark assessments throughout the year to determine progress. Think Through Math, Achieve 3000, STAR, and MobyMax will be the primary method of providing these assessments.

All students, including special populations, are given appropriate assessment instruments to measure academic progress. Content based assessments in STAAR format are given once a six-weeks beginning the second six-weeks to monitor student progress and learning gaps. These test are creating through Eduphoria utilizing released STAAR question banks.

To ensure that Eastland Middle School meets the needs of the students, appropriately certified teachers and highly qualified paraprofessionals obtain professional development through the regional service center and locally developed programs. These programs range from updated requirements for the Texas Teacher Evaluation and Support System (T-TESS), new and refresher courses in technology, information about special programs, specific academic teaching areas, bipolar/asperger/autism diagnosis, behavior management, and community/parent involvement. Professional development activities are designed by school staff and approved by the campus site based committee. All teachers and staff receive training in strategies, initiatives, and activities to carry out the campus plan. The Site Based Decision Making Committee decides and approves staff development.

Eastland Middle School has many opportunities for all students to meet state proficiency and advanced levels of academic achievement through school-wide reform strategies.

Special programs continue to serve special populations in the school. These programs include Title I, English as a Second Language (ESL), Special Education, Occupational Therapy, Physical Therapy, Counseling, Guidance Speech, Dyslexia, Gifted and Talented, Title IX, 504, Homeless, and Reading Intervention. The school is part of the safe and effective school services provided by region 14 education service center. On-going coordination, integration, and communication between these programs and regular classroom personnel is achieved through faculty meetings, grade level meetings, internet, instant messaging, and conferences.

A special education response to intervention process is in place to ensure that students are appropriately referred to the special education program. Professionals must assess comprehensive information documenting various accommodation attempts, strengths, and weaknesses for the student in question. Transfer Admission, Review, and Dismissal (ARD) meetings are held for new students already identified with disabilities in previous schools.

Effective timely additional assistance is available to all students experiencing difficulty and in need of extra assistance. The ReadnQuiz program along with a well-stocked library motivates students to read. Technology enriches the curriculum. There are two computer labs which serve students daily. Classrooms are equipped with laptop carts. All computers have network/internet access. Laser printers are available for printing. All classrooms are equipped with interactive whiteboards and LCD projectors.

Parents are encouraged to be involved in the education of their children. Parents are invited to extracurricular activities and performances, open house, and conferences with the staff. Parents are encouraged to eat lunch with their children. Parents are solicited for feedback on the needs of their students through online parent conferences and online surveys. Parents also participate in committees creating of the campus improvement plan, parent and family engagement policy, and the student handbook.

Transitioning from the elementary is promoted by special visits at the end of the year from incoming students to the Middle School classrooms. Eighth grade students will visit the High School to acquaint themselves with the campus and staff.

Eastland's friendly, family-oriented, hometown atmosphere and lower cost of living make attracting and retaining highly qualified teachers and staff an easy task. All teachers and paraprofessionals at Eastland Middle School are appropriately professionals. Job openings are posted on the Region XIV Service Center site, district web site, and campus bulletin boards as they arise.

The development of this plan was directed by Principal Jason Henry with assistance by the campus site based decision committee. All teachers and staff members have input through their representatives to the committee and direct contact with the principal. Members of the committee include grade level teachers, special programs teachers, technology personnel, parents, business leaders, and community members. Eastland Middle School is a School-wide Title I campus. Copies of the plan are made available to the district, parents and the public upon request as well as being available in the campus office and posted on the district website. Feedback from all stakeholders is requested and changes are made to the plan as a result of that feedback. Parental input is a part of this feedback. Several changes have been made as a result of parental input including tutorial schedules, student handbook additions, drop-off and pickup procedures and communication channels. We do have translation services available from on-site staff for those needing documents translated into Spanish.

All goals contained in the campus plan reflect district goals that apply to Eastland Middle School. This plan is submitted to the EISD Board of Trustees for approval.

Element 1.1

The worksheet below provided by the region 14 service center is the process utilized for the CNA.

Comprehensive Needs Assessment Worksheet

Eastland Middle School 18/19

DEMOGRAPHICS

Element 1.1 Data Source - PEIMS

1a) Enter enrollment numbers

(Campus Name) Check box if Title I Campus Title I	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<input checked="" type="checkbox"/>	266	277	257	263	265	257
Eastland Middle School Title I						

1b) How has the enrollment changed over the past three (3) years?

No significant change.

1c) What has influenced this change in enrollment?

No Change

2a) What is the breakdown by ethnicity and gender?

2b) How have the special populations changed over the past three (3) years?

No significant change.

2c) What has influenced this change in enrollment?

na.

STUDENT ACHIEVEMENT

1.1 Data

STAAR

Content Based Assessments (CBA)

STAR

TPRI

iStation

T-TESS

ACHIEVE 3000

Teacher Surveys

1) Summarize finding concerning student achievement.

Using the domain one average, EMS was at or above the state in 7 out of 9 test.

The greatest strength was 7th grade math.

The greatest weakness was 6th grade reading.

Significant Drop in 6th and 7th reading scores on STAAR assessments and Achieve 3000 Lexile levels.

Teacher surveys indicated that students areas of need include:

Lack of problem solving ability and exposure.

Lack of creative thinking and independent initiative.

Lack of diversity and exposure.

Lack of vocabulary skill building.

Lack of reading stamina.

Lack of vocabulary exposure.

Not willing to take risk due to the penalty of the grade.

Reading for fluency and not reading for understanding.

Students need model Reading. (students need to know how to read based upon punctuation)

Reading in Math- ability of the students to recognize what the question is asking.

FAMILY AND COMMUNITY INVOLVEMENT

1) What parent involvement or engagement activities are provided?

Meet the teacher back to school activity.

Stakeholder committees such as bring your own device (BYOD).

Band Concerts

Athletic Events

UIL Awards Ceremony

Interactive Parent Band Night

Pep Rallies

Sports Banquet

Eastland Middle

Generated by Plan4Learning.com

Band Banquet

Stock Show

8th Grade Project Presentations

2) What type of services are available to support parents and students with health, academic, and other needs?

- Hearing and vision screening
- Immunization clinics / records
- Facebook page, School Messenger, District website, calendar, and Remind101.
- Special Programs concerning bullying, suicide prevention, and abstinence.
- Health Class
- Center for life resource classroom presentations
- Child advocacy center lessons
- District attorney 8th grade assembly over sex, drugs, and the law.

3) How are family/community involved in decision making regarding children's education.

-Campus Improvement Team

- SHAC (School Health Advisory Council)
- Parent and Family engagement policy
- Campus Improvement Plan
- Student Handbook
- Technology committee
- Sports Boosters
- Band Boosters
- ARD meetings
- Bond PAC
- 504 Meetings
- LPAC meetings
- Parent Contact Logs

TECHNOLOGY

1) What technology is currently utilized?

- Chromebooks
- Smartboards
- Elmos and Projectors
- Ipads
- Virtual Reality equipment
- Cell phone interaction (student devices)
- Distance Learning Equipment

-

2) What challenges exist concerning technology?

- Teacher Training
- Lack of equipment
- Digital Citizenship Training
- Student Activity Monitoring
- Lack of common language to manage student technology activities

What areas of strength are present based on all the data/observations?

List At least 5:

- 1) Tech Support
- 2) Increasing Technology
- 3) Improved and reliable wifi
- 4) Parent Communication
- 5) Safer Campus
- 6) Increased Student Involvement Opportunities

What areas of needs are present based on all the data/observations?

List at least 20 district needs.	Influence vs. Control	Check Top District Needs
1. Help with Reading instruction. (Comprehension, not fluency.) More time and improved strategies.	c	x
2. Increased Math Time	c	x
3. More individualized reading instruction. For top, middle, and bottom tier.	c	x
4. Emphasis on writing in more subject areas. (writing across the curriculum)	c	x
5. Communication with parents on meaning of grades	c	x
6. Common planning periods	I	
7. More Technology	I	

List at least 20 district needs.	Influence vs. Control	Check Top District Needs
8. Commons Area for MS	I	
9. Outdoor Classroom	i	
10. Copiers on 2nd Floor	i	
11. Club Period	c	
12. Showers for MS athletic students	i	
13. PE dressing area for MS students	i	
14. A/C in Middle School Gym.	i	
15. MS one act play	c	
16. Additional Recess and Location for Recess	i	
17. Larger Cafeteria	i	
18. Keyboarding in 6th grade and repeated refresher in 7th grade.	c	
19. Greater elective choices in 8th grade. (Ag science, computer programming)	i	x
20. Uniform discipline reporting structures for staff.	c	

What three to five areas are top priorities based on the data and observations?

- 1) Increased time for Reading Instruction
- 2) Increased time for Math Instruction
- 3) Individualized Reading Instruction

Align to the 4 TEA Strategic Priorities or other

TEA Strategic Priorities

1. Recruit, support, and retain teachers and principals
2. Build a foundation of reading and math
3. Connect high school to career and college
4. Improve low-performing schools
5. Other/Local Needs

Rank order and mark the TEA Strategic Priority

Priorities	1	2	3	4	5
1. Increased time for Reading Instruction		x			
2. Individualized Reading Instruction		x			
3. Increased time for Math Instruction		x			
4.					
5.					

Demographics

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

- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





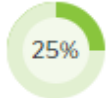



Goals





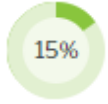



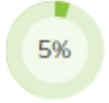


Goal 1: Improve academic achievement of all students.









Performance Objective 1: Maintain STAAR Scores in all subject areas to be at least 5% above the state in the domain one average.

Evaluation Data Sources: STAAR Test Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate each teacher a minimum of 2 times per six-weeks for implementation of campus instructional priorities outlined in campus walk-through template.</p> <p>Strategy's Expected Result/Impact: Walkthrough observations, formal observations, lesson plans.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of research based programs to increase reading comprehension, academic vocabulary, higher order thinking, and problem solving skills. This includes achieve 3000, Edugenuity, Prodigy, Moby Max and Kamico. These programs will be utilized in addition to regular classroom instruction to individualize and differentiate the instruction to the students current level of knowledge and achievement.</p> <p>Strategy's Expected Result/Impact: Achieve 3000 and STAR diagnostic test results. STAAR scores</p> <p>Staff Responsible for Monitoring: All Core Teachers and Accelerated Instruction Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: In class support by paraprofessionals for assistance and accommodations to students in need. This could include special education, 504, RTI, ESL, or at risk students.</p> <p>Strategy's Expected Result/Impact: Classroom teacher observations. Student progress reports.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, 504 Coordinator, and assigned paraprofessionals.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.</p> <p>Strategy's Expected Result/Impact: Lesson plans, classroom observation</p> <p>Staff Responsible for Monitoring: Principal Title One Teachers</p> <p>Title I: 2.5 - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Required after school tutoring for struggling students and for students who fail to complete assignments or need extra time.</p> <p>Strategy's Expected Result/Impact: Documentation of attendance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			







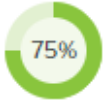





Strategy 6 Details	Reviews			
<p>Strategy 6: Administer a pre-test, a minimum of 5 content based assessments, and benchmark(s).</p> <p>Strategy's Expected Result/Impact: Increased STAAR test performance.</p> <p>Staff Responsible for Monitoring: Principals District Curriculum Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
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Goal 1: Improve academic achievement of all students.

Performance Objective 2: Increase to or maintain the number of students meeting the masters level on all STAAR assessments to at least 1% above the state average in all test.

Evaluation Data Sources: STAAR Test Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Honors classes offered in Math and ELA for students showing the potential for achieving advanced on STAAR test.</p> <p>Strategy's Expected Result/Impact: Master Schedule</p> <p>Staff Responsible for Monitoring: ELA teachers, Math teachers, Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of the Fundamental Five as well as other researched based strategies that increase the quality and depth of instruction, promoting the learning of all students.</p> <p>Strategy's Expected Result/Impact: Walkthrough observations, formal observations, lesson plans.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.</p> <p>Strategy's Expected Result/Impact: Lesson plans, classroom observation</p> <p>Staff Responsible for Monitoring: Principal Title One Teachers</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Additional Curriculum and materials that could include software to extend instruction and support learners that excel at a fast pace. This includes Achieve 3000, Prodigy, Moby Max and Edgenuity.</p> <p>Strategy's Expected Result/Impact: Lesson plans, classroom observation, percent of advanced scores on STAAR test.</p> <p>Staff Responsible for Monitoring: Principal Accelerated Instruction Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase learning time in intervention and accelerated instruction of Math and Reading that is individualized to the students current level of achievement. This will be done through a study skills class at each grade level pull out high intensity tutoring.</p> <p>Strategy's Expected Result/Impact: Master Schedule STAAR Scores Benchmark Scores Core Teacher Feedback.</p> <p>Staff Responsible for Monitoring: Title One Coordinator Principal</p> <p>Additional Targeted Support Strategy</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 1: Improve academic achievement of all students.

Performance Objective 3: Increase passing rate of special education students in Math and Reading to above 60%

Evaluation Data Sources: STAAR results.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Progress Monitoring utilizing Moby Max, achieve 3000, prodigy, and Think Through Math. Strategy's Expected Result/Impact: STAAR results and data from software programs. Staff Responsible for Monitoring: Special Education Teachers</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Course offered in all grades to teach organization, time management, goal setting, and study skills. All students in special education will be required to take this course. Strategy's Expected Result/Impact: Master schedule Lesson Plans Student Binders Teacher Observation Staff Responsible for Monitoring: Counselor Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students individualized and small group reading and math intervention in collaboration with classroom math and ELAR teachers. Strategy's Expected Result/Impact: Benchmark Scores STAAR Scores Classroom teacher feedback Staff Responsible for Monitoring: Counselor Principals Title 1 teachers and Paraprofessionals.</p>	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Improve academic achievement of all students.

Performance Objective 4: 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: STAAR and Curriculum Based Assessment data.

Renaissance STAR data

Achieve 3000 data

Progress monitoring from accelerated instruction

















Summative Evaluation: Some progress made toward meeting Objective









Goal 2: Parents will be full partners with educators in the education of their children.

Performance Objective 1: Eastland Middle School will improve the quality of communication with parents concerning student resources, learning objectives and student progress.

Evaluation Data Sources: Parent survey.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Parent training on parent portal gradebook access and attendance monitoring. Strategy's Expected Result/Impact: Copies training agendas and sign-in sheets. Staff Responsible for Monitoring: Classroom Teachers, principal, counselor	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parent training on how to access online student portfolios (seesaw) to view student work. Strategy's Expected Result/Impact: Copies training agendas and sign-in sheets. Staff Responsible for Monitoring: Classroom Teachers counselor	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parent training on google classroom that is being utilized throughout the middle school and high school. Strategy's Expected Result/Impact: Copies training agendas and sign-in sheets. Staff Responsible for Monitoring: Classroom Teachers Counselor	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Required communication between teacher and parent of any student in danger of failing a class for a six-weeks. Strategy's Expected Result/Impact: Parent contact log maintained by teacher and examined by principal. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Distribution and explanation of the Parent and Family Engagement Policy, at open house, registration, and awards ceremony in addition to being a part of the campus handbook.</p> <p>Strategy's Expected Result/Impact: More involvement, feedback, and partnership with all parents.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.1</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Parents will be full partners with educators in the education of their children.

Performance Objective 2: Eastland Middle School will involve parents in planning and campus decisions.

Evaluation Data Sources: Parents will be members of campus committees.

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Parent and community volunteers will be sought through multiple methods to be a part of campus committees. Strategy's Expected Result/Impact: Sign in sheets. Copies of notifications to parents and community. Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All parents and community will be notified of open planning meetings for the campus. Strategy's Expected Result/Impact: Sign in sheets List of notification strategies Staff Responsible for Monitoring: Principal Secretary</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer planning meetings on multiple days and at different times in order to involve more stakeholders.</p> <p>Title I: 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				









Goal 2: Parents will be full partners with educators in the education of their children.

Performance Objective 3: The attendance rate for EMS will be above 97%.

Evaluation Data Sources: TXEIS data that reflects average daily attendance of 97% or higher.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily phone calls by attendance clerk for students who are absent. Strategy's Expected Result/Impact: Call Log. Staff Responsible for Monitoring: Attendance Clerk</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance letter sent at the end of each six weeks when student absences exceed 10% of the number of days school has been in session. Strategy's Expected Result/Impact: Record and letters sent. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Home visits by the school resource officer, principal or school staff to students who are experiencing excessive unexcused absences. Strategy's Expected Result/Impact: Documentation of visits. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				

















Strategy 4 Details	Reviews			
Strategy 4: Awards and recognition for high attendance among students. This will be done each six weeks. Strategy's Expected Result/Impact: Attendance Rate Increase Staff Responsible for Monitoring: Principal and Counselor Title I: 2.6	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 3: Provide learning environments that are safe, drug free, and conducive to learning.









Performance Objective 1: Eastland Middle School will be proactive in creating a safe campus.

Evaluation Data Sources: Campus Emergency Management Plan

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct all necessary safety drills. Strategy's Expected Result/Impact: Drill Logs Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Update the current emergency management plan to adjust for the latest research of best practices. This includes updating and addition signage and required postings. Strategy's Expected Result/Impact: emergency management plan amendments. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide training to all staff over emergency management and safety. Strategy's Expected Result/Impact: Sign in Sheets and agendas Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Students will provided opportunities to report safety issues and bullying anonymously. Strategy's Expected Result/Impact: Report logs copies of lessons Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Bullying and illegal drug classroom presentations and assemblies will be provided for the students.</p> <p>Strategy's Expected Result/Impact: List of presentations and topics.</p> <p>Staff Responsible for Monitoring: Counselor Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff trainings and plansfor bullying intervention, bullying prevention, suicide prevention/postvention, violence intervention/prevention.</p> <p>Strategy's Expected Result/Impact: Training certificates sign in sheets classroom observations</p> <p>Staff Responsible for Monitoring: Principal counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Maintain procedures concerning student medication and required immunizations.</p> <p>Strategy's Expected Result/Impact: Copies of updated procedures.</p> <p>Staff Responsible for Monitoring: Principal Health care aide</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Work collaboratively with school resource officer on the planning, implementation and evaluation of emergency procedures and drills.</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide staff training and student instruction were appropriate in early mental health intervention.</p>	Formative			Summative
	Dec	Feb	Apr	June
				

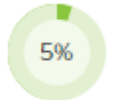
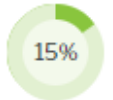

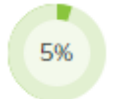
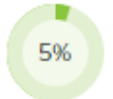













Strategy 10 Details	Reviews			
Strategy 10: Provide training and instruction in fitness assessment, physical activity, tobacco use. Strategy's Expected Result/Impact: Increased activity and knowledge for lifelong wellness. Staff Responsible for Monitoring: Physical Education Teachers, Health Teacher.	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide learning environments that are safe, drug free, and conducive to learning.

Performance Objective 2: Eastland Middle School will have facilities appropriate for creating an environment conducive to learning.

Evaluation Data Sources: Well maintained facilities that provide for all student needs.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Purchase additional outdoor furniture for students. Strategy's Expected Result/Impact: Purchase orders Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Repainting and updating of classrooms, restrooms, offices, and hallways. Strategy's Expected Result/Impact: Before and after pictures. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Cleanup of area outside of schools including landscaping, parking lot, and recess areas. Updating and improvements in outdoor signs, trash receptacles, and sitting areas. Strategy's Expected Result/Impact: Before and after pictures. Purchase orders. Staff Responsible for Monitoring: Principal Maintenance Staff	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Training staff on submitting electronic maintenance request. Strategy's Expected Result/Impact: Successful submission of a request by all employees. Staff Responsible for Monitoring: Technology Director	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 4: Provide opportunities for students to participate and excel in a wide variety of extracurricular activities, student organizations, civic activities, and leadership activities.

Performance Objective 1: Eastland Middle School will maintain current participation in athletics, academic competitions, band, and student organizations.

Evaluation Data Sources: records of articles in local and social media.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Eastland Middle School will provide increased recognition for student participation in extracurricular activities and student organizations through local and social media.</p> <p>Strategy's Expected Result/Impact: increased awareness in community of student success.</p> <p>Staff Responsible for Monitoring: principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Provide opportunities for students to participate and excel in a wide variety of extracurricular activities, student organizations, civic activities, and leadership activities.

Performance Objective 2: Provide opportunities for students to participate and excel in a wide variety of extracurricular activities and student organizations.

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Eastland Middle School will expand opportunities for students to participate in additional clubs, organizations, and activities based upon student interest.</p> <p>Strategy's Expected Result/Impact: organization rosters</p> <p>Staff Responsible for Monitoring: principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet the needs of the diverse student populations.

Performance Objective 1: Maintain the passing rate for economically disadvantaged students in social studies to above 60%.

Evaluation Data Sources: STAAR test results.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject. Strategy's Expected Result/Impact: transcripts and employee references Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year. Strategy's Expected Result/Impact: Records of professional development activities. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet the needs of the diverse student populations.

Performance Objective 2: Maintain the passing rate for economically disadvantaged students in science to above 65%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing professional development with the Science teachers and region 14 through on campus visits throughout the school year.</p> <p>Strategy's Expected Result/Impact: Records of activities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.</p> <p>Strategy's Expected Result/Impact: Transcripts and Employee References.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Vertical Alignment of Science 3-8 and increased focus on hands on science activities grades 6 and 7 that promote greater interest in science for all students.</p> <p>Strategy's Expected Result/Impact: Lesson Plans and Classroom Observations.</p> <p>Staff Responsible for Monitoring: Science Teachers</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Meet the needs of the diverse student populations.

Performance Objective 3: Maintain a passing rate for Hispanic students in science to above 60%.

Evaluation Data Sources: STAAR test results.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing professional development with the science teachers and region 14 through on campus visits throughout the school year.</p> <p>Strategy's Expected Result/Impact: Documentation of visits and activities</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.</p> <p>Strategy's Expected Result/Impact: Transcripts and Employee References.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ESL certification for all core academic staff.</p>	Formative			Summative
	Dec	Feb	Apr	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Meet the needs of the diverse student populations.

Performance Objective 4: The master schedule and staff assignments will reflect an increased priority on special programs. These programs include: Gifted and talented, 504, English as a second language (ESL), response to intervention (RTI), accelerated instruction (AI) and Dyslexia.

Evaluation Data Sources: Master Schedule. Special programs will receive increased staffing and time during the school day.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign staff members as grade level liaisons for each special program. These liaisons would manage the day to day task of special programs by communicating with and assisting the grade level teachers. They will also serve as a liaisons between the school and home.</p> <p>Strategy's Expected Result/Impact: Master schedule, job descriptions, teacher survey.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: 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 all professional staff 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 A, A, or highly qualified.

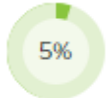







Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Staff Development through region 14 for teachers, administrators, counselors, and program coordinators. Strategy's Expected Result/Impact: completion certificates Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Participation in professional development activities by school administration for improving school climate, teacher effectiveness, data disaggregation, school leadership, and student success. Strategy's Expected Result/Impact: completion certificates Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: 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 2: All core teachers will have ESL certification to appropriately address the needs of non-native English speakers.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: All new staff hired will be required to have ESL supplemental certification. Current staff will be required to have ESL supplemental certification by the beginning of the 2019-2020 school year.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: Improve student academic achievement through the use of technology.

Performance Objective 1: Increase the amount of technology available to students in the classroom.

Evaluation Data Sources: Inventory list specific to grade level and subject area.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase of classroom sets of technology for teachers who show technology proficiency and create a plan to show how the technology would be implemented to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Technology Inventory and classroom observation.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: Improve student academic achievement through the use of technology.

Performance Objective 2: Provide professional development to staff on the usage of technology and instructional strategies utilizing the technology.

Evaluation Data Sources: Professional development schedule and teacher surveys.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Selection of campus technology leaders on campus that will become the campus instructional technology leaders. Strategy's Expected Result/Impact: Team Meetings and documentation of outcomes. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Professional Development for campus technology leaders. This will include these teachers become google certified educators. Strategy's Expected Result/Impact: Documentation of activities completed. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 8: Eastland ISD will meet PBMAS standards

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

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
1	2	2	Implementation of the Fundamental Five as well as other researched based strategies that increase the quality and depth of instruction, promoting the learning of all students.
1	2	3	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
1	2	5	Increase learning time in intervention and accelerated instruction of Math and Reading that is individualized to the students current level of achievement. This will be done through a study skills class at each grade level pull out high intensity tutoring.
1	3	1	Progress Monitoring utilizing Moby Max, achieve 3000, prodigy, and Think Through Math.
1	3	2	Course offered in all grades to teach organization, time management, goal setting, and study skills. All students in special education will be required to take this course.
5	1	2	Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year.
5	2	1	Provide ongoing professional development with the Science teachers and region 14 through on campus visits throughout the school year.
5	2	2	1) Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.
5	2	3	Vertical Alignment of Science 3-8 and increased focus on hands on science activities grades 6 and 7 that promote greater interest in science for all students.
5	3	1	Provide ongoing professional development with the science teachers and region 14 through on campus visits throughout the school year.
5	3	2	1) Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.
6	1	1	Staff Development through region 14 for teachers, administrators, counselors, and program coordinators.
6	1	2	Participation in professional development activities by school administration for improving school climate, teacher effectiveness, data disaggregation, school leadership, and student success.

State Compensatory

Budget for Eastland Middle

Total SCE Funds: \$209,754.00

Total FTEs Funded by SCE: 2.63

Brief Description of SCE Services and/or Programs

SCE will fund tutorials and help lower student to teacher ratios to better service student at risk of dropping out of school and those who have not performed satisfactorily on state assessments. Classes will be designed to help students better understand content and develop relationships to help encourage success and staying in school. (Funds include 199 and 282)

Personnel for Eastland Middle

<u>Name</u>	<u>Position</u>	<u>FTE</u>
CORY BOLES	INTERVENTIONIST	1
CRISTA JONES	TEACHER	0.13
KRYSTAL VERNON	TEACHER	0.13
MAE RACKOW	TEACHER	0.13
MORGAN LACY	SOCIAL WORKER	1
NICOLE PURDOM	AIDE	0.1
STEPHANIE AINSWORTH	TEACHER	0.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DEBBIE THOMPSON	INSTRUCTION TECHNOLOGY/MEDIAI	TEACHNOLOGY/MEDIA	.25
Rachel Schuman	Teacher	Reading Intervention	.5
SHELBY SKINNER	AIDE	READING-MATH	1
SHELLEY RINEHART	CURRICULUM & INSTRUCTION	CURRICULUM	.25

Plan Notes

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. **Improve Academic Performance** Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. **Increase the Use of Quality Data to Drive Instruction** The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. **Increase Leadership Effectiveness** Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. **Increased Learning Time** Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. **Increase Family and Community Engagement** Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education

(Barton, 2003).

6. Improve School Climate The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools' effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

7. Increase Teacher Quality Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program. These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

FUNDAMENTAL 5 € FORMULA FOR QUALITY INSTRUCTION

i,ž Frame the Lesson

i, j Posted learning objective in student friendly language

i, j Look at the lesson and translate how you will talk to kids

i, j Have a closing question or product with every lesson

i,ž Work in the Power Zone

i, j Don't teach from your desk or podium (60% of HS teachers do)

i, j Proximity to students working is vital (70% goal)

ĩ,ĵ Increases on task behavior and retention

ĩ,ĵ Where we say something is as important what we say. Arrange your room to allow movement.

ĩ,ž Frequent Small Group Purposeful Talk

ĩ,ĵ Every 10â€15 **minutes stop & let kids discuss for 30 to 60 seconds**

ĩ,ĵ Still must be teacher driven with 2â€4 **students per group**

ĩ,ĵ Use natural transition points in your lesson

ĩ,ĵ Pre plan your questions or the questions will tend to be low level type questions

ĩ,ž Recognize and Reinforce

ĩ,ĵ Personalize both with each student

ĩ,ĵ Success & improvement needs recognition

ĩ,ĵ Reinforce all good things & procedures

ĩ,ž Write Critically

ĩ,ĵ The least observable trait of the 5

ĩ,ĵ Examples: Purposeful note taking, Summary paragraphs, class exit tickets, use as a warm up to begin class

ĩ,ĵ Writing creates retention for every level of student ĩ,ĵ Note taking templates & how to use it

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jason Henry	Principal
Non-classroom Professional	Lacy Majors	Counselor
Business Representative	Melanie Hicks	Business Owner
Parent	Patricia Beasley	parent
Classroom Teacher	Tanee Wharton	Teacher 7th Grade
Classroom Teacher	Amanda Smedley	7th Math
Classroom Teacher	Marla Foster	Special Education Teacher 6-8
Classroom Teacher	Krystal Vernon	6th Math
Classroom Teacher	Jennifer Burrus	8th ELAR
Classroom Teacher	Jett Lowrance	Fine Arts
Administrator	Jennifer McLean	Assistant Principal
Community Representative	Mandy Scott	FBC Youth Leader
Parent	Melissa Wilson	Parent
Business Representative	Bryan Wilson	Business Representative
Classroom Teacher	Denise Skinner	8th Science
Classroom Teacher	Jennifer Bonilla	7th Writing
Community Representative	Derrick Morris	Community Representative - youth pastor
District-level Professional	Debbie Thompson	Instructional Technology
Paraprofessional	Tracy Rutledge	8th Grade Inclusion Aide