

# **Eastland Independent School District**

## **District Improvement Plan**

**2020-2021**



# 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	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Actively implement plan to increase fund balance and improve cash flow.	10
Goal 2: The needs of the diverse student population are met. Part I	11
Goal 3: The needs of the diverse student population are met. Part II	21
Goal 4: Through enhanced prevention efforts, all students will graduate from high school.	31
Goal 5: Student academic achievement will improve due to participation in curricular and extracurricular activities.	33
Goal 6: All students at Eastland ISD will be educated in learning environments that are safe, drug free, and conducive to learning.	37
Goal 7: Parents will be full partners with educators in the education of their children.	44
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.	49
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.	51
State Compensatory	75
Budget for District Improvement Plan	76
Personnel for District Improvement Plan	76
Title I Personnel	78
District Funding Summary	79
Addendums	80

# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

#### STAAR SUMMARY

From the 2017-2018 to the 2018-2019 school year, many improvements in academic performance were made across the district.

#### Elementary

- Student performance increased from 70% Approaches and 34% Meets to 77% Approaches to 44% Meets
- Writing scores increased from 52% to 62%
- Math scores increased from 67% Approaches and 27% Meets to 80% Approaches and 47% Meets
- Reading scores increased from 79% Approaches and 44% Meets to 80% Approaches and 50% Meets
- Science scores increased from 70% Approaches and 26% Meets to 72% Approaches and 46% Meets

#### Middle School

- Student performance increased from 76% Approaches and 43% Meets to 85% Approaches to 58% Meets
- Writing scores increased from 80% Approaches and 43% Meets to 81% Approaches and 53% Meets
- Math scores increased from 82% Approaches and 48% Meets to 91% Approaches to 64% Meets.
- Reading scores increased from 76% Approaches and 41% Meets to 85% Approaches and 57% Meets
- Science scores increased from 72% Approaches and 47% Meets to 88% Approaches and 51% Meets
- Social Studies scores increased from 64% Approaches and 33% Meets to 72% Approaches and 52% Meets

#### High School

- Student performance remained the same at 77% Approaches but Meets increased from 41% to 44%
- ELA/Reading scores decreased from 69% Approaches to 66% Approaches but increased from 41% Meets to 42% Meets
- Math scores decreased from 77% Approaches to 75% Approaches but increased from 25% Meets to 32% Meets
- Science scores increased from 87% Approaches to 90% Approaches but decreased from 48% Meets to 45% Meets
- US History scores increased from 91% Approaches and 60% Meets to 92% Approaches to 66% Meets

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. Two campuses, Siebert Elementary and Eastland High School, were designated as “B” campuses. 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 score of 48 (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—52 (79-C)

Math—51 (78-C)

Writing—27 (53-F)

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 component score of 60 is needed for a score of “A.” The area with the greatest need for intervention is 4<sup>th</sup> Grade Writing. Only 16% of students taking this assessment reached the Meets performance level and only 4% scored in the Masters range. While student performance does indicate some weakness in the revising and editing portions of the assessment, the majority of students (82%) earned a composition score of 2 (basic) or lower.

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 an “A” for CCMR and their graduation rate but a “C” for student performance. The areas measured for high school are as follows:

ELA/Reading—38 (65-D)

Math—39 (67-D)

Science—50 (77-C)

Social Studies—63 (91-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 the areas of English I and II and Algebra I. On the English I assessment, 51% of students performed at the basic or below levels of proficiency on the written composition. 53% of students received a written composition score of 2(basic) or below.

Siebert Elementary received a score of 77 (B) 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—77-B (2018—60 [58-F])

Reading—69 (70-C) (2018—62 [59-F])

Math—85 (92-A) (2018—57 [56-F])

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

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

High School—65-C

ELA/Reading—76 (86-B)

Math—51 (57-F)

Growth from 8<sup>th</sup> 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.

Siebert Elementary and Eastland High School each received a score of “C” for Domain III. The problem areas are as follows:

Siebert:

Academic Achievement Reading: Not met—Hispanic, White, EL

Academic Achievement Math: Not met—Hispanic, White, EL, Non-Continuously Enrolled

Growth Status Reading: Not met—White, Eco Dis

Student Success: Not met—Hispanic, White, EL

High School:

Academic Achievement Reading: Not met—All students, White, Sped, Continuously Enrolled, Non-Continuously Enrolled

Academic Achievement Math: Not met— All students, Hispanic, White, Sped, Continuously Enrolled

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

Student Success: Not met—All students, White, EL & monitored, Sped, Non-continuously Enrolled

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

1. Improved writing scores are needed at all levels. (Percentage of students at each campus performing at the basic level or below: Siebert—82%; Middle School—61%; EHS—52%)
2. A greater number of students need to reach the Meets and Masters levels of performance at all grade levels.
3. Greater growth in reading at the elementary level is needed from one year to the next.
4. Greater growth is needed from 8<sup>th</sup> grade math to Algebra I.
5. 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	
	2018	2019	2018	2019	2018	2019	2018	2019
<b>Student Achievement</b>	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
<b>School Progress</b>	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
<b>Closing the Gaps</b>	C	B	F	C	C	A	C	C
<b>OVERALL</b>	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

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- 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)
- Local benchmark or common assessments data

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data







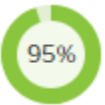


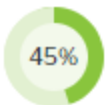


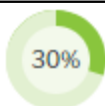

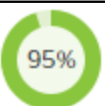

# Goals

**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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student enrollment in weighted courses <b>Strategy's Expected Result/Impact:</b> PEIMS Data <b>Staff Responsible for Monitoring:</b> Campus Administrators, counselors, and course instructors	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Actively Seek other funding <b>Strategy's Expected Result/Impact:</b> Grant Awards <b>Staff Responsible for Monitoring:</b> Assistant Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Reduce district funded meals <b>Strategy's Expected Result/Impact:</b> Decrease in Meal Expenditures <b>Staff Responsible for Monitoring:</b> Superintendent, Athletic and Band Directors, and Group Sponsors	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> School Finance Training <b>Strategy's Expected Result/Impact:</b> Workshop Certificates <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Finance	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Reduce utility costs throughout district facilities <b>Strategy's Expected Result/Impact:</b> Employee Training Manual & Utility Bills <b>Staff Responsible for Monitoring:</b> Superintendent, & Asst. Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Partnership with local TDCJ unit for offender workforce to reduce need for additional maintenance positions and/or contracted labor sources. <b>Strategy's Expected Result/Impact:</b> Maintenance projects completed <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Maintenance Director	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Partnership with Region 14 Education Service Center to train/successfully implement ESSA, Title I, Part A. <b>Strategy's Expected Result/Impact:</b> ESSA application, Workshop Certificates <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Director of Finance	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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.









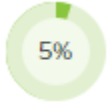



**Evaluation Data Sources:** A well-balanced and appropriate curriculum will be provided to all students.

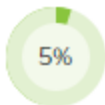



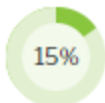

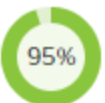





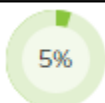



Students in special populations and students identified as "At Risk" will meet all Domain III targets.













**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Special Education Coordinator; Classroom Teachers; PPCD Staff ARD Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Special Ed Coordinators ARD Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> SPED students will meet Domain III targets: Increase Academic Achievement Status in ELA/Reading to 19% from 16%; the Academic Achievement Status in Math was met with 25%; the Growth Status target in ELA/Reading was met with a score of 60; the Growth Status target in Math was met with a score of 65; increase the Student Success Status from 22 to 23. 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><b>Staff Responsible for Monitoring:</b> Campus Principals Special Ed Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A speech therapist will serve qualifying students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> East End Co-op Classroom teachers ARD Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students who meet the district criteria will participate in a Gifted &amp; Talented program.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals GT Coordinators Teachers: Gifted &amp; Talented, Pre-AP, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				





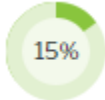
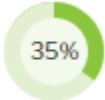






Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students assigned to DAEP will continue to receive educational services as well as restorative counseling to prepare for a smooth transition back to the regular campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of repeat placements in DAEP.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The C.A.R.E. Campus will meet the needs of students who would benefit from an alternative educational setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students completing course requirements.</p> <p><b>Staff Responsible for Monitoring:</b> HS Principals C.A.R.E Campus Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Students qualifying for ESL services will receive instruction supported by the ELPS in the general education classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 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: Increase Academic Achievement in ELA/Reading from 27% to 29%; Academic Achievement in Math meet with 41%; Growth Status for ELA/Reading and Math were meet with scores of 77 and 72; ELPS status will increase from 33% to 36%; Increase Student Success Status from 36 to 37. 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><b>Staff Responsible for Monitoring:</b> Campus Principals ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> ESC 14 will provide technical assistance on ESSA Application and Compliance Reports.</p> <p><b>Strategy's Expected Result/Impact:</b> ESSA applications and reports will be completed on time and accurately.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent &amp; Title I, Consultant ESC14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Pregnancy related services, including counseling, will be provided to pregnant students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students who continue enrollment and complete course requirements for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, &amp; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Efforts will be made to identify and provide services to migrant students and families.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  Migrant Coordinator  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Benchmarks will be given in STAAR tested subjects and used to track the performance and progress of students in special population groups.  <b>Strategy's Expected Result/Impact:</b> Decrease in the achievement gap between students in special populations and other student groups.   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.  <b>Staff Responsible for Monitoring:</b> Campus Principals  Director of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Dyslexia services will be provided to qualifying students by a highly trained dyslexia interventionist.  <b>Strategy's Expected Result/Impact:</b> 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.   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.  <b>Staff Responsible for Monitoring:</b> Campus Principals  Dyslexia Trained Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Homeless Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Curriculum Based Assessment in all STAAR tested areas will be used to track the performance and progress of various student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Campus Principals Director of Curriculum and Instruction Instructional Technology Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> English Language Arts and Reading teachers teaching ESL students will be or will be required to obtain ESL certification.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> 504 services will be provided to qualifying students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals 504 Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Data will be used to determine students in need of Tier 2 and Tier 3 interventions. The Response to Intervention procedures will be followed to ensure these students receive the help they need to be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal RtI Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> Tutorials will be available to struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> Instructional aides will be assigned to support student learning and success through intervention and inclusion services.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Classroom Teachers Instructional Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 23 Details	Reviews			
<p><b>Strategy 23:</b> Siebert Elementary will continue to use the Leveled Literacy Program to provide reading instruction and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers Instructional Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 24 Details	Reviews			
<p><b>Strategy 24:</b> Eastland Middle School and High School will continue to use Achieve 3000 to provide reading support and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals, Counselors, Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				






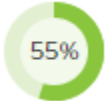






Strategy 25 Details	Reviews			
<p><b>Strategy 25:</b> The district, in conjunction with the Special Education Co-op, will maintain a Behavior Intervention Unit on the Siebert campus. Services in the Behavioral Unit will be provided by a highly trained special education teacher. A minimum of two instructional aides will be assigned to this unit.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Superintendent Siebert Principal Behavioral Unit Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 26 Details	Reviews			
<p><b>Strategy 26:</b> 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><b>Strategy's Expected Result/Impact:</b> SPED students will meet Domain III targets: Increase Academic Achievement Status in ELA/Reading to 19% from 16%; the Academic Achievement Status in Math was met with 25%; the Growth Status target in ELA/Reading was met with a score of 60; the Growth Status target in Math was met with a score of 65; increase the Student Success Status from 22 to 23. Progress toward this goal will be evaluated every six weeks period through the analysis of Curriculum Based Assessment data.</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 the analysis of Curriculum Based Assessment data.</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Special Ed Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue				

















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






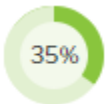
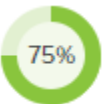









**Performance Objective 1:** All Eastland ISD students will reach the Approaches Performance Level on STAAR and EOC Assessments. 60% of students will reach the Meets Performance Level on STAAR and EOC Assessments.

**Evaluation Data Sources:** STAAR and EOC accountability reports






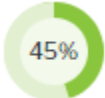










**Summative Evaluation:** Some progress made toward meeting Objective













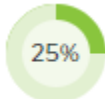



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All campuses will work to develop an effective writing program, ensuring that students become proficient in writing and the use of language conventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Based on a district created rubric, a greater number of students will demonstrate writing proficiency.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on writing STAAR and EOC assessments.</p> <p>Increase in the number of students producing compositions reflecting a score of 3 or 4 on STAAR Writing and English I and II EOCs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Decrease in the number of failing grades and missing assignments for 6th grade students.</p> <p><b>Staff Responsible for Monitoring:</b> Middle School Principals STAMP Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data will be analyzed by teachers and administrators for all local and state assessments to determine student needs and drive instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the level of proficiency as evidenced by Curriculum Based Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Classroom Teacher Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

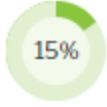















Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Siebert Elementary will continue to provide the PIERS Reading Program to students in the 1st grade who are in critical need of reading intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the level of reading proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal PIERS Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Siebert Elementary will continue to utilize the Accelerated Reader Program to provide reading practice and track proficiency levels and comprehension skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the level of reading proficiency.</p> <p>Increase in the number of students meeting grade level reading goals.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Teachers &amp; Librarians</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Tutoring will be available to all students before, during, and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of students with failing grades and missing assignments.</p> <p>Decrease in the retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Teachers: All</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Siebert Elementary will continue to provide the opportunity for students to participate in the Six Flags Read to Succeed program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' daily reading.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Principal &amp; Teachers: K-5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All students in grades K-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><b>Strategy's Expected Result/Impact:</b> Increased early detection of reading deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Counselor Director of Teachers: K-2</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> STAR diagnostic reading and math assessments will be taken by students grades 1-8 and used to determine needed interventions or support.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Director of Curriculum and Instruction Computer Lab Aide</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Scholastic Book Fairs will be sponsored by PTO twice a year to promote the enjoyment of reading.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Elementary Principal &amp; PTO book fair chairperson</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Dyslexia services will be provided to qualifying students by a highly trained dyslexia interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal Dyslexia Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Siebert Elementary will continue to use the Leveled Literacy Program to provide reading instruction and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators, Classroom Teachers, Director of Curriculum and Instruction, Instructional Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> A dyslexia screener will be given to all kindergarten and first grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the early detection of and interventions for dyslexic tendencies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselor Director of Curriculum and Instruction Dyslexia Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> The use of student data folders will be implemented to promote student initiative in growth and positive teacher/student relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement.</p> <p>Increase in student ownership of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in the number of one-on-one counseling sessions with students regarding course and career choices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Counselor CTE Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> The district curriculum will be research based and aligned to state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the level of proficiency in reading and math as indicated by STAR 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Good attendance will be encouraged through the recognition of perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Summer School will be provided to 5th and 8th grades who did not pass the reading and/or math STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the success rate of students taking a STAAR 2nd or 3rd administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> All students who did not reach the Approaches level on any STAAR or EOC will be provided with specialized accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> High school students will receive counseling to increase their awareness of available financial aid, grant and scholarship opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the information they need to pursue various post-secondary options.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> Priority will be given to Reading and Math in scheduling to provide the maximum amount of time for these courses. (3-5)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Counselor Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> Siebert Elementary will continue to provide a 2nd math class for all 4th and 5th grade students to provide extended opportunities to achieve mastery of the content and individualized support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math proficiency as evidenced by STAR.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 23 Details	Reviews			
<p><b>Strategy 23:</b> An automated phone call will go out the the parents or guardian of any absent student.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rate as evidenced by the ADA calculations for each six weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Technology Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				





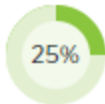







Strategy 24 Details	Reviews			
<p><b>Strategy 24:</b> Teachers will be provided with professional development through the ESC or by the local professional development coordinator to equip them to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students, performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 25 Details	Reviews			
<p><b>Strategy 25:</b> Benchmarks will be given in STAAR tested subjects and used to track the performance and progress of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 26 Details	Reviews			
<p><b>Strategy 26:</b> Curriculum Based Assessment in all STAAR tested areas will be used to track the performance and progress of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Campus Principals Director of Curriculum and Instruction Instructional Technology Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 27 Details	Reviews			
<p><b>Strategy 27:</b> The educational environment will be maintained by limited the number of interruptions caused by announcements and classroom visitors.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of classroom interruptions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Office Secretaries</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue				







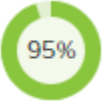





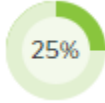

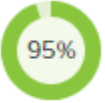





**Goal 3:** The needs of the diverse student population are met. Part II


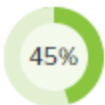










**Performance Objective 2:** Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development and administration.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Siebert Elementary will continue to utilize the Accelerated Reader Program to provide reading practice and track proficiency levels and comprehension skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the level of reading proficiency.</p> <p>Increase in the number of students meeting grade level reading goals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Classroom Teachers Media Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Eduphoria, Lead4ward modules, and Google suite applications will be used to extensively track student data to inform intervention and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers grades 1-12 will utilize the electronic gradebook, allowing parents and students constant access to grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent awareness and involvement.</p> <p>Decrease in the number of failing grades and averages and missing assignments.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Staff Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase integration of technology into daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals IT Coordinator Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in the level of proficiency based on T-TESS criteria of district teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent &amp; Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Eastland ISD personal will be provided with the technology staff development needed to integrate technology into daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the regular and meaningful use of technology by the teacher and students in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent Technology Coordinators Media Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Eastland ISD will ensure that the network infrastructure will be kept up to date.</p> <p><b>Strategy's Expected Result/Impact:</b> Network Performance will support the educational and professional needs and students and personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent &amp; ITC Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> EHS and EMS will implement digital classroom strategies in their lessons to enhance learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement due to the use of meaningful technology in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Assistant Superintendent, Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Siebert Elementary will begin utilizing iStation to build and track reading proficiency and provide needed intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the level of reading proficiency.</p> <p>Decrease in the number of students reading below grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> The myOn Reader will be available to elementary students at school and at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the amount of time spent reading at school and at home.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Media Specialist Director of Curriculum and Instruction</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 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Extensive counseling will be available to students at risk of dropping out to ensure they understand the repercussions of dropping out as well as the alternatives, interventions, and strategies available.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of counseling sessions with students at risk for dropping out.</p> <p>Decrease in the drop out rate.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Eastland ISD will strive to increase the availability of vocational programs to students in grade 7-12.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal &amp; Vocational teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Information regarding the repercussions and dropping out as well as options for interventions will be communicated to the parents or guardians of students at risk of dropping out.</p> <p><b>Strategy's Expected Result/Impact:</b> Parental involvement and awareness will increase.</p> <p>Decrease in the dropout rate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal &amp; Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The C.A.R.E. Campus will provide students with the opportunity for credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in graduation rates.</p> <p>Decrease in drop-out rates.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal &amp; CARE Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June



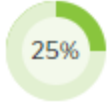



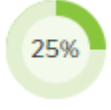
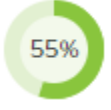






Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Dual Credit opportunities will be made available to all students, including students who are designated as At Risk and economically disadvantaged, for a cost of \$100 per course.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolled in dual credit courses.</p> <p>Increase in the number of students graduating with an Associates degree.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals &amp; College Partners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased attendance rate</p> <p>Decrease in the dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Superintendent Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






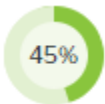
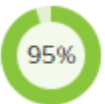





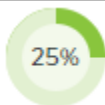

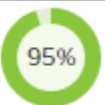

**Goal 5:** Student academic achievement will improve due to participation in curricular and extracurricular activities.

**Performance Objective 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

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

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student recognition.</p> <p><b>Staff Responsible for Monitoring:</b> Campus &amp; District Administration Coaches &amp; Sponsors Counselors Technology Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Middle school students will have the opportunity to enroll in elective courses to promote interest in high school level extracurricular programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolled in program specific elective courses.</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> High School students will be provided with the necessary information and guidance to enroll in dual credit courses.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> High School Principal &amp; Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Siebert Elementary students in grade 4-5 will have the opportunity to participate in Siebert Singers.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Music Teacher Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

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

**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

















Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased visibility of students and student groups in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Program Sponsors Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Young students will learn the importance of helping others.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Siebert Elementary will host a Hometown Heroes Celebration to honor Veterans and our community first responders and emergency workers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn about the services of these members of the community and the importance of honoring them and saying thank you.</p> <p><b>Staff Responsible for Monitoring:</b> 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.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Eastland ISD will actively work to hire and retain custodial and maintenance personnel.  <b>Strategy's Expected Result/Impact:</b> Hiring of additional personnel to enhance the maintenance of the district's grounds and facilities  <b>Staff Responsible for Monitoring:</b> Superintendent                      Asst. Superintendent                      Maintenance Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor and Update HVAC system  <b>Strategy's Expected Result/Impact:</b> Repair/Replacement Records  <b>Staff Responsible for Monitoring:</b> Superintendent &amp; Asst. Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A plan, based upon a needs assessment conducted by stakeholders, will be developed to prioritize needed updates and improvements to district facilities.  <b>Strategy's Expected Result/Impact:</b> Prioritized updates will ensure safe facilities that are conducive to learning.  <b>Staff Responsible for Monitoring:</b> Asst. Superintendent &amp; Maintenance Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Nonfunctional doors, windows, furniture, and equipment will be replaced or repaired.  <b>Strategy's Expected Result/Impact:</b> Ongoing repairs or replacements will ensure safe facilities that are conducive to learning.  <b>Staff Responsible for Monitoring:</b> Campus &amp; District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The building will be inspected and kept safe and clean at all times.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Custodial Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Eduphoria will be used by district personnel to submit maintenance needs to the Director of Maintenance.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Maintenance Director &amp; Asst. Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Eastland ISD will partner with local TDCJ unit for offender workforce to reduce the need for additional maintenance positions and/or contracted labor sources.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of the TDCJ unit will increase the cost efficiency of maintenance projects and increase the number of repairs and improvements that can be made.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Maintenance Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Student Resource Officers will conduct regular safety inspections to ensure campus facilities are in compliance with safe school standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety audits will indicate that district facilities are in compliance with safety standards.</p> <p><b>Staff Responsible for Monitoring:</b> Student Resource Officers Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue				

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





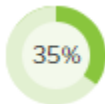

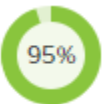













**Performance Objective 2:** Eastland ISD will take measures to monitor the safety of students and personnel and provide educational programs on topics such as drug use and violence.

















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



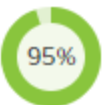

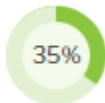
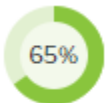
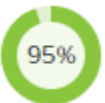







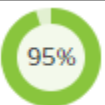

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> On an ongoing basis, the district will address any safety issues determined by a needs assessment conducted by various stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety concerns will not go unaddressed.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals SROs</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evacuation and shelter plans will be clearly posted in all district facilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergency plans are clearly visible in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in the number of educational programs offered.</p> <p>Increased student awareness regarding these issues.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Eastland ISD will partner with local authorities to monitor and respond to dangerous weather conditions.</p> <p><b>Strategy's Expected Result/Impact:</b> Informed decisions will be made regarding the use of emergency procedures and school closings due to inclement weather conditions.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All campuses will follow state and local policy regarding visitor access to campuses and classrooms.  <b>Strategy's Expected Result/Impact:</b> Reduced access to campuses and classrooms of high risk visitors.</p> <p>Increased safety for students and personnel.  <b>Staff Responsible for Monitoring:</b> Administrators: All  Teachers: All  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12  <b>Strategy's Expected Result/Impact:</b> Plan  <b>Staff Responsible for Monitoring:</b> Administrators  Staff  Local law enforcement/SRO  Region XIV consultants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Eastland ISD will ensure the maintenance of a policy regarding teen dating violence.  <b>Strategy's Expected Result/Impact:</b> The district will be able to correctly follow policy in the event of teen dating violence.  <b>Staff Responsible for Monitoring:</b> Superintendent  EISD Board  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Eastland ISD will ensure that campus personnel will comply with any enforcement or protective orders brought to the attention of district or campus personnel.  <b>Strategy's Expected Result/Impact:</b> The appropriate personnel will be made aware of these orders to ensure the safety of students and personnel.  <b>Staff Responsible for Monitoring:</b> Campus Principals  SRO  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased understanding by school personnel of emergency procedures and operations.  <b>Staff Responsible for Monitoring:</b> Asst. Superintendent  Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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><b>Strategy's Expected Result/Impact:</b> Safer driving conditions for all route buses.</p> <p>Increased efficiency in campus to campus communications.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent SROs</p> <p><b>Funding Sources:</b> - School Safety - \$13,251.42</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> The full time position of a social worker will be maintained by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - State/Local - \$40,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Red Ribbon Week will be observed to promote a healthy lifestyle and educate students regarding the dangers of drug and alcohol use.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 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><b>Strategy's Expected Result/Impact:</b> Decrease in the number of disciplinary referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Eastland ISD will partner with the Local Police Department for continued use of two School Resource Officer positions.</p> <p><b>Strategy's Expected Result/Impact:</b> Employment of SRO</p> <p>Ongoing evaluation and support of the safety measures put in place by the district</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principals and Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Regular emergency drills will be conducted at each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and personnel will feel comfortable with emergency procedures and able to appropriately respond in an emergency situation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Student Resource Officers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Siebert Elementary will continue to use the Raptor system to screen all visitors before allowing access to the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the admittance to the school of high-risk visitors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Front Desk Aide</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Educational programs regarding Teen Dating Violence will be provided to middle and high school students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors Social Worker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Evacuation and shelter procedures will be visible in all classrooms along with an emergency "Go Bag".</p> <p><b>Strategy's Expected Result/Impact:</b> Access to emergency procedures and "Go Bag" in all classrooms.</p> <p>Increased preparedness in case of emergency</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Student Resource Officers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> All classroom doors will remain locked throughout the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced access to students in the educational environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Student Resource Officers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue				





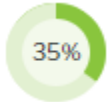
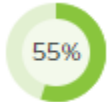
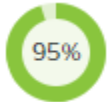





**Goal 7:** Parents will be full partners with educators in the education of their children.

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

**Evaluation Data Sources:** Attendance rate at least 97%.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Central office will support campus efforts to improve student attendance at all levels. <b>Strategy's Expected Result/Impact:</b> Increase in the attendance rate <b>Staff Responsible for Monitoring:</b> Superintendent & Asst. Superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students and campuses will be recognized and rewarded for good attendance. <b>Strategy's Expected Result/Impact:</b> Increase in the attendance rate <b>Staff Responsible for Monitoring:</b> Campus Principals Classroom teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Excessive absences will be referred to the courts. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of students with excessive absences <b>Staff Responsible for Monitoring:</b> Campus Principals School Resource Officer	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The district will inform parents of attendance policies and procedures at all levels. <b>Strategy's Expected Result/Impact:</b> Increase in the attendance rate <b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conferences will be conducted with the parents of students with poor attendance at all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The position of a full time social worker will be maintained by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced truancy and absenteeism</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Superintendent</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				









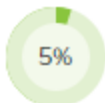



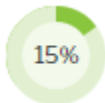







**Goal 7:** Parents will be full partners with educators in the education of their children.

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in awareness of and attendance at events and activities.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent Program Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A district website will be maintained. Required postings as well as news and information about students and activities will be posted regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness of and participation in district activities.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent Media Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Eastland ISD will seek out opportunities to communicate through local media outlets such as the newspaper and radio.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of radio communications and newspaper articles shared with the community</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Asst. Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Parents will be confident that safety measures have been put in place to keep students safe while at school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The Apptegy Messaging System will be utilized to send phone or text announcements from the district or campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Technology Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Establishment of Community Leadership Group</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Multiple open house events and parent meetings will take place throughout the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of parents making positive visits to the campuses</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Program Sponsors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Parents will be provided with opportunities to support school programs through participation in organizations such as PTO and booster clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Program Sponsors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will be available for parent conferences, offering flexible options for meeting times.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of parent conferences taking place</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in the number of parents making positive visits to campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Parents will be provided with electronic access to their student's grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental awareness of student grades before final report cards are issued</p> <p>Increase in proactive parental involvement in student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals IT Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> 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><b>Strategy's Expected Result/Impact:</b> Parents will be active participants in developing an effective plan for their student's success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Apptegy will be used for school marketing and communications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of school news and upcoming events</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Campus Principals Media Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue				

**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.

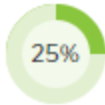



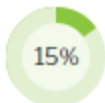



**Performance Objective 1:** All teachers will be highly qualified and will participate in professional development directly linked to identify student needs on each campus.

**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:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff development and consultant services will be made available to teachers and paraprofessionals at all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the awareness of services available</p> <p>Staff development will be provided based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Superintendent Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Teachers: All Asst. Supt. Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A comprehensive professional development plan will be developed based upon student data and a needs assessment conducted by various stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development will result in improved teacher preparedness and student success.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent Campus Administration Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Child Care Center for children of district employees</p> <p><b>Strategy's Expected Result/Impact:</b> Enrollment # (full capacity) TDPRS License</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent Elementary Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers new to the district will be provided with the support they need to be successful in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> A comprehensive professional development program will be developed to meet the needs of newly hired employees.</p> <p><b>Strategy's Expected Result/Impact:</b> New employees will have the information they need to effectively utilize programs such as Eduphoria, Gradebook, etc. and understand district expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress          Accomplished          Continue/Modify          Discontinue				

**Goal 9:** Eastland ISD will meet RDA standards.

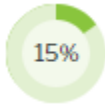




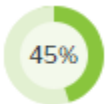






\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

**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 65.7%.

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:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Data from local and state math assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal ESL Coordinator Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 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.





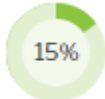



\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

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

**Evaluation Data Sources:** The combined overall percentage of ESL students in grades 3-8 who meet standard on the reading STAAR will be at or above the RDA standard of 57.5% up from 54.3%.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Leveled Literacy Program will be utilized at Siebert Elementary in an ESL group taught by an ESL certified teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Counselor ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Achieve 3000 will continue to be utilized at EMS and EHS to address the needs of students reading below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals ESL Coordinator Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Data from local and state reading assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Passing rate for ESL students in grades 3-8 on STAAR reading will be at least 57.5%. 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><b>Staff Responsible for Monitoring:</b> Campus Principal ESL Coordinator Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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 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 RDA standard of 57.5% up from 53.8%.

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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 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.

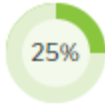



\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

**Performance Objective 4:** EL Students in grades 3-8 will perform at standard on the STAAR Writing assessment.

**Evaluation Data Sources:** The combined overall percentage of EL students in grades 3-8 who meet standard on the writing STAAR will be at or above the RDA standard of 46.4% up from 33.3%.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EL students will receive all Writing 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><b>Strategy's Expected Result/Impact:</b> EL students will meet the targets set for the Meets level of proficiency in writing 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><b>Staff Responsible for Monitoring:</b> Campus Administrator ESL Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data from local and state writing assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Passing rate for ESL students in grades 3-8 on STAAR writing will be</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



at least 46.4%. RDA reports will show progress.

EL students will meet the targets set for the Meets level of proficiency in writing by the A-F Accountability system.

Decrease in the performance gap between EL students and other student groups.

Increase in the number of EL students writing above the Basic level of proficiency.

Increase in the number of EL students earning a designation of advanced high for TELPAS writing

**Staff Responsible for Monitoring:** Campus Principal

ESL Coordinator

Director of Curriculum and Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 9:** Eastland ISD will meet RDA standards.



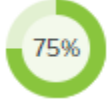





\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

**Performance Objective 5:** 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 standard of 39.5% up from 33.3%.

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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Coordinator</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.





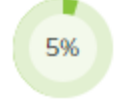



\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.









**Performance Objective 6:** 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 standard of 34.5% up from 7.1%.

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Eastland ISD will meet RDA standards.





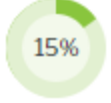







\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

**Performance Objective 7:** 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 standard of 76.2% up from 20%.

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><b>Strategy 1:</b> EL students will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of overall test scores for EL students on the EOC math STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education teachers, General Education teachers, ESL coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration ESL 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 8:** 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 standard of 55% up from 48.7%.

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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 48.7%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Special Education teachers General Education teachers Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration Special Education Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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.





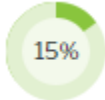







**Performance Objective 9:** Special Education students in grades 3-8 will perform at standard on the STAAR reading assessment.

**Evaluation Data Sources:** The combined overall percentage of special education students in grades 3-8 who meet standard on the reading STAAR will be at or above the RDA standard of 58 up from 51.3%.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 51.3%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Leveled Literacy Program will be utilized at Siebert Elementary to support the reading development of special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Intervention Coordinator Special Ed Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration Special Ed Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Achieve 3000 will be utilized at the middle school to support the reading development of special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Special Ed Coordinator Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 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 grades 3-8 will perform at standard on the STAAR writing assessment.

**Evaluation Data Sources:** The combined overall percentage of special education students in grades 3-8 who meet standard on the writing STAAR will be at or above the RDA standard of 34% up from 32%.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Education students in grades 3-8 will be monitored and assessed in writing TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 32%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> SPED students will meet the targets set for the Meets level of proficiency in writing 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><b>Staff Responsible for Monitoring:</b> Campus Administration Special Education Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 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 11:** 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 standard of 40% up from 34%.

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

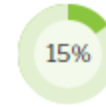
**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 34%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vertical alignment of Middle School Science courses with a focus on increasing the frequency and quality of hands-on science lab activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Current pass rate of SPED students in grades 3-8 will improve to at</p>	Formative			Summative
	Dec	Feb	Apr	June

least 65% up from current percentage of 34%

**Staff Responsible for Monitoring:** Campus Principal  
Science Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6



0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Goal 9:** Eastland ISD will meet RDA standards.

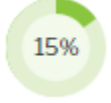







\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.









**Performance Objective 12:** 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 standard of 60% up from 16.7%.

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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improvement of overall test scores for Special Education students on the EOC STAAR ELAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration Special Ed Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Achieve 3000 will be utilized at the middle school to support the reading development of special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals Special Ed Coordinator Media Specialist</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.

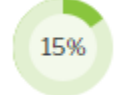







\*Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan.

**Performance Objective 13:** 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><b>Strategy 1:</b> Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improvement of overall test scores for Special Education students on the EOC STAAR ELAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> SPED students will meet the targets set for the Meets level of</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

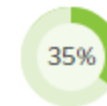
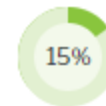
proficiency in math by the A-F Accountability system

SPED students will meet the targets set for growth in math by the A-F Accountability system

Decrease in the performance gap between SPED students and other student groups

All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.

**Staff Responsible for Monitoring:** Campus Administration  
Special Ed Coordinator



No Progress



Accomplished



Continue/Modify



Discontinue



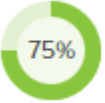





**Goal 9:** Eastland ISD will meet RDA standards.

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

**Performance Objective 14:** 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><b>Strategy 1:</b> Students at risk of failing the EOC ELA assessment will be in intervention classes to assist with success on EOC assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 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>				



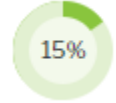

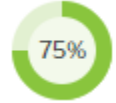





**Goal 9:** Eastland ISD will meet RDA standards.

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

**Performance Objective 15:** 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><b>Strategy 1:</b> Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



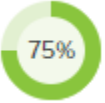





**Goal 9:** Eastland ISD will meet RDA standards.

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

**Performance Objective 16:** 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><b>Strategy 1:</b> Students will be monitored for growth leading towards successful completion of EOC by the use of CBA's</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Counselor, Classroom Teachers, Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 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>				

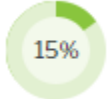







**Goal 9:** Eastland ISD will meet RDA standards.

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

**Performance Objective 17:** 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Addition of multimedia CTE courses to increase opportunities of class enrollment</p> <p><b>Strategy's Expected Result/Impact:</b> The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Counselor CTE Director</p> <p><b>Title I Schoolwide Elements:</b> 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>				

# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-XX-6112-XX-XXX-124-XXX	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,850.67
199-X-6119-XX-XXX-124-XXX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$367,150.13
199-XX-6122-XX-XXX-124-XXX	6122 Salaries or Wages for Substitute Support Personnel	\$510.40
199-XX-6129-XX-XXX-124-XXX	6129 Salaries or Wages for Support Personnel	\$55,534.23
199-XX-6141-XX-XXX-124-XXX	6141 Social Security/Medicare	\$6,307.94
199-XX-6142-XX-XXX-124-XXX	6142 Group Health and Life Insurance	\$18,989.95
199-XX-6143-XX-XXX-124-XXX	6143 Workers' Compensation	\$75.00
199-XX-6144-XX-XXX-124-XXX	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$37,690.45
199-XX-6146-XX-XXX-124-XXX	6146 Teacher Retirement/TRS Care	\$20,100.00
<b>6100 Subtotal:</b>		<b>\$513,208.77</b>
6300 Supplies and Services		
199-XX-6399-XX-XXX-124-XXX	6399 General Supplies	\$3,208.64
<b>6300 Subtotal:</b>		<b>\$3,208.64</b>

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALAINA THOMPSON	TEACHER	ENGLISH	.25
ALISHA ROGERS	TEACHER	SCIENCE	.13
ANDREW BRESTER	TEACHER	AEP/CTE	.5
BAILLIE GULLEY	TEACHER	MATH	.06
CARSYN ALLEN	TEACHER	SUMMER SCHOOL	
CRISTA JONES	TEACHER	ENGLISH	.13
DANIELLE COCHRAN	TEACHER	READING	.14
DARLA JOHNSON	TEACHER	SCIENCE	.13
DEAN VERNON	AIDE	AEP	1
DENA SIMMEL	TEACHER	MATH-SOCIAL STUDIES	.14
DOUGLAS GALYEAN	TEACHER	SUMMER SCHOOL	
EMILY LACY	TEACHER	MATH	.13
JACOB JOHNSON	TEACHER	SOCIAL STUDIES	.13
JENNIFER HENRY	TEACHER	MATH	.14
JILL HOLLYWOOD	AIDE	READING	.4
KAREN CLIFTON	TEACHER	MATH	.25
KEVIN WEST	TEACHER	ENGLISH	.25
KRYSTAL VERNON	TEACHER	MATH	
LEVI FREEMAN	AIDE	ISS	1
LISA BLANKENSHIP	AIDE	MATH-READING	1
LONDON DURANT	TEACHER	SOCIAL STUDIES	.14
MAE RACKOW	TEACHER	READING	.13
MEGAN SMITH	AIDE	MATH-READING	.14
MORGAN LACY	SOCIAL WORKER	SOCIAL WORK	1
NICOLE PURDOM	AIDE		
PAIGE HOOD	AIDE		
PATRICIA BEASLEY	AIDE	MATH-READING	.23
RUTH MARTINEZ	AIDE	MATH-READING	.47

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
SHONE MESSENGER	TEACHER	ENGLISH	.14
STEPHANIE AINSWORTH	TEACHER	READING	.14
SUSAN SCOTT	TEACHER	ENGLISH	.13
TANEE WHARTON	TEACHER	SOCIAL STUDIES	.25
TAVIA UNDERWOOD	TEACHER	SCIENCE	.14
TINA RODGERS	TEACHER	MATH	.14
TONI JONES	TEACHER	SCIENCE	.14
TROY DOYLE	TEACHER	MATH	.25
WILLIAM CULVERHOUSE	TEACHER	SCIENCE	.25

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DEBBIE THOMPSON	INSTRUCTIONAL TECHNOLOGY/MEDIA	TECHNOLOGY/MEDIA	.5
GAYLA GALYEAN	AIDE	MATH-READING	1
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	1ST GRADE	1
PATRICIA BEASLEY	AIDE	MATH-READING	.33
RACHEL SCHUMAN	TEACHER	READING	.5
SHELLEY RINEHART	DIRECTOR OF CURRICULUM & INSTRUCTION	CURRICULUM	.5
TERA DAVIS	TEACHER	READING	.5

# District Funding Summary

School Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	10			\$13,251.42
<b>Sub-Total</b>					\$13,251.42
State/Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	11			\$40,000.00
<b>Sub-Total</b>					\$40,000.00
<b>Grand Total</b>					\$53,251.42



# 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.