Eastland Independent School District

Eastland High

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aligning our curriculum to address our large at-risk population.

Demographics Strengths

Low mobility rate.

Adequate services for ELL students based on population.

Low student / teacher ratio.

Student Achievement

Student Achievement Strengths

Index 1 score was 14 points above target score.

Science and Social Studies were at 87 and 94 percent respectively.

Index 2 shows continued student progress was made.

Dual Enrollment course completion for SS high.

Post secondary readiness.

100% graduation rate.

CTE Sequence was a distinction

76% of Seniors took the SAT or ACT

School Culture and Climate

School Culture and Climate Strengths

Positive learning environment on campus in classrooms, athletics, clubs, etc.

Engaging and encouraging work environment (FAMILY).

Communication with parents, in a variety of mediums, from school regarding students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff is 100% HQ and certified.

Consistent walk-throughs and classroom visits.

Related PD tied to needs of students/campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Common planning period for contents.

Fundamental Five classroom visits with feedback.

New textbooks and resources for staff.

STAAR classes for ELA and Math.

Increased use of Technology.

Parent and Community Engagement

Parent and Community Engagement Strengths

Open communication with parents through Facebook, website, Blackboard Connect, Newspaper, Remind101 and mail outs.

Community partnerships.

Parent teacher support organization.

School Context and Organization

School Context and Organization Strengths

Common planning periods for contents.

Strong instructional leadership on campus.

Visibility in hallways and classrooms with administration.

Technology

Technology Strengths

Projectors in each classroom with promethean boards.

2 open access labs for instruction with 41 computers total.

Dual credit utilizes web based courses for our students.

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

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: We will Maintain Safe Schools and be Prepared for, and Capable of Responding to, Unusual Incidents and Emergencies with the District and Community.

Performance Objective 1: All campus staff will continue to place a high priority on school safety and security for students.

Evaluation Data Source(s) 1: Log books, staff development calendar and campus calendar.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Lock all outside doors except for the glass double doors by cafeteria and the single door by library.	Administration and SRO	Staff responsible will check during each week to ensure doors remain locked.	100%	100%	100%	
2) Assign areas for administration and staff to monitor before school, during lunch and after school.	Administration, SRO, Athletic Directors.	Fewer students standing around in the halls. Decrease the number of discipline issues that are present.	100%	100%	100%	
3) Staff visibility during passing periods and before/after school. Fewer students in hallways during class periods.	Administration, SRO, Athletic Directors.	Fewer student issues in hallways and decrease in student referrals.	25%			
4) Review Crisis management Plan. Work with local law enforcement when conducting drills to maximize effectiveness.	Administration, SRO	Monthly drills and log books are maintained and updated.	5%			
5) Show informative videos, make announcements, hang posters, have speakers that discuss texting/driving, alcohol/drug/tobacco awareness and bullying.	Administration, Teachers, SRO, Counselor, Open Door	Master calendar with dates of speakers, items posted in halls and listening to conversation students are having.	5%			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	Feb	Apr	June
6) Campus will be free of drugs, alcohol, and firearms	Administration, Faculty, Drug testing company	Crime Stoppers data, discipline data in TXEIS. Results from monthly drug tests.	25%			
7) School will use our SRO to conduct home visits to get truant students to school on an as needed basis.	Attendance clerk, Administration, SRO	A.D.A.	15%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 1: We will Maintain Safe Schools and be Prepared for, and Capable of Responding to, Unusual Incidents and Emergencies with the District and Community.

Performance Objective 2: Provide students and staff with a well-maintained and functional building and grounds

    Evaluation Data Source(s) 2: Walkthroughs and surveys
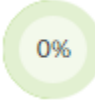
    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Nonfunctional doors, windows, furniture and equipment will be replaced or repaired	Administration and maintenance	walkthroughs and surveys	50%			
2) Student and staff parking will be identified and practically utilized with use of window stickers.	Administration, SRO	Surveys, parking lot issues	60%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 1: We will Maintain Safe Schools and be Prepared for, and Capable of Responding to, Unusual Incidents and Emergencies with the District and Community.

Performance Objective 3: Provide a campus SRO to help maintain building security

    Evaluation Data Source(s) 3: Staff review

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Work with the SRO to create a safe environment at EHS	SRO, Administration, Teachers, Staff	Safer School	55%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: We will Maintain Safe Schools and be Prepared for, and Capable of Responding to, Unusual Incidents and Emergencies with the District and Community.

Performance Objective 4: All staff will be trained in the CPI model of intervention.

Evaluation Data Source(s) 4: Professional Development records

Summative Evaluation 4:
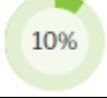
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Train all staff in the summer on the CPI model of intervention.	Administration	More effective interventions in stressful situations.	100%	100%	100%	

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 2: We will continuously improve student performance.

Performance Objective 1: All student groups in all STAAR/EOC will increase the passing rate based on Phase in Level 2 by a minimum of 5%.

Evaluation Data Source(s) 1: EOC test results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide professional development activities for teachers during August and throughout the year.	Administration	Feedback from training, walktrhoughs	65%			
2) Teachers will assess their students every six weeks to evaluate current level of comprehension.	Teachers and Administration	Lesson Plans, Walkthroughs, Observations, Student Exams.	60%			
3) Identify non-English speakers and assign them to a mentor through our ESL program.	ESL Coordinator, Administration	Attendance records, gradebook, ESL documentation	5%			
4) ESL student tutorial period and peer support.	ESL coordinator and administration.	Assessments, teacher reports	5%			
5) Provide targeted, specific remediation during the school day and outside the school day. (Algebra 1 and ELA 1/2)	ELA Teachers and Administration	Identified weak areas will show growth on targeted assessments. EOC Results.	40%			
6) Administration will check lesson plans once a week for TEKS based instruction.	Administration	Weekly checks of lesson plans followed up with an email to the teacher.	50%			
7) Administration will conduct regular classroom walk-throughs.	Administration	Walk through data	10%			
8) Support and retain highly qualified staff.	Administration	SBEC certification, staff roster,	45%			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Comprehensive Support Strategy 9) School will partner with Achieve 3000 to remediate our students that were not successful on the English portion of the EOC exam.	Teacher, Counselor, Administration	Progress in the class and on benchmarks	50%			
Comprehensive Support Strategy 10) Create a new benchmark system to allow for early intervention with our students that are struggling in core content classes.	Teacher, Counselor, Administration	Benchmark results, EOC results	50%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 2: We will continuously improve student performance.

Performance Objective 2: 100% of EHS graduates will graduate on time.

Evaluation Data Source(s) 2: Graduation rates

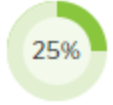**Summative Evaluation 2:**
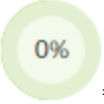
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Utilize A+ to help students receive credit where it was lost in earlier high school courses.	Counselor, PEIMS, Administration	Transcripts and graduation rate.	15%			
2) Continue with A+ as credit recovery software program, but begin looking at various options	Counselor, PEIMS, ECC coordinator, Administration	A+ reports and transcripts	25%			
3) Create open communication with all at-risk students to provide resources and assistance in any way possible.	Counselor, Administration	Documentation of meetings and academic records.	40%			
4) Place students that need additional services in Math and ELA in supplemental courses to assist with the STAAR/EOC.	Teachers, Administration and Counselor	Graduation rate, academic records, master schedule	45%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: We will continuously improve student performance.

Performance Objective 3: Maintain student participation in and completion of Dual Credit courses.

    Evaluation Data Source(s) 3: Student-Staff surveys

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Counselors will meet with students individually/classes to determine/share post-graduation options.	Administration and Counselor	Notes from meetings.	10%			
2) Add Honors courses to the master schedule to increase the level of rigor in lower level courses leading up to dual credit.	Administration and Counselor	Student registration numbers, feedback from parents/students/teachers	25%			
3) Allow for students to have maximum availability to dual credit courses.	Administration and Counselor	Master schedule and enrollment numbers.	35%			
4) Host parent meeting with specific information about Dual Credit.	Administration and Counselor	Presentation materials and sign in sheet with notes for evening.	5%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: We will continuously improve student performance.

Performance Objective 4: Provide students opportunities to learn in a variety of mediums.

Evaluation Data Source(s) 4: Student-Staff surveys

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide chrome-books for students to allow students access to a varied instruction	Administration, teachers	lesson plans classroom observations and walk trough's.	70%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 2: We will continuously improve student performance.

Performance Objective 5: Students who fail 8th grade math will be entered into a STAAR remediation class their freshman year to help prepare them for the Algebra EOC

> **Evaluation Data Source(s) 5:**

> **Summative Evaluation 5:**
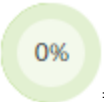
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Monitor students in the Math STAAR class and monitor performance on the 6 week benchmarks	Administration, Math Staff	STAAR scores	55%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 2: We will continuously improve student performance.

Performance Objective 6: Students will take six week tests written at the rigor and style of state administered tests.

Evaluation Data Source(s) 6: Eduphoria Data

Summative Evaluation 6:
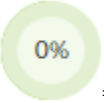
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Create 6 week test in EOC tested areas that are at the rigor and style of the EOCs that will be taken in the spring	Administration, Core Staff	STAAR scores	40%			

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 2: We will continuously improve student performance.

Performance Objective 7: Students who fail the English EOC will be placed in a STAAR remediation class until successful completion of the STAAR, or graduation.

Evaluation Data Source(s) 7: EOC Data

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Monitor students in the English STAAR class and monitor performance on the 6 week benchmarks	Administration, English Staff	STAAR scores	30%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: We will employ efficient and effective practices.

Performance Objective 1: Student attendance will increase by a minimum of 3%.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Attendance will be monitored on a daily and weekly basis.	Administration and Administrative Assistant and SRO	Attendance Reports, students back in school	10%			
2) Emphasize the importance of attending school everyday and being on time through various means of communication.	Administration, SRO and Teachers.	Attendance Rate	10%			
3) Utilize every opportunity to talk to students about their goals and why they are in school.	Administration, SRO, Teachers	Attendance Rate	15%			
4) Counsel with students who have excessive absences. Using lunch detentions, Wednesday detentions,and Saturday School to correct behaviors.	Administration, SRO, Attendance committee, Counselor.	Attendance Rate	10%			
5) Build a sense of family with students. Learn student names and refer to them in the hallways. Make them feel wanted and valued during lunch, classrooms, dismissal, and at any extra curricular events.	All EHS staff	Attendance Rate	10%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: We will employ efficient and effective practices.

Performance Objective 2: Utilize Campus Leadership Teams when making decisions.

Evaluation Data Source(s) 2: Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Provide content area teams planning time withing the master schedule.	Administration and Counselor	Master Schedule showing common planning period.	100%	100%	100%	
2) Create a campus leadership team to help when making decisions that impact the entire campus.	Administration	Agendas and minutes.	100%	100%	100%	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Goal 3: We will employ efficient and effective practices.

Performance Objective 3: Increase awareness of post-secondary opportunities and resources available.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Math and English departments will continue to support SAT/ACT requirements.	ELA and Math Teachers, administration	Lesson Plans, Assessments, ACT/SAT scores, Method Test Prep analysis, Campus report card	10%			
2) SAT and PSAT tutoring will be provided prior to test administration	Faculty and Administration	ACT/SAT scores, MTP	25%			
3) EHS is providing the opportunity for students to earn specific certifications prior to graduating.	Administration, CTE Director and teachers, Counselor	Walk-throughs, Enrollment numbers, Number of Certifications	15%			
4) Conduct Freshman and Sophomore meetings to open the door to communicate important information regarding their senior year and post graduation.	Counselor and Administration	Data and calendar from senior meetings.	15%			
5) Increase communication to parents and students in regard to post-secondary opportunities and resources.	Administration and Counselor	Surveys, Feedback from meetings and senior nights	10%			
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: We will employ efficient and effective practices.

Performance Objective 4: Qualified and highly effective personnel will be recruited, developed and retained.

   Evaluation Data Source(s) 4:
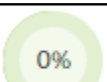
   Summative Evaluation 4:
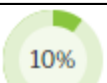
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active web-pages.	Administration	Number of vacancies, number of applicants	15%			
2) Assign a mentor teacher to all new EHS hires to answer questions and for how we do things the Maverick Way.	Administration and Teachers	Feedback from new teachers to EHS.	100%	100%	100%	
3) Update and maintain paraprofessionals records to state requirements and local requirements.	Administration	Personnel records	100%	100%	100%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: We will Develop and Maintain Strategic Community Partnerships

Performance Objective 1: Parents, students and the community will be key stakeholders in the education of Eastland High School Students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

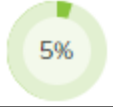| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) EHS website will be up to date and current with pertinent information.	Administration	Weekly updates and announcements made on the site.	10%			
2) Teachers will communicate with parents through email and phone.	Administration and Teachers	surveys and log	5%			
3) EHS will use Remind101, Thrillshare, messenger, Facebook and the EHS website to keep parents and community informed of events, policies and procedures for EHS.	Administration	Campus calendar and surveys	10%			
4) Begin planing to create senior internships with various community businesses.	Administration	Planning outlines and agreements with businesses.	0%			
5) Bring in various college and military representatives to visit with students and counselor about future endeavors/plans.	Counselor and Administration	Calendar, documentation with college representation	10%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: We will Develop and Maintain Strategic Community Partnerships

Performance Objective 2: High expectation of student performance will be encouraged by acknowledging successful Student Achievement.

Evaluation Data Source(s) 2: Academic records, PSAT/SAT, campus report card, awards ceremonies, surveys

Summative Evaluation 2:
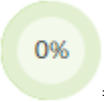
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will receive reasonably quick recognition and acknowledgment for outstanding achievements.	Administration and Counselor	Academic records, PSAT/SAT, campus report card, awards ceremonies, surveys	5%			

100% = Accomplished		= Continue/Modify	0% = No Progress	= Discontinue

Goal 5: Actively implement plan to increase fund balance and improve cash flow.

Performance Objective 1: Budget requests will reflect identified instructional needs.

    Evaluation Data Source(s) 1: Surveys, lesson plans, walkthroughs, inventory assessment

    Summative Evaluation 1:
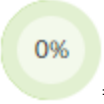
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Feb**	**Apr**	**June**
1) A committee will identify specific instructional needs	Administration and faculty	lesson plans, walkthroughs and surveys	10%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 5: Actively implement plan to increase fund balance and improve cash flow.

Performance Objective 2: Special budget requests will be considered and prioritized for short and long term planning.

Evaluation Data Source(s) 2: surveys, district improvement plan, TEA

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Plans will be created to realize long term needs	Administration	surveys, district improvement plan, TEA	20%			

	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 6: Eastland ISD will meet PBMAS standards

Performance Objective 1: The overall percentage of special education students that are considered to be drop outs in grades 7-12 will be reduced.

Evaluation Data Source(s) 1: The current percentage rate of 4.3% will be reduced to the PBMAS standard of 1.8%
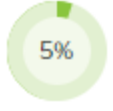
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus administration will work with the Special Education Coop and stakeholders to keep current special education students in school and continually monitor their progress.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician	Percentage of special education dropout rate will reduce in size to be at or below the PBMAS standard of 1.8%.	15%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 6: Eastland ISD will meet PBMAS standards

Performance Objective 2: The overall percentage of Special Education students receiving ISS placements will be reduced.

Evaluation Data Source(s) 2: ISS placement rate for Special Education students will meet PBMAS standard

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) ISS placements for SPED will be reduced by actively using discipline management techniques that help those students remain in the regular education setting as much as possible.	Campus principals, SPED teachers, Regular Education Teachers	Current rate of 15.5% ISS placement for SPED will be at or below the PBMAS standard of 10%	5%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 6: Eastland ISD will meet PBMAS standards

Performance Objective 3: The overall percentage of Special Education students ages 12-21 in the regular education setting less than 40% of the time will be reduced.

> **Evaluation Data Source(s) 3:** The percentage of Special Education students who are in the regular education setting less than 40% of the time will be reduced to the PBMAS standard of 10%.
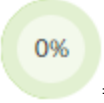
> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Feb**	**Apr**	**June**
1) Campus principals will coordinate with the staff and the SPED coop to determine which students could be better served in the regular education setting for more than 40% of their school day through the ARD process with stakeholder input.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician	The overall percentage of students receiving sped services will be in the regular education setting more than 40% of the school day. The rate will be at or below the PBMAS standard of 10%	40%	100%	100%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 6: Eastland ISD will meet PBMAS standards

Performance Objective 4: The number of Special Education students taking the STAAR Alt. test will be reduced.

Evaluation Data Source(s) 4: The percentage of Special Education students who are administered the STAAR Alt assessment will be reduced to the PBMAS standard of 10%.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Special Education participation rate for the STAAR Alt test will be reduced by campus stakeholders working together to determine which students will be better prepared to take the STAAR assessment.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician	STAAR Alt participation rate will be reduced from the current percentage of 20% to at or below the PBMAS standard of 10%.	15%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 6: Eastland ISD will meet PBMAS standards

Performance Objective 5: The number of Hispanic students identified as needing special education services will be reduced.

Evaluation Data Source(s) 5: The percentage of Hispanic students identified as Special Education will be reduced to meet the PBMAS standard of being within 1% of that of the overall percentage of student population.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) The district will work with SPED Coop to work towards reducing the number of Hispanic students receiving special education services. To ensure that students are properly placed the ARD committee will use any and all data to make informed decisions regarding admission and dismissal of all students.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician, ESL Coordinator	The percentage of Hispanic students receiving special education services as compared to the overall student population will reduce from the current rate of 2.7% to at or below the PBMAS standard of 1.0%	15%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 6: Eastland ISD will meet PBMAS standards

Performance Objective 6: The number of students that are Title I part A in grades 7-12 considered to be drop outs will be reduced.

Evaluation Data Source(s) 6: The percentage of students that are Title I part A in grades 7-12 considered to be drop-outs will be at or below the PBMAS standard of 1.8%

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus principals will work with staff members and stakeholders to identify students in this category that are at-risk of not completing high school. These students will be monitored by the campus staff to check for indicators of possible drop-outs.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers	Drop out rate as stated in PBMAS report will be reduced to at least 1.8%.	20%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	9	School will partner with Achieve 3000 to remediate our students that were not successful on the English portion of the EOC exam.
2	1	10	Create a new benchmark system to allow for early intervention with our students that are struggling in core content classes.