

Eastland Independent School District
Eastland Middle
2019-2020 Campus Improvement Plan



Mission Statement

Dedicated to excellence and student achievement

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

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

Vision

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

Core Beliefs

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

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

Goal 6: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students

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

Goal 8: Eastland ISD will meet PBMAS standards *Additional Strategies can be found in the TAIS document for EISD that is attached as an addendum to

Comprehensive Support Strategies

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Camupus Improvement Team

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Camupus Improvement Team

3.2: Offer flexible number of parent involvement meetings

Title I Personnel

Campus Improvement Team

Comprehensive Needs Assessment

Needs Assessment Overview

Element 1.1 CNA summary

Eastland Middle School is a Title I School-wide campus with 65% low-income students. Title I funds and State Compensatory Education funds are used to bolster the education of all students. The campus received six out of seven distinctions on to 2017 TEA accountability summary.

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

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

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

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

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

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

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

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

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

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

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

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

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

Element 1.1

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

Comprehensive Needs Assessment Worksheet

Eastland Middle School 18/19

DEMOGRAPHICS

Element 1.1 Data Source - PEIMS

1a) Enter enrollment numbers

(Campus Name) Check box if Title I	2014-2015	2015-2016	2016-2017	2017-2018
Campus Title I x	266	277	257	263

Eastland Middle School Title I

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

No significant change. One large class that was historically large influenced the numbers until they moved on to high school during the 16-17 school year.

1c) What has influenced this change in enrollment?

No Change

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

African American 2% Hispanic 28% White 65% American Indian 0% Asian 2% Pacific Islander 0% Two or more 3% Male 48% Female 52%

Campus Level	2014-2015	2015-2016	School Year	2016-2017	School Year	2017-2018
			14-15vs.15-6		15-16 vs. 16-17	
English as a Second Language (ESL)	17	11	-6	10	-1	10
Career and Technology Education (CTE)	0	0	0	0	0	0
Gifted and Talented (GT)	15	19	+4	9	-10	11
Special Education	28	31	+3	32	+1	29
At-Risk	128	125	-3	121	-4	127
Economically Disadvantaged	137	141	+4	148	+7	160
Homeless	9	16	+7	13	-3	8
Migrant	0	0	0	0	0	0

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

Steady increase in economically disadvantaged students.

2c) What has influenced this change in enrollment?

Increase in free and reduced lunch forms turned in by parents.

STUDENT ACHIEVEMENT

1.1 Data

STAAR

Unit Assessments

On line software program

Think through Learning-Imagine Learning

TPRI

iStation

T-TESS

ACHIEVE 3000

Teacher Surveys

1) Summarize finding concerning student achievement.

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

The greatest strength was 7th grade math.

The greatest weakness was 7th grade reading.

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

Teacher surveys indicated that students areas of need include:

Lack of problem solving ability and exposure.

Lack of creative thinking and independent initiative.

Lack of diversity and exposure.

Lack of vocabulary skill building.

Lack of reading stamina.

Lack of vocabulary exposure.

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

Reading for fluency and not reading for understanding.

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

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

FAMILY AND COMMUNITY INVOLVEMENT

1) What parent involvement or engagement activities are provided?

Meet the teacher back to school activity.

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

Band Concerts

Athletic Events

UIL Awards Ceremony

Interactive Parent Band Night

Pep Rallies

Sports Banquet

Band Banquet

Stock Show

8th Grade Project Presentations

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

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

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

-Campus Improvement Team

- SHAC (School Health Advisory Council)
- Parent and Family engagement policy
- Campus Improvement Plan
- Student Handbook
- Technology committee
- Sports Boosters
- Band Boosters
- ARD meetings

- Bond PAC
- 504 Meetings
- LPAC meetings
- Parent Contact Logs

TECHNOLOGY

1) What technology is currently utilized?

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

2) What challenges exist concerning technology?

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

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

List At least 5:

- 1) Tech Support
- 2) Increasing Technology
- 3) Improved and reliable wifi
- 4) Parent Communication
- 5) Safer Campus

6) Increased Student Involvement Opportunities

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

List at least 20 district needs.	Influence vs. Control	Check Top District Needs
1. Help with Reading instruction. (Comprehension, not fluency.) More time and improved strategies.	c	x
2. Increased Math Time	c	x
3. More individualized reading instruction. For top, middle, and bottom tier.	c	x
4. Emphasis on writing in more subject areas. (writing across the curriculum)	c	x
5. Communication with parents on meaning of grades	c	x
6. Common planning periods	I	
7. More Technology	I	
8. Commons Area for MS	I	
9. Outdoor Classroom	i	
10. Copiers on 2nd Floor	i	
11. Club Period	c	
12. Showers for MS athletic students	i	
13. PE dressing area for MS students	i	
14. A/C in Middle School Gym.	i	
15. MS one act play	c	
16. Additional Recess and Location for Recess	i	
17. Larger Cafeteria	i	
18. Keyboarding in 6th grade and repeated refresher in 7th grade.	c	
19. Greater elective choices in 8th grade. (Ag science, computer programming)	i	x
20. Uniform discipline reporting structures for staff.	c	

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

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

Align to the 4 TEA Strategic Priorities or other

TEA Strategic Priorities

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

Rank order and mark the TEA Strategic Priority

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

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
- Campus Performance Objectives Summative Review from previous year
- 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

- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

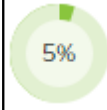
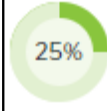
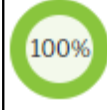


Revised/Approved: December 04, 2019



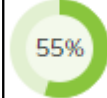


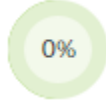

Goal 1: Improve academic achievement of all students.

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

Evaluation Data Source(s) 1: STAAR Test Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Evaluate each teacher a minimum of 2 times per six-weeks for implementation of campus instructional priorities outlined in campus walk-through template.	2.5	Principals	Walkthrough observations, formal observations, lesson plans.				
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>2) Implementation of research based programs to increase reading comprehension, academic vocabulary, higher order thinking, and problem solving skills. This includes achieve 3000, imagine learning, Prodigy, and Kamico. This programs will be utilized in addition to regular classroom instruction to individualize and differentiate the instruction to the students current level of knowledge and achievement.</p>	2.4, 2.5, 2.6	All Core Teachers.	Achieve 300 diagnostic test results. STAAR scores				
3) In class support by paraprofessionals for assistance and accommodations to students in need. This could include special education, 504, RTI, ESL, or at risk students.	2.4, 2.6	Special Education Teachers, 504 Coordinator, and assigned paraprofessionals.	Classroom teacher observations. Student progress reports.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.	2.5	Principal Title One Teachers	Lesson plans, classroom observation				
5) Required after school tutoring for struggling students and for students who fail to complete assignments or need extra time.	2.4, 2.5, 2.6	Teachers	Documentation of attendance				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Administer a pre-test, a minimum of 5 content based assessments, and 2 cut-benchmarks during the year for all tested subject areas.		Principals District Curriculum Specialist	Increased STAAR test performance.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Improve academic achievement of all students.

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

Evaluation Data Source(s) 2: STAAR Test Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Advanced Placement classes offered in Math and ELA for students showing the potential for achieving advanced on STAAR test.		ELA teachers, Counselor	Master Schedule				
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Implementation of the Fundamental Five method of instruction to increase the quality and depth of instruction.		Principal	Walkthrough observations, formal observations, lesson plans.				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.		Principal Title One Teachers	Lesson plans, classroom observation				
4) Additional Curriculum and materials that could include software to extend instruction and support learners that excel at a fast pace. This includes achieve 300, Prodigy, and imagine learning.		Principal	Lesson plans, classroom observation, percent of advanced scores on STAAR test.				
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Increase learning time in intervention and accelerated instruction of Math and Reading that is individualized to the students current level of achievement. This will be done through a study skills class at each grade level.		Title One Coordinator Principal	Master Schedule STAAR Scores Benchmark Scores Core Teacher Feedback.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

Goal 1: Improve academic achievement of all students.

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

Evaluation Data Source(s) 3: STAAR results.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Progress Monitoring utilizing Moby Max, achieve 3000, prodigy, and Think Through Math.		Special Education Teachers	STAAR results and data from software programs.				
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Course offered in all grades to teach organization, time management, goal setting, and study skills. All students in special education will be required to take this course.		Counselor Principal	Master schedule Lesson Plans Student Binders Teacher Observation				
Comprehensive Support Strategy 3) Provide students individualized and small group reading and math intervention in collaboration with classroom math and ELAR teachers.		Counselor Principals Title 1 teachers and Paraprofessionals.	Benchmark Scores STAAR Scores Classroom teacher feedback				



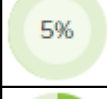






= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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

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

Evaluation Data Source(s) 1: Parent survey.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Parent training on parent portal gradebook access and attendance monitoring.		Classroom Teachers, principal, counselor	Copies training agendas and sign-in sheets.				
2) Parent training on how to access online student portfolios (seesaw) to view student work.		Classroom Teachers counselor	Copies training agendas and sign-in sheets.				
3) Parent training on google classroom that is being utilized throughout the middle school and high school.		Classroom Teachers Counselor	Copies training agendas and sign-in sheets.				
4) Required communication between teacher and parent of any student in danger of failing a class for a six-weeks.		Principal	Parent contact log maintained by teacher and examined by principal.				
5) Distribution and explanation of the Parent and Family Engagement Policy, at open house, registration, and awards ceremony in addition to being a part of the campus handbook.	3.1	Principal Counselor	More involvement, feedback, and partnership with all parents.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


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


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


Evaluation Data Source(s) 2: Parents will be members of campus committees.


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Parent and community volunteers will be sought through multiple methods to be a part of campus committees.	3.1, 3.2	Principal	Sign in sheets. Copies of notifications to parents and community.				
2) All parents and community will be notified of open planning meetings for the campus.	3.2	Principal Secretary	Sign in sheets List of notification strategies				
3) Offer planning meetings on multiple days and at different times in order to involve more stakeholders.	3.2						

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

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

Evaluation Data Source(s) 3: TXEIS data that reflects average daily attendance of 97% or higher.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Daily phone calls by attendance clerk for students who are absent.	2.6	Attendance Clerk	Call Log.				
2) Attendance letter sent at the end of each six weeks when student absences exceed 10% of the number of days school has been in session.	2.6	Principal	Record and letters sent.				
3) Home visits by the school resource officer, principal or school staff to students who are experiencing excessive unexcused absences.		Principal	Documentation of visits.				
4) Awards and recognition for high attendance among students. This will be done each six weeks.	2.6	Principal and Counselor	Attendance Rate Increase				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue









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

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

Evaluation Data Source(s) 1: Campus Emergency Management Plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Conduct all necessary safety drills.		Principal	Drill Logs				
2) Update the current emergency management plan to adjust for the latest research of best practices. This includes updating and addition signage and required postings.		Principal	emergency management plan amendments.				
3) Provide training to all staff over emergency management and safety.		Principal	Sign in Sheets and agendas				
4) Students will provided opportunities to report safety issues and bullying anonymously.		Counselor	Report logs copies of lessons				
5) Bullying and illegal drug classroom presentations and assemblies will be provided for the students.		Counselor Principal	List of presentations and topics.				
6) Staff trainings and plans for bullying intervention, bullying prevention, suicide prevention/postvention, violence intervention/prevention.		Principal counselor	Training certificates sign in sheets classroom observations				
7) Maintain procedures concerning student medication and required immunizations.		Principal Health care aide	Copies of updated procedures.				
8) Work collaboratively with school resource officer on the planning, implementation and evaluation of emergency procedures and drills.							










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
9) Provide staff training and student instruction were appropriate in early mental health intervention.							
10) Provide training and instruction in fitness assessment, physical activity, tobacco use.		Physical Education Teachers, Health Teacher.	Increased activity and knowledge for lifelong wellness.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 2: Well maintained facilities that provide for all student needs.

Summative Evaluation 2:

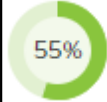




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Purchase additional outdoor furniture for students.		Principal	Purchase orders				
2) Repainting and updating of classrooms, restrooms, offices, and hallways.		All Staff	Before and after pictures.				
3) Cleanup of area outside of schools including landscaping, parking lot, and recess areas. Updating and improvements in outdoor signs, trash receptacles, and sitting areas.		Principal Maintenance Staff	Before and after pictures. Purchase orders.				
4) Training staff on submitting electronic maintenance request.		Technology Director	Successful submission of a request by all employees.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: records of articles in local and social media.

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Eastland Middle School will provide increased recognition for student participation in extracurricular activities and student organizations through local and social media.		principal	increased awareness in community of student success.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:





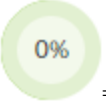

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Eastland Middle School will expand opportunities for students to participate in additional clubs, organizations, and activities based upon student interest.	2.5, 2.6	principal	organization rosters				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: STAAR test results.

Summative Evaluation 1:



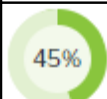




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.	2.5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

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:



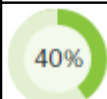


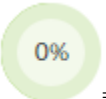

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Additional Targeted Support Strategy 1) Provide ongoing professional development with the Science teachers and region 14 through on campus visits throughout the school year.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

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

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

Evaluation Data Source(s) 3: STAAR test results.

Summative Evaluation 3:






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

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

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

Evaluation Data Source(s) 4: Master Schedule. Special programs will receive increased staffing and time during the school day.

Summative Evaluation 4:

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

Goal 6: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.

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

Evaluation Data 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
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Staff Development through region 14 for teachers, administrators, counselors, and program coordinators.		Principal	completion certificates				
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Participation in professional development activities by school administration for improving school climate, teacher effectiveness, data disaggregation, school leadership, and student success.		Principal	completion certificates				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 6: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) All new staff hired will be required to have ESL supplemental certification. Current staff will be required to have ESL supplemental certification by the beginning of the 2019-2020 school year.				100%	100%	100%	


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

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


Evaluation Data Source(s) 1: Inventory list specific to grade level and subject area.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Purchase of classroom sets of technology for teachers who show technology proficiency and create a plan to show how the technology would be implemented to improve student achievement.		Principal	Technology Inventory and classroom observation.				
2) Create a partnership between school, parents, and community to establish a bring your own device (BYOD) plan for the 2017/2018 school year.		Administration and Technology Coordinator	Completed plan with timeline and strategies.				




= Accomplished



= Continue/Modify



= No Progress







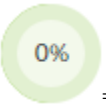

= Discontinue

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

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

Evaluation Data Source(s) 2: Professional development schedule and teacher surveys.

Summative Evaluation 2:

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

Goal 8: Eastland ISD will meet PBMAS standards

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Implementation of research based programs to increase reading comprehension, academic vocabulary, higher order thinking, and problem solving skills. This includes achieve 3000, imagine learning, Prodigy, and Kamico. This programs will be utilized in addition to regular classroom instruction to individualize and differentiate the instruction to the students current level of knowledge and achievement.
1	1	4	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
1	2	2	Implementation of the Fundamental Five method of instruction to increase the quality and depth of instruction.
1	2	3	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
1	2	5	Increase learning time in intervention and accelerated instruction of Math and Reading that is individualized to the students current level of achievement. This will be done through a study skills class at each grade level.
1	3	1	Progress Monitoring utilizing Moby Max, achieve 3000, prodigy, and Think Through Math.
1	3	2	Course offered in all grades to teach organization, time management, goal setting, and study skills. All students in special education will be required to take this course.
1	3	3	Provide students individualized and small group reading and math intervention in collaboration with classroom math and ELAR teachers.
5	1	2	Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year.
6	1	1	Staff Development through region 14 for teachers, administrators, counselors, and program coordinators.
6	1	2	Participation in professional development activities by school administration for improving school climate, teacher effectiveness, data disaggregation, school leadership, and student success.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Element 1.1 Summary of CNA

Eastland Middle School conducts a Campus Needs Assessment (CNA) annually. The purpose of the campus needs assessment drives the revision of the Campus Improvement Plan (CIP). The CNA evaluates data concerning all students on campus. A special focus is placed upon those students not being successful on the STAAR test and other locally developed assessments of student achievement. The CNA is revised and approved by members of the Campus Improvement Team (CIT). For the 2018-2019 school year the CIP was reviewed on 6/6/18, 7/17/18, and 7/18/18.

Eastland Middle School is a 6th-8th grade campus that serves as the only middle school campus in Eastland ISD. Eastland Middle School has an approximate enrollment of 260 students. Campus enrollment has had no significant change in the past five years. Our campus race/ethnicity profile includes 65% White, 28% Hispanic, 2% Asian, 2% African American, and 3% of two or more races. Our race/ethnicity profile has had no significant change in the past five years. Our special population includes 65% economically disadvantaged, 53% at risk, 9% English as a second language, 4% gifted and talented, and 11% of our students are served by special education. The only significant change in special populations is the increase in economically disadvantaged students.

Campus priorities for 2018-2019 are to address gaps identified by the campus needs assessment and provide outstanding student engagement. The greatest gaps identified were in the area of reading comprehension. Student engagement is a priority being addressed through the implementation of the Fundamental Five strategies. EMS staff have completed professional development to increase rigor, increase writing, improve student collaboration/student talking, daily learning objectives with a purposeful close, and teachers being in a position to engage students.

System safeguards are being addressed through increasing inclusion support for SPED students and increased intervention for identified students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Element 2.1

The Eastland Middle School Campus Improvement Plan is a living document that is revised each year based upon the current data. The plan reviewed and amended by the Campus Improvement Team (CIT). The team is made up of campus administration, non-teaching professionals, classroom teachers, paraprofessionals, parents, community members, and business representatives. The team is scheduled to meet at the beginning, middle, and end of the

school year.

The beginning of the year meeting is designed to finalize the Campus Improvement Plan, and Parent and Family Engagement Policy. At this meeting the campus handbook and policies and procedures outlined in that handbook are finalized. The Mid-year meeting is designed to make amendments to the plan based upon any new data prior to the plan going to the school board for approval in December each year. The end of year meeting is where we begin discussions of changes for the upcoming school year. The end of the year meeting is when the campus needs assessment is began. Due to all data not being available until Mid-June for most STAAR test, a meeting in July has been necessary the last two years. The July meeting is where the campus needs assessment is completed and major revisions to the campus improvement plan are began for the upcoming school year. The parent and family engagement policy was revised at the July meeting for the 2018-2019 school year.

New members to the team from parents and community are recruited on a continual basis. This recruitment and seeking of volunteers is done through social media, radio, local newspaper, and at school events. Some are removed due to lack of involvement and others go off the team when their students move on to high school. Teachers and other staff serve rotating terms once selected by the other staff members.

Many parents do not want to be on a committee. Those individuals are given a voice through surveys and personal visits. The results of these events are discussed with those on the Campus Improvement Team.

Our committee is large by design. This enables us to have an effective number of persons at a meeting even when there are conflicts.

Camupus Improvement Team

Element 2.1 (List of individuals an their roles who assisted with the review of the CIP)

Jason Henry Principal Lacy Majors Counselor Tanee Wharton Teacher 7th Grade Mae Rackow Classroom Teacher 6th Reading Amanda Smedley Teacher 7th Math Bobby Schuman Teacher PE 6-8/Athletics Linda Blount Teacher 8th Science Denise Skinner 7th Science Krystal Vernon 6th Math JoAnn Felts Teacher 8th Career Portals/Health Vickey Swearingen Special Education Teacher 6-12 Jennifer Burrus- 8th ELAR Jett Lowrance- Band Belinda Morgan Paraprofessional Secretary Paige Hood Inclusion Aide Paraprofessional Rhoda Bailey Parent Kristen Jordan Parent Cara Branch Parent Patricia Beasley parent Melanie Hicks Business Owner Dedria Sadler Community Representative Robbie Livingston Community Representative

2.2: Regular monitoring and revision

Element 2.2 Dates the CIP was evaluated and revised.

The Eastland Middle School CNA and campus improvement plan is reviewed annually by the campus improvement team and additional classroom teachers that are not formally a part of the Campus Improvement Team. The committee revised the previous CNA worksheet to locate strengths and areas of greatest need. The first campus improvement meeting was on June 6, 2018. All stakeholder meetings were held on the Eastland Middle School campus. The meeting began at 9:00a.m. The second meeting involving the CNA was offered at two different times to allow greater participation by stakeholders. It was offered once in morning of July 17th, and once in the evening of July 18th. A CIT group email was established to promote even greater participation by

stakeholders. The CNA was finalized on July 2018. The campus improvement plan was finalized by the CIT on August 2, 2018. Revisions were made to the campus improvement plan on December 10, 2018 and the plan was approved by the school board on December 13, 2018.

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

Element 2.3 Location and Language

The campus improvement plan is made available in the campus office and at parent meetings. The CIP is made available in English. Translation services of all campus documents including the CIP, Parent and Family Engagement Policy, and Parent Compact are offered with a sign in the campus office that is written in Spanish.

2.4: Opportunities for all children to meet State standards

Element 2.4

Goal	Performance Objective	Strategy	Description
1	1	2	Implementation of research based programs to increase reading comprehension, academic vocabulary, higher order thinking, and problem solving skills. This includes achieve 3000, imagine learning, Prodigy, and Kamico. This programs will be utilized in addition to regular classroom instruction to individualize and differentiate the instruction to the students current level of knowledge and achievement.
1	1	3	In class support by paraprofessionals for assistance and accommodations to students in need. This could include special education, 504, RTI, ESL, or at risk students.
1	1	5	Required after school tutoring for struggling students and T-school intervention twice a week for students who fail to complete assignments or need extra time.
5	4	1	Assign staff members as grade level liaisons for each special program. These liaisons would manage the day to day task of special programs by communicating with and assisting the grade level teachers. They will also serve as a liaisons between the school and home.

2.5: Increased learning time and well-rounded education

Element 2.5

Goal	Performance Objective	Strategy	Description
1	1	2	Implementation of research based programs to increase reading comprehension, academic vocabulary, higher order thinking, and problem solving skills. This includes achieve 3000, imagine learning, Prodigy, and Kamico. This programs will be utilized in addition to regular classroom instruction to individualize and differentiate the instruction to the students current level of knowledge and achievement.
1	1	5	Required after school tutoring for struggling students and T-school intervention twice a week for students who fail to complete assignments or need extra time.
4	2	1	Eastland Middle School will expand opportunities for students to participate in additional clubs, organizations, and activities based upon student interest.
5	1	1	Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.

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

Element 2.6

Goal	Performance Objective	Strategy	Description
1	1	2	Implementation of research based programs to increase reading comprehension, academic vocabulary, higher order thinking, will be utilized in addition to regular classroom instruction to individualize and differentiate the instruction to the students cu
1	1	3	In class support by paraprofessionals for assistance and accommodations to students in need. This could include special educ
1	1	5	Required after school tutoring for struggling students and T-school intervention twice a week for students who fail to comple
4	2	1	Eastland Middle School will expand opportunities for students to participate in additional clubs, organizations, and activities
5	4	1	Assign staff members as grade level liaisons for each special program. These liaisons would manage the day to day task of sp between the school and home.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed in conjunction with the parents on the campus improvement team. The Parent and Family Engagement Policy was reviewed and approved at a meeting on August 2, 2018 for the 2018-2019 school year. The meeting was held at the Eastland

Element 3.1 distribution and language

The Parent and Family Engagement Policy is made available in the campus office, student handbook, and at parent meetings. The CIP is made available in English. Translation services of all campus documents including the CIP, Parent and Family Engagement Policy, and Parent Compact are offered with a sign in the campus office that is written in Spanish.

Goal	Performance Objective	Strategy	Description
2	1	5	Distribution and explanation of the Parent and Family Engagement Policy, at open house, registration, and awards ceremony in addition to being a part of the campus handbook.
2	2	1	Parent and community volunteers will be sought through multiple methods to be a part of campus committees.

Element 3.1 Individuals that assisted with the development of the Parent and Family Engagement Policy

Camupus Improvement Team

Jason Henry Principal Lacy Majors Counselor Tanee Wharton Teacher 7th Grade Mae Rackow Classroom Teacher 6th Reading Amanda Smedley Teacher 7th Math Bobby Schuman Teacher PE 6-8/Athletics Linda Blount Teacher 8th Science Denise Skinner 7th Science Krystal Vernon 6th Math JoAnn Felts Teacher 8th Career Portals/Health Vickey Swearingen Special Education Teacher 6-12 Jennifer Burrus- 8th ELAR Jett Lowrance- Band Belinda Morgan Paraprofessional Secretary Paige Hood Inclusion Aide Paraprofessional Rhoda Bailey Parent Kristen Jordan Parent Cara Branch Parent Patricia Beasley parent Melanie Hicks Business Owner Dedria Sadler Community Representative Robbie Livingston Community Representative

3.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
2	2	1	Parent and community volunteers will be sought through multiple methods to be a part of campus committees.
2	2	2	All parents and community will be notified of open planning meetings for the campus.
2	2	3	Offer planning meetings on multiple days and at different times in order to involve more stakeholders.

Element 3.2 Days, Times, Locations of meetings.

Campus Improvement Team Meeting

Thursday- June 6, 2018 -9a.m.

Agenda: Campus Needs Assessment

Location: Campus Confernce Room Participants- Principal, Counselor, Teachers, Paraprofessionals, Parents

Campus Improvement Team Meeting

Wednesday- July 17, 2018 9a.m.

Agenda: Campus Needs Assessment, Campus Improvement Plan, Parent and Family Engagement Policy

Location: Campus Confernce Room Participants- Principal, Counselor, Teachers, Parents

Campus Improvement Team Meeting

Thursday July 18, 2018 6pm.

Agenda: Campus Needs Assessment, Campus Improvement Plan, Parent and Family Engagement Policy

Location: Campus Confernce Room Participants- Principal, Teachers, Parents

Campus Improvement Team Meeting

Thursday August 2, 2018 9am.

Campus Improvement Plan, Campus Handbook,

Location: Campus Confernce Room Participants- Participants- Principal, Counselor, Teachers, Paraprofessionals, Parents

Title One Annual Meeting

Monday August 13, 2018 5:30pm

Location: Campus Cafeteria Participants- All campus staff and parents.

Title One Parent Meeting Planned

January 18, 2018 3:00pm

Location: High School Gym

Expected Participants- All campus staff and parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gayla Galyean	Instructional Aide	Math&Reading Intervention	1.0
Rachel Schuman	Teacher	Reading Intervention	.5
Tara Davis	Teacher	Math&Reading Intervention	.5

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jason Henry	Principal
Non-classroom Professional	Lacy Majors	Counselor
Paraprofessional	Belinda Morgan	Paraprofessional
Business Representative	Melanie Hicks	Business Owner
Parent	Patricia Beasley	parent
Classroom Teacher	Tanee Wharton	Teacher 7th Grade
Classroom Teacher	Mae Rackow	Classroom Teacher 6th Reading
Classroom Teacher	JoAnn Felts	Teacher 8th Career
Paraprofessional	Paige Hood	Inclusion Aide
Classroom Teacher	Amanda Smedley	7th Math
Classroom Teacher	Vickey Swearingen	Special Education Teacher 6-12
Community Representative	Dedria Sadler	Community Representative
Parent	Cara Branch	Parent
Classroom Teacher	Bobby Schuman	Teacher PE 6-8
Classroom Teacher	Krystal Vernon	6th Math
Classroom Teacher	Jennifer Burrus	8th ELAR
Classroom Teacher	Jett Lowrance	Fine Arts
Administrator	Jennifer McLean	Assistant Principal
Parent	Gary Hays	Parent
Parent	Rhoda Bailey	parent
Parent	Mandy Scott	Parent
Parent	Tabitha Brown	Parent