

**Eastland Independent School District**  
**District Improvement Plan**  
**2018-2019**

# Mission Statement

If it's good for the kids, it's our duty to make it happen.

## 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
Needs Assessment Overview .....	4
Comprehensive Needs Assessment Data Documentation .....	5
Goals .....	7
Goal 1: Actively implement plan to increase fund balance and improve cash flow. ....	7
Goal 2: The needs of the diverse student population are met. Part I .....	8
Goal 3: The needs of the diverse student population are met. Part II .....	11
Goal 4: The needs of the diverse student population are met. Part III .....	13
Goal 5: Through enhanced prevention efforts, all students will graduate from high school. ....	18
Goal 6: Student academic achievement will improve due to participation in curricular and extracurricular activities. ....	19
Goal 7: All students at Eastland ISD will be educated in learning environments that are safe, drug free, and conducive to learning. ....	21
Goal 8: Parents will be full partners with educators in the education of their children. ....	23
Goal 9: Eastland ISD will provide learning environments that are safe, drug free, and conducive to learning. ....	27
Goal 10: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students. ....	29
Goal 11: Eastland ISD will meet PBMAS standards *Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to the District Improvement Plan. ....	31
Title I Schoolwide Elements .....	48
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	48
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	48
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	48
District Funding Summary .....	49

# Comprehensive Needs Assessment

## Needs Assessment Overview

STAAR data was reviewed by the District Improvement Committee to determine areas of strength and weakness. Four areas were identified for immediate intervention. Writing in the 4th Grade, Social Studies in the 8th Grade, and English 1&2 Writing. Through consultation with ESC 14 and our Curriculum Specialists, training is being provided to k-2 teachers in Balanced Literacy to provide more writing opportunities for children in earlier grades. A leveled literacy intervention program has been purchased this year for use at the K-5 grade levels. Vertical alignment meetings for grades 3-5 to address gaps and to strengthen writing across the core content areas. Learner Center Instruction and Questioning trainings were provided to all secondary staff members to address engagement and student learning. Consultation with ELA experts as well as research based programs will be examined to address the areas of concern within the STAAR data. Some positive areas were noted in the STAAR data such as math scores being well above state and regional scores. Science scores were above or equal to state and regional data as well. Restructuring of the writing classes provided at 4th grade and support from the Reading Interventionist are also planned to assist with the low performance in 4th grade writing. The PBMAS data was reviewed as well and a TAIS document for improvement is included in this plan as an addendum.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

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

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

**Evaluation Data Source(s) 1:** Increase in the fund balance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>PBMAS</b> 1) Increase student enrollment in weighted courses		Campus Administrators, counselors, and course instructors	PEIMS Data				
2) Actively Seek other funding		Assistant Superintendent	Grant Awards				
3) Reduce district funded meals		Superintendent, Athletic and Band Directors, and Group Sponsors	Decrease in Meal Expenditures				
4) School Finance Training		Superintendent, Director of Finance	Workshop Certificates				
5) Reduce utility costs throughout district facilities		Superintendent, & Asst. Superintendent	Employee Training Manual & Utility Bills				
<b>Critical Success Factors</b> CSF 6 6) Partnership with local TDCJ unit for offender workforce to reduce need for additional maintenance positions and/or contracted labor sources.		Assistant Superintendent, Maintenance Director	Maintenance projects completed				
<b>Critical Success Factors</b> CSF 2 CSF 3 7) Partnership with Region 14 Education Service Center to train/successfully implement ESSA, Title I, Part A.		Asst. Superintendent, Director of Finance	ESSA application, Workshop Certificates				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

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

**Performance Objective 1:** Programs for special populations will be provided to encourage all students to meet their full educational potential.

**Evaluation Data Source(s) 1:** A well-balanced and appropriate curriculum will be provided to all students.

















### Summative Evaluation 1:

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Early childhood student assistance, PPCD	2.5, 2.6	Classroom Teachers & PPCD Staff	Teacher schedule Paraprofessional schedule List of qualifying students				
<b>Critical Success Factors</b> CSF 1	2.4	Teachers/staff: Special Education	Student records				
2) Resource teachers/aides to help students, PPCD-12							
3) Speech therapist for qualifying students, PPCD-12	2.6	East End Co-op	Speech records				
4) Counseling/Career planning, 6-12		Teachers: C.T.E. Counselors: Secondary	Career portfolios				
5) Comprehensive Gifted and Talented program, K-12		Teachers: Gifted & Talented, Pre-AP, AP	Student progress Class rolls Test results				
<b>Critical Success Factors</b> CSF 6	2.6	Campus Principals	Student records Parent feedback				
6) Disciplinary Alternative school, K-12							
<b>Critical Success Factors</b> CSF 1 CSF 7	2.4, 2.6	Asst. Superintendent, Campus Principals & Teachers	Walk through T-TESS Evaluations				
7) Curriculum Alignment							
<b>Critical Success Factors</b> CSF 6	2.6	HS Principals	Course Completion				
8) C.A.R.E. Campus							



<b>Critical Success Factors</b> CSF 6 9) Red Ribbon Week, PPCD-12		Elementary & Secondary Counselors	Student records				
<b>Critical Success Factors</b> CSF 6 10) Perfect attendance recognition, PPCD-12		Campus Principals	Student records				
<b>Critical Success Factors</b> CSF 6 11) Guidance activities on character education (manners, attitude, good character, conflict resolution), PreK-12		Elementary & Secondary Counselors	Counseling schedule				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 12) ESL instruction, PPCD-12	2.4, 2.6	ESL Instructors	STAAR L & TELPAS results				
<b>Critical Success Factors</b> CSF 1 CSF 4 13) Title I School-wide program, K-8	2.4, 2.5, 2.6	EMS & Siebert Teachers and Instructional Aides	Student records, Parent evaluation				
14) ESC 14 will provide technical assistance on NCLB Application and Compliance Report		Asst. Superintendent & Title I, Consultant ESC14	Working Papers & Completed Application & Compliance Report in egrants				
<b>Critical Success Factors</b> CSF 5 CSF 6 15) Pregnancy related services plan that provides counseling services, 6-12	2.6	Principals, Counselors, & Teachers	Enrollment records				
<b>Critical Success Factors</b> CSF 1 CSF 2 16) EOC Workshops, 9-12		High School Principals EOC Workshop Teachers	RTI, Grade, & Attendance Reports Aware Reports				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 17) Grades 5 & 8 Summer School for STAAR Success	2.4, 2.5, 2.6	Middle School & Elementary Principals	RTI, Grade, Aware & Attendance Reports				
<b>Critical Success Factors</b> CSF 6 18) Increase student awareness of Teen Dating Violence	2.6	Campus Principals & Counselors	Counseling logs Speaker Documentation Lesson Plans				

<p><b>Critical Success Factors</b> CSF 6</p> <p>19) Increase student awareness of financial aid and scholarship opportunities for post-secondary education</p>		<p>High School Principal &amp; Secondary Counselor</p>	<p>Website Published Scholarship Recipient Records Parent Meeting Records</p>				
<p>20) Migrant identification/ recruitment, PPCD-12</p>	<p>2.6</p>	<p>Campus Administrators</p>	<p>Migrant Reports</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>21) Benchmarking Grades 1-5</p>	<p>2.4, 2.5, 2.6</p>	<p>Elementary Principal &amp; Counselor</p>	<p>Benchmark Data</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>22) Dyslexia Reading Program</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Principals &amp; Dyslexia Trained Staff</p>	<p>Daily Schedules</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>23) Identify &amp; Serve Homeless Students</p>	<p>2.6</p>	<p>Homeless Liaison</p>	<p>Homeless Liaison Records McKinney-Vento Records from ESC14</p>				
<p><b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>24) Use of Curriculum Based Assesment in all STAAR tested areas</p>	<p>2.4, 2.5, 2.6</p>	<p>Assistant Superintendent Campus Principals Dean of Instruction Instructional Technology Specialist</p>	<p>Student academic success will improve as well as their growth.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

**Performance Objective 1:** Eastland ISD will annually implement and evaluate programs designed to improve the performance of at-risk students.

**Evaluation Data Source(s) 1:** Eastland ISD at-risk students will perform at or above the state median of achievement.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) Tutorials for students having difficulty, K-8	2.4, 2.5, 2.6	Teachers and staff	Student performance				
<b>Critical Success Factors</b> CSF 1 CSF 6 2) Disciplinary Alternative School	2.6	Campus Principals & DAEP Teacher	Student achievement				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) C.A.R.E. Alternative Campus	2.6	Campus Principals & DAEP Teacher	Increase Graduation Rate				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 4) Daily phone calls to absent students, PPCD-12	2.6	Title I staff and Classroom teachers	ADA calculations for each six weeks				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 5) 504 services provided	2.4, 2.6	Campus Principals	504 records				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 6) Reduce class size for better pupil-teacher ratio		Campus Administrators	Formative evaluations Student performance				
<b>Critical Success Factors</b> CSF 1 CSF 4 7) Utilize instructional aides to assist students in education	2.4, 2.5, 2.6	Instructional Aides Campus Principals	Student performance and evaluation Schedules K-5 Fountas & Pinnell Benchmark Assessment System results (BOY, MOY, EOY)				
8) Migrant programs, PPCD-12	2.6	Migrant SSA & Asst. Superintendent	NGS, district evaluation				







<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  9) Credit Recovery Program (CARE), 9-12	2.4, 2.5, 2.6	High School Principal	Completion of course work				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  10) Implementation of Leveled Literacy Program at Siebert Elementary	2.4, 2.5, 2.6	Campus Administrators, Reading Specialist, Classroom Teachers, Instructional Aides	TPRI and STAAR results Benchmark Assessment System results (BOY, MOY, EOY) Reading grades				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5  11) Implementation of Achieve 3000 program at all campuses. Focus for year one will be at EMS and EHS.	2.4, 2.5, 2.6	Campus Principals, Counselors, program leaders	Increased literacy levels for students placed on program				
<b>PBMAS</b>  <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  12) Increased class time for Reading and Mathematics for grades 3-5	2.4, 2.5, 2.6	Campus Principal Counselor Dean of Instruction	Improved academic success				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

## Goal 4: The needs of the diverse student population are met. Part III

**Performance Objective 1:** All Eastland ISD students will reach Level II or Level III Performance Levels on STAAR and EOC Assessments. Eastland ISD students will demonstrate Level II performance in Writing.

**Evaluation Data Source(s) 1:** The percentage of limited English proficient students who have attained English proficiency by the end of the school

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Identification of students with deficiencies in writing K-12	2.4, 2.5, 2.6	Campus Principals	Student performance				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) STAMP-Students Taking Academic Measures to Pass, 6-8	2.4, 2.5, 2.6	Middle School Principal & STAMP Teachers	Daily assignments				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) STAAR/EOC Data Review	2.6	Teachers & Region 14 Curriculum Consultant	Student Assessment				
<b>Critical Success Factors</b> CSF 2 4) PIERS Reading Program	2.6	PIERS Teachers	PIERS records End of year testing				
<b>Critical Success Factors</b> CSF 1 CSF 4 5) Accelerated Reader Program, 1-8		Elementary & Middle School Teachers & Librarians	Student reading records STAR reading data Progression of student reading level Meeting classroom reading goals--teacher data Test results				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 6) Tutoring on a daily basis during the school day, and before and after school, K-12	2.4, 2.5, 2.6	Teachers: All	Test results student improvement Reduction in retention				

7) 900 Minutes Reading program, K-5	<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6	Classroom Teachers Campus Administrators	Student reading logs Family attendance at reward movie nights				
8) Six Flags Read to Succeed program, K-5	<b>Critical Success Factors</b> CSF 5 CSF 6	Elementary Principal & Teachers: K-5	Student reading logs				
9) Texas Primary Reading Inventory, K-2	<b>Critical Success Factors</b> CSF 1 CSF 2	2.4, 2.5, 2.6 Elementary Counselor Teachers: K-2	Assessment results				
10) Saxon Phonics, PreK-2	<b>Critical Success Factors</b> CSF 1 CSF 7	2.4, 2.5, 2.6 Elementary Principal & Teachers: PreK-2	Assessment results				
11) STAR diagnostic reading test, 1-5	<b>Critical Success Factors</b> CSF 1 CSF 2	Elementary Principal & RTI Coordinator	STAR results				
12) PTO book fair, PPCD-5	<b>Critical Success Factors</b> CSF 5 CSF 6	Elementary Principal & PTO book fair chairperson	Sales records				
13) Continuation of Extended Reading Program Grade 7	<b>Critical Success Factors</b> CSF 1 CSF 4	2.4, 2.5, 2.6 7th Grade Reading Teacher	Daily Schedule				
14) Dyslexia Program	<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6 Dyslexia Trained Instructors	Student Performance Data				
15) Texas Math & Science diagnostic system Benchmark testing	<b>Critical Success Factors</b> CSF 1 CSF 2	Campus Administrators Math & Science Teachers	Student Benchmark Data				
16) Distance Learning virtual field trips, K-12	<b>Critical Success Factors</b> CSF 6	2.5 Teachers: All Technology personnel	Student evaluation and performance				
17) Implementation of the Leveled Literacy Program at Siebert Elementary	<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6 Campus Administrators, Reading Specialist, Classroom Teachers, Instructional Aides	STAAR and TPRI Data Benchmark Assessment System results (BOY, MOY, EOY) Reading grades				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4:** The needs of the diverse student population are met. Part III

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

**Evaluation Data Source(s) 2:** Integrate technology into all curriculum and administrative tasks.

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) Distance Learning Labs, K-12	2.5	Asst. Superintendent & Technology Coordinators	DL usage logs				
<b>Critical Success Factors</b> CSF 1 2) Accelerated Reader, 1-8		ITC & Librarians Classroom Teachers 1-5	AR reports				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Student data tracking	2.6	PEIMS Staff	TEXIS reports TSDS				
<b>Critical Success Factors</b> CSF 2 CSF 5 4) Electronic Gradebook		PEIMS Staff & Teachers	Report cards Gradebook reports TXConnect Parent Access				
<b>Critical Success Factors</b> CSF 1 5) Computer labs, K-12	2.4, 2.5, 2.6	ITC	Lab logs/schedules				
<b>Critical Success Factors</b> CSF 1 CSF 7 6) Texas Teacher Evaluation and Support System - (T-Tess)		Asst. Superintendent & Campus Administrators	Teacher evaluations				
<b>Critical Success Factors</b> CSF 1 7) Review/reinforce TEKS skills, Grades 3-12		ITC & Teachers: K-12	Software reports Lab logs/schedules Lesson plans				



<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Technology staff development</p>		<p>Asst. Superintendent &amp; Technology Coordinators</p>	<p>Attendance records</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>9) Upgrade existing infrastructure to gigabyte speeds</p>		<p>Asst. Superintendent &amp; ITC Staff</p>	<p>Network Performance</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>10) EHS and EMS will implement digital classroom strategies in their lessons to enhance learning.</p>	<p>2.5</p>	<p>Campus Principals, Assistant Superintendent</p>	<p>Teachers will attend training at service center to become teacher trainers at the campus level.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## Goal 5: 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 Source(s) 1:** 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 1:

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) Extensive counseling, K-12	2.6	Counselors	Counselor and principal contact logs Class visitation logs				
<b>Critical Success Factors</b> CSF 6 2) Availability of vocational programs/alternatives, 7-12	2.5, 2.6	Campus Principal & Vocational teachers	Course offering and schedules				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) Communications to parents explaining repercussions of dropping out, 7-12		Campus Principal & Counselor	Dropout rate				
<b>Critical Success Factors</b> CSF 6 4) C.A.R.E. Campus	2.4, 2.5, 2.6	Campus Principal & CARE Teacher	Graduation Records				
<b>Critical Success Factors</b> CSF 5 CSF 6 5) Dual Credit Opportunities All Students including At Risk, Economically disadvantaged students by tuition payment of \$100/course	2.4, 2.5, 2.6	Campus Principals & College Partners	College Transcripts				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							










## Goal 6: 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 Source(s) 1:** 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) Encourage extracurricular involvement in Academic and Athletic Teams		Campus Principals Coaches, UIL Sponsors	Participation Reports from each campus in October and January				
<b>Critical Success Factors</b> CSF 6 2) Recognize student participation through various banquets and award ceremonies		Campus & District Administration Coaches & Sponsors Counselors	Banquet Attendance District Report Card				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) Extra Curricular Schedules, Announcements Records posted on District Website and Emailed through list serves		Sponsors/Coaches Asst. Supt & Business Office Assistant	Publication on Website & Rosters				
<b>Critical Success Factors</b> CSF 5 CSF 6 4) News Articles and Intercom Announcements acknowledging student achievement. Monthly Radio spots with students. Elementary students to lead Pledge of Allegiance at school board meetings. Students of the month recognized at school board meetings.		Campus & District Administration Coaches & Sponsors Counselors Technology Department	Announcements & News Articles				
<b>Critical Success Factors</b> CSF 6 5) Involvement of middle school student in elective courses to promote interest in high school level extracurricular programs		Secondary Principals	Number of students enrolled in program specific elective courses				

<b>Critical Success Factors</b> CSF 6 6) Increase participation in dual credit courses	2.5	High School Principal & Counselor	Number of students enrolled in dual credit				
<b>Critical Success Factors</b> CSF 5 CSF 6 7) Siebert Singers, grades 4-5	2.5	Music Teacher	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.				
<b>Critical Success Factors</b> CSF 6 8) UIL Academic contests grades 2-12	2.5	UIL coaches	UIL records				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 7: 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 provide learning environments that are safe, drug free, and conducive to learning.

**Evaluation Data Source(s) 1:** The number of persistently dangerous schools, as defined by the State of Texas.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) Actively work to hire and retain custodial and maintenance personnel		Superintendent Asst. Superintendent Maintenance Director	Employment Records Hiring of additional personnel to enhance the maintenance of Siebert grounds and facilities				
<b>Critical Success Factors</b> CSF 6 2) Monitor and Update HVAC system		Superintendent & Asst. Superintendent	Repair/Replacement Records				
<b>Critical Success Factors</b> CSF 6 3) Develop and Prioritize a facility update plan as needed		Asst. Superintendent & Maintenance Director	Needs Assessments Building/Finance Records				
<b>Critical Success Factors</b> CSF 6 4) Nonfunctional doors, windows, furniture, and equipment will be replaced or repaired.		Campus & District Administration	Repair/Replacement Records				
<b>Critical Success Factors</b> CSF 6 5) The building will be inspected and kept safe and clean at all times.		Campus Principals Custodial Staff	Cleanliness of buildings				
<b>Critical Success Factors</b> CSF 6 6) Use of Computerized Ticket System for Maintenance		Maintenance Director & Asst. Superintendent	Monthly Help Desk Report				

<b>Critical Success Factors</b> CSF 6 7) Build a new elementary Physical Ed. Facility	2.5	Asst. Superintendent	Completion of Facility				
8) Fields and Grounds Mowing Contract		Maintenance Director	Aesthetics of Grounds				
9) Partnership with local TDCJ unit for offender workforce to reduce need for additional maintenance positions and/or contracted labor sources.		Assistant Superintendent Maintenance Director	Maintenance projects completed				
<b>Critical Success Factors</b> CSF 6 10) Partnership with Local Police Department for development of a School Resource Officer position.		Superintendent Assistant Superintendent	Employment of SRO				
<b>Critical Success Factors</b> CSF 5 CSF 6 11) Implementation of the STOP IT! program to increase ability to stop bullying	2.6	Principals and Counselors	Reduced instances of confirmed bullying				
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

## Goal 8: 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 Source(s) 1:** Attendance rate at least 97%.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Open House/Parent Meetings, PPCD-12	3.1, 3.2	All schools	Sign in sheets				
<b>Critical Success Factors</b> CSF 6 2) Central office will support campus efforts to improve student attendance, PPCD-12		Superintendent & Asst. Superintendent	Attendance records				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) Public recognition and rewards for attendance, PPCD-12		Campus Principals Attendance clerks Classroom teachers	Attendance records				
<b>Critical Success Factors</b> CSF 5 CSF 6 4) Excessive Absences Referred to Courts		Campus Principals Justice of the Peace School Resource Officer	Attendance/PEIMS				
<b>Critical Success Factors</b> CSF 5 CSF 6 5) PTO, MS Backers, Band Boosters, Athletic Boosters meetings, PPCD-12		Campus Principals	Attendance Student achievement				
<b>Critical Success Factors</b> CSF 5 6) District will inform parents of attendance policies and procedures, PreK-12	3.2	Campus Principals	Communication documentation				
<b>Critical Success Factors</b> CSF 5 CSF 6 7) Parent conferences, PK-5	3.2	Teachers: Siebert	Sign-in sheets				

<b>Critical Success Factors</b> CSF 5 CSF 6 8) Holiday meal invitations, PreK-5	3.2	Cafeteria staff	Adult lunch count				
<b>Critical Success Factors</b> CSF 5 CSF 6 9) Parental access to Gradebook, 1-12		Principals & All Teachers	Parent accounts				
<b>Critical Success Factors</b> CSF 6 CSF 7 10) Siebert Field Day, K-5	3.2	PE Teacher	Student Participation				
<b>Critical Success Factors</b> CSF 5 CSF 6 11) Grade Placement Committee meetings, 5&8	3.2	Elementary & Middle School Principals	GPC minutes				
<b>Critical Success Factors</b> CSF 5 CSF 6 12) Blackboard Connect Messaging System along with Remind Messaging system		Asst. Superintendent & Campus Principals	Message Delivery Reports				
= Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue							














**Goal 8:** Parents will be full partners with educators in the education of their children.

**Performance Objective 2:** Eastland ISD will communicate district events to the community.

**Evaluation Data Source(s) 2:** Community and staff will be well informed.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Weekly calendar of activities/events in district, Posted on the Website		Asst. Superintendent Program Sponsors	Weekly/ Monthly calendars				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Newsletters and updates from district stakeholders, PPCD-12		Asst. Superintendent & Campus Principals	News articles/Website Data				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) Maintain district web page, PPCD-12		Asst. Superintendent	Website access reports/ Facebook				
<b>Critical Success Factors</b> CSF 5 CSF 6 4) Communicate with local media, PPCD-12		Asst. Superintendent	Publications, Press releases District portfolio				
<b>Critical Success Factors</b> CSF 5 CSF 6 5) Address safety issues for students and parents, PPCD-12		Faculty and staff	Public feedback				
<b>Critical Success Factors</b> CSF 5 CSF 6 6) Intervention programs for disasters, PPCD-12		Asst. Superintendent Faculty and staff Local public servants Community members	Feedback				
<b>Critical Success Factors</b> CSF 5 CSF 6 7) District Emergency Operations Plan (EOP) & Campus EOP		Asst. Superintendent Campus Administrators	Published Manuals on each campus & District Audit Report from Texas School Safety Center				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Old Rip Parade Participation</p>		<p>EMS &amp; EHS Band EMS &amp; EMS Football/Cheer Squads Siebert Singers</p>	<p>Participation by students</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Blackboard Connect Messaging System</p>		<p>Assistant Superintendent</p>	<p>Message Delivery Reports</p>				
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>10) Establishment of Community Leadership Group</p>		<p>Superintendent Assistant Superintendent</p>	<p>Monthly Meetings</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 9: Eastland ISD will provide learning environments that are safe, drug free, and conducive to learning.**

**Performance Objective 1:** Eastland ISD will not be named as one of the persistently dangerous schools, as defined by the State of Texas.

**Evaluation Data Source(s) 1:** Eastland ISD will score safe and proficient in audits by Region 14 and The Texas School Safety Center.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) Safety issues addressed, PPCD-12		Faculty and staff	Signature page from handbook Addition of Lock-Block on all Siebert classroom doors				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Intervention program for disasters, PPCD-12		Faculty and staff	Campus plans				
<b>Critical Success Factors</b> CSF 6 3) Tornado and fire drills and planned escape routes, PPCD-12		Faculty and staff	Campus plans				
<b>Critical Success Factors</b> CSF 6 4) Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12		Faculty and staff	Prevention plan				
<b>Critical Success Factors</b> CSF 6 5) Educate students concerning harms of drug, tobacco, and alcohol abuse, PPCD-12		Counselors	Counselors'™ schedules and lesson plans				
<b>Critical Success Factors</b> CSF 5 CSF 6 6) Monitor dangerous weather conditions		Weather Channel Local authorities	Records of school closings				
<b>Critical Success Factors</b> CSF 5 CSF 6 7) Follow state and local policy regarding classroom disruptions including visitors & announcements	3.2	Administrators: All Teachers: All	Announcement records Policy				

<b>Critical Success Factors</b> CSF 3 CSF 6 8) Shot clinic for staff members, PPCD-12		Nurse	Shot records				
<b>Critical Success Factors</b> CSF 6 9) Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12		Administrators Staff Local law enforcement/SRO Region XIV consultants	Plan				
<b>Critical Success Factors</b> CSF 6 10) Teen Dating Violence policy in place, PPCD-12	2.6	EISD Board	Plan				
<b>Critical Success Factors</b> CSF 6 11) Enforcement of protective orders, PPCD-12	2.6	Campus Principals, SRO	Plan				
<b>Critical Success Factors</b> CSF 5 CSF 6 12) Emergency Operations Plan by Campus and Compiled District Plan		Asst. Superintendent Campus Principals	Trainings Sign-in sheets				
<b>Critical Success Factors</b> CSF 3 CSF 6 13) Purchase of handheld radios as well as stationary radios for school buses to assist with communication between SRO, campus administration, and transportation		Assistant Superintendent	Reduction in class/school disruptions. Safer driving conditions for all route buses				
	Funding Sources: School Safety - 13251.42						
<b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 14) Employment of School Social Worker to assist all EISD students.	2.6	Assistant Superintendent and Campus Principals	Increased success in dealing with student issues and reduction of barriers to student success.				
	Funding Sources: State/Local - 40000.00						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Goal 10: 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 Source(s) 1:** 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 qualified

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Staff development and consultant services available to students, PPCD-12</p>		Campus Principals Teachers: All Assistant Superintendent	Awareness of services available Attendance records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Communication from different agencies to the district</p>		All agencies involved	Communication documents				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Response to Intervention, PPCD-12</p>	2.4, 2.5, 2.6	Teachers: All RTI Coordinators	Student data Coordinator Records Fewer students recommended for SpEd services				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) STAAR data disaggregation, 3-11</p>	2.4, 2.5, 2.6	Campus Principals Teachers: All Asst. Supt.	STAAR data Aware Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>5) Staff Development Opportunities published on Website and/or ESC 14</p>		Asst. Superintendent	Edlio Records Staff Records of Attendance				

<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>6) Comprehensive Professional Development Plan</p>		<p>Asst. Superintendent Campus Administration Teachers</p>	<p>Annual Professional Development Plan-Published in July-Constantly Updated</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Child Care Center for children of district employees</p>		<p>Asst. Superintendent Elementary Principal</p>	<p>Enrollment # (full capacity) TDPRS License</p>				
<p>8) NCLB- District &amp; Campus Highly qualified reporting for Teachers &amp; Educational Aides</p>		<p>Asst. Superintendent</p>	<p>NCLB HQ Ratings 100 % HQ</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>9) Mentor teachers assigned to new teachers. Mentor teachers will attend training at ESC 14 and/or be vetted by campus administration.</p>		<p>Campus Administrators</p>	<p>New Teacher Assimilation</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 11: Eastland ISD will meet PBMAS standards**

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

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

**Evaluation Data Source(s) 1:** The combined overall percentage of ESL students in grades 3-8 that meet standard on the math STAAR will be at or above the PBMAS standard of 70% up from 51.7%

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>1) ESL students grades 3-8 will be monitored for understanding of math TEKS.</p>	2.4, 2.5, 2.6	Campus Principals, ESL teachers and Coordinators, All math teachers	Passing rate for ESL students in grades 3-8 on STAAR math will be at least 70%. PBMAS reports will show progress.				
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4 CSF 7</p> <p>2) 100% inclusion to ensure grade level access to the TEKS.</p>	2.4, 2.5, 2.6	Campus Administration	Improvement of Passing Rate for ESL students on the STAAR math Assessment.				
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 4 CSF 5</p> <p>3) Achieve 3000 program implementation at EMS (school wide) and targeted at EHS and SES.</p>	2.4, 2.5, 2.6	Campus Principals, ESL teachers and Coordinators, All math teachers	Improvement of Passing Rate for ESL students on the STAAR math Assessment.				
<p>  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards










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

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

**Evaluation Data Source(s) 2:** The combined overall percentage of ESL students in grades 3-8 that meet standard on the reading STAAR will be at or above the PBMAS standard of 70% up from 36.8%.

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	2.4, 2.5, 2.6	Campus Administration	Improvement of Passing Rate for ESL students on the STAAR reading Assessment.				
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Leveled Literacy Program will implemented at Siebert Elementary</p>	2.4, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of ESL students in grades 3-8 will improve to at least 70% up from current percentage of 36.8%				
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>3) Achieve 3000 Implemented at EMS (schoolwide) targeted at EHS and SES.</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers,	Current pass rate of ESL students in grades 3-8 will improve to at least 70% up from current percentage of 36.4%				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							










**Goal 11:** Eastland ISD will meet PBMAS standards

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

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

**Evaluation Data Source(s) 3:** The combined overall percentage of ESL students in grades 3-8 that meet standard on the science STAAR will be at or above the PBMAS standard of 65% up from 42.9%

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	2.4, 2.5, 2.6	Campus Administration	Improvement of Passing Rate for ESL students on the STAAR science Assessment.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards




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








**Performance Objective 4:** Special Education students in grades 3-8 will perform at standard on the STAAR math assessment.

**Evaluation Data Source(s) 4:** The combined overall percentage of special education students in grades 3-8 that meet standard on the math STAAR will be at or above the PBMAS standard of 70

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Special Education students in grades 3-8 will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 43.1%				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	2.4, 2.5, 2.6	Campus Administration	Improvement of Passing Rate for Special Education students on the STAAR math Assessment.				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Leveled Literacy Program will implemented at Siebert Elementary</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 46.8%				

<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5</p> <p>4) Achieve 3000 Implemented at EMS (schoolwide) and targeted at EHS and SES.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers</p>	<p>Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 46.8%</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards




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







**Performance Objective 5:** Special Education students in grades 3-8 will perform at standard on the STAAR writing assessment.

**Evaluation Data Source(s) 5:** The combined overall percentage of special education students in grades 3-8 that meet standard on the writing STAAR will be at or above the PBMAS standard of 70

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) 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>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 34.0%				
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Leveled Literacy Program will implemented at Siebert Elementary</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 34%				
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	2.4, 2.5, 2.6	Campus Administration	Improvement of Passing Rate for Special Education students on the STAAR writing Assessment.				

<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>4) Achieve 3000 Implemented at EMS (schoolwide) targeted at EHS and SES.</p>	<p align="center">2.4, 2.5, 2.6</p>	<p>Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers</p>	<p>Improvement of Passing Rate for Special Education students on the STAAR writing Assessment.</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>	
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards

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







**Performance Objective 6:** Special Education students in grades 3-8 will perform at standard on the STAAR reading assessment.

**Evaluation Data Source(s) 6:** The combined overall percentage of special education students in grades 3-8 that meet standard on the reading STAAR will be at or above the PBMAS standard of 70

**Summative Evaluation 6:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Special Education students in grades 3-8 will be monitored and assessed in Reading TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 45.1%				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Leveled Literacy Program will implemented at Siebert Elementary</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 45.1%				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	2.4, 2.5, 2.6	Campus Administration	Improvement of Passing Rate for Special Education students on the STAAR reading Assessment.				

<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>4) Achieve 3000 Implemented at EMS (schoolwide) targeted at EHS and SES.</p>	<p align="center">2.4, 2.5, 2.6</p>	<p>Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers</p>	<p>Improvement of Passing Rate for Special Education students on the STAAR reading Assessment.</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>	
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards

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










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

**Evaluation Data Source(s) 7:** The combined overall percentage of special education students in grades 3-8 that meet standard on the Science STAAR will be at or above the PBMAS standard of 70

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Special Education students in grades 3-8 will be monitored and assessed in Science TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 35.4%				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Leveled Literacy Program will implemented at Siebert Elementary</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 35.4%				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	2.4, 2.5, 2.6	Campus Administration	Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 35.4%				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Vertical alignment of Middle School Science courses with a focus on increasing the frequency and quality of hands-on science lab activities.</p>	2.4, 2.5, 2.6	Campus Principal	Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 35.4%				



<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Achieve 3000 Implemented at EMS (schoolwide) targeted at EHS and SES.</p>	<p align="center">2.4, 2.5, 2.6</p>	<p>Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers</p>	<p>Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 35.4%</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards











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

**Performance Objective 8:** LEP students will perform at standard on the EOC STAAR ELA assessment.

**Evaluation Data Source(s) 8:** The combined overall percentage of LEP students that meet standard on the EOC STAAR ELAR will be at or above the PBMAS standard of 70

**Summative Evaluation 8:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) LEP students will be monitored and assessed in ELA TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p>		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, ESL coordinator	Improvement of overall test scores for LEP students on the EOC STAAR ELAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Achieve 3000 Implemented at EMS (schoolwide) targeted at EHS and SES.</p>		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, ESL coordinator	Improvement of overall test scores for LEP students on the EOC STAAR ELAR				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards











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

**Performance Objective 9:** Special Education students will perform at standard on the EOC STAAR ELA assessment.

**Evaluation Data Source(s) 9:** The combined overall percentage of Special Education students that meet standard on the EOC STAAR ELAR will be at or above the PBMAS standard of 70

**Summative Evaluation 9:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Special Education students will be monitored and assessed in ELA TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p>		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers	Improvement of overall test scores for Special Education students on the EOC STAAR ELAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Achieve 3000 Implemented at EMS (schoolwide) targeted at EHS and SES.</p>		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers	Improvement of overall test scores for Special Education students on the EOC STAAR ELAR				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards








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

**Performance Objective 10:** Special Education students will perform at standard on the EOC STAAR Math assessment.

**Evaluation Data Source(s) 10:** The combined overall percentage of Special Education students that meet standard on the EOC STAAR Math will be at or above the PBMAS standard of 65

**Summative Evaluation 10:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessment.	2.4, 2.5, 2.6	Campus Principal and Counselor	Improved assessment results				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 11:** Eastland ISD will meet PBMAS standards








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

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

**Evaluation Data Source(s) 11:** The combined overall percentage of CTE Special Education students that meet standard on the EOC STAAR ELAR will be at or above the PBMAS standard of 60

**Summative Evaluation 11:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Students at risk of failing the EOC ELA assessment will be in intervention classes to assist with success on EOC assessment.</p>	2.4, 2.5, 2.6	Campus Principal and Counselor	Improved assessment results				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards








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

**Performance Objective 12:** CTE Special Education students will perform at standard on the EOC STAAR Social Studies assessment.

**Evaluation Data Source(s) 12:** The combined overall percentage of CTE Special Education students that meet standard on the EOC STAAR Social Studies will be at or above the PBMAS standard of 70

**Summative Evaluation 12:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Students will be monitored for growth leading towards successful completion of EOC by the use of CBA's</p>	2.4, 2.5, 2.6	Campus Principal, Counselor, Classroom Teachers	Improved assessment results				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 11:** Eastland ISD will meet PBMAS standards

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

**Performance Objective 13:** CTE Nontraditional course completion rate for females will increase.

**Evaluation Data Source(s) 13:** The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%

**Summative Evaluation 13:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>PBMAS Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Addition of multimedia CTE courses to increase opportunities of class enrollment</p>	2.4, 2.5, 2.6	Campus Principal Counselor CTE Director	The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**



## District Funding Summary

<b>School Safety</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	13			\$13,251.42
<b>Sub-Total</b>					\$13,251.42
<b>State/Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	14			\$40,000.00
<b>Sub-Total</b>					\$40,000.00
<b>Grand Total</b>					\$53,251.42