

Eastland Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



Mission Statement

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

Vision

Eastland ISD Vision Statement

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

Core Beliefs

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

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Comprehensive Needs Assessment

Needs Assessment Overview

STAAR data was reviewed by the District Improvement Committee to determine areas of strength and weakness. Five areas were identified for immediate intervention.

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

1. Improved writing scores are needed at all levels. (Percentage of students at each campus performing at the basic level or below: Siebert—82%; Middle School—61%; EHS—52%)
2. A greater number of students need to reach the Meets and Masters levels of performance at all grade levels.
3. Greater growth in reading at the elementary level is needed from one year to the next.
4. Greater growth is needed from 8th grade math to Algebra I.
5. Student groups need to meet Domain III targets with greater frequency.

Student Academic Achievement

Student Academic Achievement Summary

STAAR SUMMARY

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

Elementary

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

Middle School

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

High School

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

STAAR data was reviewed by the District Improvement Committee to determine areas of strength and weakness. The goal of the district is to be designated as an “A” district. Two campuses, Siebert Elementary and Eastland High School, were designated as “B” campuses. The following areas have been identified as areas of concern to address as part of the measures needed to reach the aforementioned goal.

Areas Targeted for Improvement

Siebert Elementary received a score of 48 (C) in the area of student achievement. The score for this domain is measured according to the average of the Approaches, Meets, and Masters performance levels for all tests, at all levels. The areas measured for Siebert are as follows:

Reading—52 (79-C)

Math—51 (78-C)

Writing—27 (53-F)

Science—46 (74-C)

In order to improve in all of the above areas, a focus should be placed upon increasing the number of students reaching the Meets and Masters levels of performance. A minimum component score of 60 is needed for a score of “A.” The area with the greatest need for intervention is 4th Grade Writing. Only 16% of students taking this assessment reached the Meets performance level and only 4% scored in the Masters range. While student performance does indicate some weakness in the revising and editing portions of the assessment, the majority of students (82%) earned a composition score of 2 (basic) or lower.

Eastland High School received a “B” in the area of student achievement. Differing from the elementary level, CCMR and graduation rates are also factored into this score at the high school level. EHS scored an “A” for CCMR and their graduation rate but a “C” for student performance. The areas measured for high school are as follows:

ELA/Reading—38 (65-D)

Math—39 (67-D)

Science—50 (77-C)

Social Studies—63 (91-A)

Because of the strengths in scores for CCMR and graduation, improvements in student performance could result in an overall score of “A.” In order to reach this goal, the most intervention is needed in the areas of English I and II and Algebra I. On the English I assessment, 51% of students performed at the basic or below levels of proficiency on the written composition. 53% of students received a written composition score of 2(basic) or below.

Siebert Elementary received a score of 77 (B) in the area of Academic Growth. This score represents tremendous improvement from the 2018 results (a score of “F” in the area of growth). While this indicates a great deal of improvement and effort on the part of teachers and students, this is potentially the most impactful area of focus for Siebert Elementary. The areas measured at the elementary level are as follows:

Siebert—77-B (2018—60 [58-F])

Reading—69 (70-C) (2018—62 [59-F])

Math—85 (92-A) (2018—57 [56-F])

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

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

High School—65-C

ELA/Reading—76 (86-B)

Math—51 (57-F)

Growth from 8th grade math to Algebra I is the greatest area of need. Students will be closely monitored to ensure they are not falling back into a lower performance level on Curriculum Based Assessments.

The final domain addressed here is Domain III—Closing the Gaps. Discrepancies in performance between various student sub-groups has been an ongoing concern. While improvements have been made, there are still some areas of need.

To determine a school or districts rating, target scores are set for various student groups. The following areas are evaluated:

1. Academic Achievement in Reading and Math—target scores are set for the Meets level of performance for each student group
2. Growth Status in Reading (4-8; English II) and Math (4-8; Algebra I)-- target scores are set for the Meets level of performance for each student group
3. English Language Proficiency Status—a target is set for TELPAS progress
4. Student Success Status—target scores are set for the component score (average of three performance level scores) for each student group
5. School Quality Status (high school only)—a target is set for the percentage of students meeting CCMR for each student group

At any campus, a student group is evaluated if there are twenty-five or more test scores included.

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

Siebert:

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

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

Growth Status Reading: Not met—White, Eco Dis

Student Success: Not met—Hispanic, White, EL

High School:

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

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

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

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

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

1. Improved writing scores are needed at all levels. (Percentage of students at each campus performing at the basic level or below: Siebert—82%; Middle School—61%; EHS—52%)
2. A greater number of students need to reach the Meets and Masters levels of performance at all grade levels.
3. Greater growth in reading at the elementary level is needed from one year to the next.
4. Greater growth is needed from 8th grade math to Algebra I.
5. Student groups need to meet Domain III targets with greater frequency.

Student Academic Achievement Strengths

In an attempt to see continual improvement, district weaknesses must be detailed and addressed. However, the vast improvements made by the district should be noted.

	District		Siebert		Eastland Middle School		Eastland High School	
	2018	2019	2018	2019	2018	2019	2018	2019
Student Achievement	C	B	D	C	C	B	B	B
STAAR Component	C	C					C	C
CCMR	B	A					B	A
Graduation Rate	A	A					A	A
School Progress	C	B	D	B	B	A	B	B
Academic Growth	F	B	F	B	D	B	D	C

	District		Siebert		Eastland Middle School		Eastland High School	
Relative Performance	C	A	D	B	B	A	C	B
Closing the Gaps	C	B	F	C	C	A	C	C
OVERALL	C	B	D	B	C	A	B	B

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Behavior and Other Indicators

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

Employee Data

- 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

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




Goals

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Increase student enrollment in weighted courses		Campus Administrators, counselors, and course instructors	PEIMS Data				
2) Actively Seek other funding		Assistant Superintendent	Grant Awards				
3) Reduce district funded meals		Superintendent, Athletic and Band Directors, and Group Sponsors	Decrease in Meal Expenditures				
4) School Finance Training		Superintendent, Director of Finance	Workshop Certificates				
5) Reduce utility costs throughout district facilities		Superintendent, & Asst. Superintendent	Employee Training Manual & Utility Bills				
6) Partnership with local TDCJ unit for offender workforce to reduce need for additional maintenance positions and/or contracted labor sources.		Assistant Superintendent, Maintenance Director	Maintenance projects completed				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
7) Partnership with Region 14 Education Service Center to train/successfully implement ESSA, Title I, Part A.		Asst. Superintendent, Director of Finance	ESSA application, Workshop Certificates				




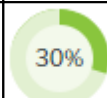
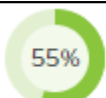

Goal 2: The needs of the diverse student population are met. Part I

Performance Objective 1: Programs for special populations and students who have been designated as "At-Risk" will be provided to encourage all students to meet their full educational potential.

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


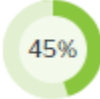



Students in special populations will meet all Domain III targets.







Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students in the early childhood program, PPCD, will receive individualized care and exposure to curriculum tailored to each student's ability and progress. Special Education teachers will work in conjunction with General Education teachers to provide a smooth transition for PPCD students into the the regular classroom.	2.5, 2.6	Special Education Coordinator; Classroom Teachers; PPCD Staff ARD Committee	Students will continue to make individual progress on goals specified in the IEP. Increased number of EE students who make the transition from EE into general education PreK and Kindergarten classes.				
2) Special Education teachers and paraprofessionals will be assigned to PPCD-12 special education classrooms to ensure the physical and educational needs of students are being met.	2.5	Campus Principals Special Ed Coordinators ARD Committee	Students will continue to make individual progress on goals specified in the IEP.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
3) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.		Campus Principals Special Ed Coordinators	<p>SPED students will meet Domain III targets: Increase Academic Achievement Status in ELA/Reading to 19% from 16%; the Academic Achievement Status in Math was met with 25%; the Growth Status target in ELA/Reading was met with a score of 60; the Growth Status target in Math was met with a score of 65; increase the Student Success Status from 22 to 23.</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				
4) A speech therapist will serve qualifying students.	2.6	East End Co-op Classroom teachers ARD Committee	As students make progress, the number of sessions needed will decrease with the goal being dismissal from services.				
5) Students who meet the district criteria will participate in a Gifted & Talented program.	2.6	Campus Principals GT Coordinators Teachers: Gifted & Talented, Pre-AP, AP	Increase in the number of students performing at the Masters level of proficiency on the STAAR and EOC assessments.				
6) Students assigned to DAEP will continue to receive educational services as well as restorative counseling to prepare for a smooth transition back to the regular campus.	2.6	Campus Principal Social Worker	Decrease in the number of repeat placements in DAEP.				
7) The C.A.R.E. Campus will meet the needs of students who would benefit from an alternative educational setting.	2.6	HS Principals C.A.R.E Campus Instructor	Increased number of students completing course requirements.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
8) Students qualifying for ESL services will receive instruction supported by the ELPS in the general education classroom.	2.4, 2.6	Campus Principals ESL Coordinator	<p>Increase in the number of ESL students performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p> <p>EL students will meet Domain III targets: Increase Academic Achievement in ELA/Reading from 27% to 29%; Academic Achievement in Math meet with 41%; Growth Status for ELA/Reading and Math were meet with scores of 77 and 72; ELPS status will increase from 33% to 36%; Increase Student Success Status from 36 to 37.</p> <p>Continued progress as indicated by TELPAS.</p> <p>Increased number of students meeting the criteria for exit from the ESL program.</p> <p>Decrease the achievement gap between ELs and other student groups.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>9) As part of the Title I School-wide program in grades K-8, funds and resources will be used to support reading and math instruction as well as parental involvement.</p>	2.4, 2.5, 2.6	Campus Principals	<p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance in Reading and Math.</p> <p>Increase in the number of student groups reaching the Domain III targets in Reading and Math.</p> <p>Increase in the number of parents attending parent involvement activities and meetings.</p>				
10) ESC 14 will provide technical assistance on ESSA Application and Compliance Reports.		Asst. Superintendent & Title I, Consultant ESC14	ESSA applications and reports will be completed on time and accurately.				
11) Pregnancy related services, including counseling, will be provided to pregnant students.	2.6	Principals, Counselors, & Teachers	Increased number of students who continue enrollment and complete course requirements for graduation.				
12) Teachers will be provided with professional development through the ESC or by the local professional development coordinator to equip them to meet the needs of the diverse student population.		Campus Principals Director of Curriculum and Instruction	Increased number of students, especially students in special populations, performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
13) Efforts will be made to identify and provide services to migrant students and families.	2.6	Campus Administrators Migrant Coordinator	Increase in the number of consecutive days the student is enrolled.				
14) Benchmarks will be given in STAAR tested subjects and used to track the performance and progress of students in special population groups.	2.4, 2.5, 2.6	Campus Principals Director of Curriculum and Instruction	Decrease in the achievement gap between students in special populations and other student groups. Increase in the number of students in special population groups performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.				
15) Dyslexia services will be provided to qualifying students by a highly trained dyslexia interventionist.	2.4, 2.5, 2.6	Campus Principals Dyslexia Trained Staff	Increase in reading proficiency as indicated by STAR and TPRI. Increase in the number of dyslexia students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.				
16) Efforts will be made to identify and provide resources, tutorials, and progress/attendance monitoring for homeless students to increase student achievement and graduation rates.	2.6	Homeless Liaison	Increased attendance Improvement in math and reading proficiency.				
17) Curriculum Based Assessment in all STAAR tested areas will be used to track the performance and progress of various student populations.	2.4, 2.5, 2.6	Assistant Superintendent Campus Principals Director of Curriculum and Instruction Instructional Technology Specialist	Decrease in the achievement gap between students in special populations and other student groups. Increase in the number of students in special population groups performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>18) English Language Arts and Reading teachers teaching ESL students will be or will be required to obtain ESL certification.</p>	2.4, 2.6	Campus Principals ESL Coordinator	<p>Increase in reading proficiency as indicated by STAR and TPRI.</p> <p>Increase in the number of ESL students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p> <p>Decrease the achievement gap between ELs and other student groups.</p>				
19) 504 services will be provided to qualifying students.	2.4, 2.6	Campus Principals 504 Coordinators	<p>Decrease in the number of failing grades and absences.</p> <p>Increase in reading proficiency as indicated by STAR and TPRI.</p> <p>Increase in the number of 504 students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.</p>				
20) Data will be used to determine students in need of Tier 2 and Tier 3 interventions. The Response to Intervention procedures will be followed to ensure these students receive the help they need to be successful.	2.6	Campus Principal RtI Coordinator	<p>Decrease in the number of failing grades and averages.</p> <p>Decrease in the number of special education referrals.</p>				
21) Tutorials will be available to struggling students.	2.4, 2.6	Campus Principals Classroom Teachers	<p>Decrease in the number of failing grades and averages.</p> <p>Increase in reading and math proficiency as evidence by STAR and TPRI.</p> <p>Increase in the number of At-Risk students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>22) Instructional aides will be assigned to support student learning and success through intervention and inclusion services.</p>	2.6	Campus Principals Classroom Teachers Instructional Aides	<p>Decrease in the number of failing grades and averages.</p> <p>Increase in reading and math proficiency as evidenced by STAR and TPRI.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>23) Siebert Elementary will continue to use the Leveled Literacy Program to provide reading instruction and intervention.</p>	2.6	Campus Administrators Classroom Teachers Instructional Aides	<p>Decrease in the number of failing grades and averages in reading and the number of students reading below grade level.</p> <p>Increase in reading proficiency as evidenced by STAR and TPRI.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR assessments.</p>				
<p>24) Eastland Middle School and High School will continue to use Achieve 3000 to provide reading support and intervention.</p>	2.4, 2.6	Campus Principals, Counselors, Media Specialist	<p>Decrease in the number of failing grades and averages in reading and the number of students reading below grade level.</p> <p>Increase in reading proficiency as evidenced by STAR (middle school).</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.</p>				
<p>25) The district, in conjunction with the Special Education Co-op, will maintain a Behavior Intervention Unit on the Siebert campus. Services in the Behavioral Unit will be provided by a highly trained special education teacher. A minimum of two instructional aides will be assigned to this unit.</p>	2.6	Superintendent Siebert Principal Behavioral Unit Teacher	<p>Students who are unable to attend general education classes due to behavioral disabilities will receive the interventions needed to work toward the goal of returning to the general education classroom.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
26) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.		Campus Principals Special Ed Coordinator	<p>SPED students will meet Domain III targets: Increase Academic Achievement Status in ELA/Reading to 19% from 16%; the Academic Achievement Status in Math was met with 25%; the Growth Status target in ELA/Reading was met with a score of 60; the Growth Status target in Math was met with a score of 65; increase the Student Success Status from 22 to 23.</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				

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

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

Evaluation Data Source(s) 1: STAAR and EOC accountability reports

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All campuses will work to develop an effective writing program, ensuring that students become proficient in writing and the use of language conventions.	2.4, 2.5, 2.6	Campus Principals Director of Curriculum and Instruction	Based on a district created rubric, a greater number of students will demonstrate writing proficiency. Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on writing STAAR and EOC assessments. Increase in the number of students producing compositions reflecting a score of 3 or 4 on STAAR Writing and English I and II EOCs.				
Comprehensive Support Strategy 2) 6th grade students will be assigned to a STAMP class (Students Taking Academic Measures to Pass), which will provide academic support and the skills needed to transition into Middle School.	2.4, 2.5, 2.6	Middle School Principals STAMP Teachers	Decrease in the number of failing grades and missing assignments for 6th grade students.				
3) Data will be analyzed by teachers and administrators for all local and state assessments to determine student needs and drive instructional planning.	2.4, 2.6	Director of Curriculum and Instruction Classroom Teacher Campus Administrators	Increase in the level of proficiency as evidenced by Curriculum Based Assessments.				
TEA Priorities Build a foundation of reading and math 4) Siebert Elementary will continue to provide the PIERS Reading Program to students in the 1st grade who are in critical need of reading intervention.	2.6	Campus Principal PIERS Teacher	Increase in the level of reading proficiency.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
5) Siebert Elementary will continue to utilize the Accelerated Reader Program to provide reading practice and track proficiency levels and comprehension skills.		Elementary Teachers & Librarians	Increase in the level of reading proficiency. Increase in the number of students meeting grade level reading goals.				
Comprehensive Support Strategy 6) Tutoring will be available to all students before, during, and after school.	2.4, 2.5, 2.6	Campus Principal Teachers: All	Decrease in the number of students with failing grades and missing assignments. Decrease in the retention rate.				
7) Siebert Elementary will continue to provide the opportunity for students to participate in the Six Flags Read to Succeed program.		Elementary Principal & Teachers: K-5	Increase in students' daily reading.				
TEA Priorities Build a foundation of reading and math 8) All students in grades K-2 will take the Texas Primary Reading Inventory three times per year to track the development of early literacy and reading proficiency skills.	2.4, 2.5, 2.6	Elementary Counselor Director of Teachers: K-2	Increased early detection of reading deficiencies.				
9) STAR diagnostic reading and math assessments will be taken by students grades 1-8 and used to determine needed interventions or support.		Campus Principals Director of Curriculum and Instruction Computer Lab Aide	Increase in reading proficiency and the amount of targeted intervention provided to students reading below grade level. Goal: 80% per grade level On Watch or At/Above grade level Increase in math proficiency and the amount of targeted intervention provided to students who's math skills are below grade level. Goal: 80% per grade level On Watch or At/Above grade level				
10) Scholastic Book Fairs will be sponsored by PTO twice a year to promote the enjoyment of reading.		Elementary Principal & PTO book fair chairperson	Increase in the amount of student reading based on number of books checked out from the library, the number of books completed in myOn, and the completion of classroom reading goals,				
11) Dyslexia services will be provided to qualifying students by a highly trained dyslexia interventionist.	2.4, 2.5, 2.6	Campus Principal Dyslexia Interventionist	Increase in reading proficiency as indicated by STAR and TPRI. Increase in the number of dyslexia students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>12) Siebert Elementary will continue to use the Leveled Literacy Program to provide reading instruction and intervention.</p>	2.4, 2.5, 2.6	Campus Administrators, Classroom Teachers, Director of Curriculum and Instruction, Instructional Aides	<p>Decrease in the number of failing grades and averages in reading and the number of students reading below grade level.</p> <p>Increase in reading proficiency as evidenced by STAR and TPRI.</p> <p>Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR assessments.</p>				
13) A dyslexia screener will be given to all kindergarten and first grade students.	2.6	Campus Principals Counselor Director of Curriculum and Instruction Dyslexia Interventionist	Increase in the early detection of and interventions for dyslexic tendencies.				
14) The use of student data folders will be implemented to promote student initiative in growth and positive teacher/student relationships.		Campus Principal Director of Curriculum and Instruction	<p>Increase in student achievement.</p> <p>Increase in student ownership of learning.</p>				
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>15) Students will receive academic and career counseling to ensure students have the needed information to make informed curriculum choices to be prepared for success beyond high school.</p>		Campus Principal Counselor CTE Coordinator	Increase in the number of one-on-one counseling sessions with students regarding course and career choices.				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>16) The district curriculum will be research based and aligned to state standards.</p>	2.4	Assistant Superintendent Director of Curriculum and Instruction Campus Principals	<p>Increase in the level of proficiency in reading and math as indicated by STAR and TPRI (K-2).</p> <p>Increase in the number of students reaching the Meets and Masters level of proficiency on STAAR and EOC assessments.</p>				
17) Good attendance will be encouraged through the recognition of perfect attendance.		Campus Principals Counselors	Increase in attendance rate.				
18) Summer School will be provided to 5th and 8th grades who did not pass the reading and/or math STAAR.	2.4, 2.6	Campus Principals Counselors	Increase in the success rate of students taking a STAAR 2nd or 3rd administration.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
19) All students who did not reach the Approaches level on any STAAR or EOC will be provided with specialized accelerated instruction.	2.4, 2.6	Campus Principals Counselors	Increase in the number of students reaching at least the Approaches level on Curriculum Based Assessments. Increase in the number of students reaching at least the Approaches level who did not reach this level on previous assessments.				
TEA Priorities Connect high school to career and college 20) High school students will receive counseling to increase their awareness of available financial aid, grant and scholarship opportunities.		Campus Principals Counselors	Students will have the information they need to pursue various post-secondary options.				
21) Priority will be given to Reading and Math in scheduling to provide the maximum amount of time for these courses. (3-5)	2.4, 2.5	Campus Principal Counselor Director of Curriculum and Instruction	Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR.				
22) Siebert Elementary will continue to provide a 2nd math class for all 4th and 5th grade students to provide extended opportunities to achieve mastery of the content and individualized support.	2.4, 2.5	Campus Principal Director of Curriculum and Instruction	Increase in math proficiency as evidenced by STAR. Increase in the number of students reaching the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.				
23) An automated phone call will go out the the parents or guardian of any absent student.		Campus Principals Technology Coordinator	Increase in attendance rate as evidenced by the ADA calculations for each six weeks				
24) Teachers will be provided with professional development through the ESC or by the local professional development coordinator to equip them to meet the needs of all students.	2.4	Campus Principals Director of Curriculum and Instruction	Increased number of students, performing at the Approaches, Meets, and Masters levels of proficiency on STAAR and EOC assessments.				
25) Benchmarks will be given in STAAR tested subjects and used to track the performance and progress of all students.	2.4	Campus Principals Director of Curriculum and Instruction	Increase in the number of students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
26) Curriculum Based Assessment in all STAAR tested areas will be used to track the performance and progress of all students.	2.4	Assistant Superintendent Campus Principals Director of Curriculum and Instruction Instructional Technology Specialist	Increase in the number of students performing at the Approaches, Meets, and Masters level of proficiency on STAAR and EOC assessments.				
27) The educational environment will be maintained by limited the number of interruptions caused by announcements and classroom visitors.		Campus Principals Office Secretaries	Decrease in the number of classroom interruptions				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Siebert Elementary will continue to utilize the Accelerated Reader Program to provide reading practice and track proficiency levels and comprehension skills.		Campus Principal Classroom Teachers Media Specialist	Increase in the level of reading proficiency. Increase in the number of students meeting grade level reading goals.				
2) Eduphoria, Lead4ward modules, and Google suite applications will be used to extensively track student data to inform intervention and instruction.	2.6	Director of Curriculum and Instruction Campus Principals	Increase in the level of early intervention that can be provided to struggling students. Increased awareness of student needs to drive classroom instruction.				
3) All teachers grades 1-12 will utilize the electronic gradebook, allowing parents and students constant access to grades.		PEIMS Staff Classroom Teachers	Increase in parent awareness and involvement. Decrease in the number of failing grades and averages and missing assignments.				
4) All campuses will continue to provide students with access to electronic devices including chrome books and tablets in a computer lab setting or classroom setting.	2.4, 2.5, 2.6	Campus Principals IT Coordinator Media Specialist	Increase integration of technology into daily instruction.				
5) The Texas Teacher Evaluation and Support System (T-TESS) will be used to evaluate the effectiveness of classroom instruction and professional development ensuring students receive a high quality education.		Asst. Superintendent & Campus Administrators	Increase in the level of proficiency based on T-TESS criteria of district teachers.				
6) Eastland ISD personal will be provided with the technology staff development needed to integrate technology into daily instruction.		Asst. Superintendent Technology Coordinators Media Specialist	Increase in the regular and meaningful use of technology by the teacher and students in the classroom.				
7) Eastland ISD will ensure that the network infrastructure will be kept up to date.		Asst. Superintendent & ITC Staff	Network Performance will support the educational and professional needs and students and personnel.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
8) EHS and EMS will implement digital classroom strategies in their lessons to enhance learning.	2.5	Campus Principals, Assistant Superintendent, Media Specialist	Increased engagement due to the use of meaningful technology in the classroom				
TEA Priorities Build a foundation of reading and math 9) Siebert Elementary will begin utilizing iStation to build and track reading proficiency and provide needed intervention.	2.6	Campus Principal Media Specialist	Increase in the level of reading proficiency. Decrease in the number of students reading below grade level.				
10) The myOn Reader will be available to elementary students at school and at home.		Classroom Teachers Media Specialist Director of Curriculum and Instruction	Increase in the amount of time spent reading at school and at home.				
							

Goal 4: Through enhanced prevention efforts, all students will graduate from high school.

Performance Objective 1: The annual dropout rate for Eastland ISD will remain at or less than 3%.

Evaluation Data Source(s) 1: The percentage of students who graduate from high school on the recommended or distinguished graduation program.

The percentage of students who drop out of school.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Extensive counseling will be available to students at risk of dropping out to ensure they understand the repercussions of dropping out as well as the alternatives, interventions, and strategies available.	2.6	Counselors	Increase in the number of counseling sessions with students at risk for dropping out. Decrease in the drop out rate.				
TEA Priorities Connect high school to career and college 2) Eastland ISD will strive to increase the availability of vocational programs to students in grade 7-12.	2.5, 2.6	Campus Principal & Vocational teachers	Increase in the number of vocational program opportunities Decrease in the dropout rate due to the vocational options offered to students.				
3) Information regarding the repercussions and dropping out as well as options for interventions will be communicated to the parents or guardians of students at risk of dropping out.		Campus Principal & Counselor	Parental involvement and awareness will increase. Decrease in the dropout rate.				
4) The C.A.R.E. Campus will provide students with the opportunity for credit recovery.	2.4, 2.5, 2.6	Campus Principal & CARE Teacher	Increase in graduation rates. Decrease in drop-out rates.				
TEA Priorities Connect high school to career and college 5) Dual Credit opportunities will be made available to all students, including students who are designated as At Risk and economically disadvantaged, for a cost of \$100 per course.	2.4, 2.5, 2.6	Campus Principals & College Partners	Increase in the number of students enrolled in dual credit courses. Increase in the number of students graduating with an Associates degree.				
6) The addition of a full time social worker will provide further opportunities for counseling and resources for students at risk of dropping out.	2.6	Campus Principals Assistant Superintendent Social Worker	Increased attendance rate Decrease in the dropout rate				

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

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

Performance Objective 1: Eastland ISD will encourage student participation in both curricular and extracurricular activities.

Evaluation Data Source(s) 1: Failure rate will decrease for those students actively involved in curricular and extracurricular activities. The number of students participating in curricular and extracurricular activities will increase.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students in grades 7-12 will be encouraged to participate in athletics as part of an athletic team.		Campus Principals Coaches UIL Sponsors	Increase in the number of students enrolled in athletics or participating in an extracurricular sport.				
2) End of year banquets and award ceremonies will be held to recognize student participation in programs such as athletics, band, and FFA and student achievement.		Campus & District Administration Coaches & Sponsors Counselors	Increase in the number of students participating in extracurricular activities.				
3) Program instructors and activity sponsors will keep students and parents well informed by posting schedules, announcements, and results of extracurricular activities.		Sponsors/Coaches Asst. Supt & Business Office Assistant Media Specialist	Increase in the information disseminated regarding extracurricular activities				
4) Opportunities for student recognition will be maximized: news articles and intercom announcements acknowledging student achievement; monthly radio spots with students; elementary students lead the Pledge of Allegiance at school board meetings; students of the month recognized at school board meetings.		Campus & District Administration Coaches & Sponsors Counselors Technology Department	Increase in student recognition.				
5) Middle school students will have the opportunity to enroll in elective courses to promote interest in high school level extracurricular programs.		Secondary Principals	Increase in the number of students enrolled in program specific elective courses.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>6) High School students will be provided with the necessary information and guidance to enroll in dual credit courses.</p>	2.5	High School Principal & Counselor	<p>Increase in the number of students enrolled in dual credit courses.</p> <p>Increase in the number of students graduating with an Associates Degree.</p>				
7) Siebert Elementary students in grade 4-5 will have the opportunity to participate in Siebert Singers.	2.5	Music Teacher Campus Principal	Increase in student attendance and participation in performances such as singing at the Old Rip Festival, Homecoming football game, pep rally, Veteran's Day Program, community One Starry Night event, community parades, and Folklive Festival.				
8) Students in grades 2-12 will be encouraged to participate in UIL Academic competition.	2.5	Campus Principals UIL Coordinators	Increase in the number of students participating in UIL academic events.				
9) Students in grades 6-12 will be encouraged to participate in a fine arts program such as band, art, or drama.	2.5	Campus Principal Program Directors	Increase in the number of students enrolled in fine arts courses.				
10) Students in grade 9-12 will be encouraged to participate in FFA.	2.5	Campus Principal Ag Teachers	Increase in the number of students participating in FFA.				
11) Students in grade 9-12 will be encouraged to participate in the FCCLA program.	2.5	Campus Principal CTE Director FCCLA Instructor	Increase in the number of students participating in FCCLA.				


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

Performance Objective 2: Eastland ISD will strive to increase involvement in and service to the community.


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) Multiple student groups will participate in the Old Rip Parade and Festival. Groups include the Mavericks and Lady Mavs, cheerleaders, band, and Siebert Singers.		Program Sponsors Campus Principals	Increased visibility of students and student groups in the community.				
2) A food drive will be conducted at Siebert during the fall holiday season. Collected items will be used to help families in the community who are in need.		Campus Principal Counselor	Young students will learn the importance of helping others.				
3) Siebert Elementary will host a Hometown Heroes Celebration to honor Veterans and our community first responders and emergency workers.		Campus Principal Music Teacher	Students will learn about the services of these members of the community and the importance of honoring them and saying thank you.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 1: Eastland ISD will regularly inspect facilities and grounds to ensure a safe environment for students.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Eastland ISD will actively work to hire and retain custodial and maintenance personnel.		Superintendent Asst. Superintendent Maintenance Director	Hiring of additional personnel to enhance the maintenance of the district's grounds and facilities				
2) Monitor and Update HVAC system		Superintendent & Asst. Superintendent	Repair/Replacement Records				
3) A plan, based upon a needs assessment conducted by stakeholders, will be developed to prioritize needed updates and improvements to district facilities.		Asst. Superintendent & Maintenance Director	Prioritized updates will ensure safe facilities that are conducive to learning.				
4) Nonfunctional doors, windows, furniture, and equipment will be replaced or repaired.		Campus & District Administration	Ongoing repairs or replacements will ensure safe facilities that are conducive to learning.				
5) The building will be inspected and kept safe and clean at all times.		Campus Principals Custodial Staff	These measures will ensure a safe and comfortable environment for students, parents, and personnel. Regular inspections will ensure campus conditions are kept to district standards of safety and cleanliness.				
6) Eduphoria will be used by district personnel to submit maintenance needs to the Director of Maintenance.		Maintenance Director & Asst. Superintendent	Use of the computerized system will decrease the amount of time taken to address maintenance needs. This system will allow administration to track facility needs and the efficiency of the maintenance department.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
7) Eastland ISD will partner with local TDCJ unit for offender workforce to reduce the need for additional maintenance positions and/or contracted labor sources.		Assistant Superintendent Maintenance Director	Use of the TDCJ unit will increase the cost efficiency of maintenance projects and increase the number of repairs and improvements that can be made.				
8) Student Resource Officers will conduct regular safety inspections to ensure campus facilities are in compliance with safe school standards.		Student Resource Officers Campus Principals	Safety audits will indicate that district facilities are in compliance with safety standards.				
							

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





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

Evaluation Data Source(s) 2: Eastland ISD will not be designated as a persistently dangerous school.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) On an ongoing basis, the district will address any safety issues determined by a needs assessment conducted by various stakeholders.		Superintendent Campus Principals SROs	Safety concerns will not go unaddressed.				
2) Evacuation and shelter plans will be clearly posted in all district facilities.		Campus Principals Student Resource Officers	Emergency plans are clearly visible in all classrooms.				
3) Educational programs will be provided to students at all levels to inform students about the harmful effects and consequences of drug, alcohol, and tobacco abuse.		Campus Principals Counselors	Increase in the number of educational programs offered. Increased student awareness regarding these issues.				
4) Eastland ISD will partner with local authorities to monitor and respond to dangerous weather conditions.		Superintendent Assistant Superintendent	Informed decisions will be made regarding the use of emergency procedures and school closings due to inclement weather conditions.				
5) All campuses will follow state and local policy regarding visitor access to campuses and classrooms.	3.2	Administrators: All Teachers: All	Reduced access to campuses and classrooms of high risk visitors. Increased safety for students and personnel.				
6) Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12		Administrators Staff Local law enforcement/SRO Region XIV consultants	Plan				
7) Eastland ISD will ensure the maintenance of a policy regarding teen dating violence.	2.6	Superintendent EISD Board	The district will be able to correctly follow policy in the event of teen dating violence.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
8) Eastland ISD will ensure that campus personnel will comply with any enforcement or protective orders brought to the attention of district or campus personnel.	2.6	Campus Principals SRO	The appropriate personnel will be made aware of these orders to ensure the safety of students and personnel.				
9) An Emergency Operations Plan will be developed and kept up to date by each campus and the district. Campus plans will be distributed to campus personnel.		Asst. Superintendent Campus Principals	Increased understanding by school personnel of emergency procedures and operations.				
10) Handheld radios as well as stationary radios for school buses will be used to assist with communication between SROs, campus and district administration, and transportation personnel.		Assistant Superintendent SROs	Safer driving conditions for all route buses. Increased efficiency in campus to campus communications.				
	Funding Sources: School Safety - 13251.42						
11) The full time position of a social worker will be maintained by the district.	2.6	Assistant Superintendent Campus Principals	Increased success in dealing with student issues and reduction of barriers to student success Reduction in truancy and absenteeism Reduction in the number of classroom disciplinary disruptions Reduction in the number of disciplinary referrals and disciplinary placements				
12) Red Ribbon Week will be observed to promote a healthy lifestyle and educate students regarding the dangers of drug and alcohol use.		Campus Principals Counselors	Decrease in the number of positive drug tests at the middle and high school levels. Increased awareness of students at all levels.				
13) A positive school climate will be supported through the use of guidance lessons on demonstrating good character and the use of conflict resolution.		Campus Principals Counselors	Decrease in the number of disciplinary referrals.				
14) Eastland ISD will partner with the Local Police Department for continued use of two School Resource Officer positions.		Superintendent Assistant Superintendent	Employment of SRO Ongoing evaluation and support of the safety measures put in place by the district				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
15) Eastland ISD will continue to use the STOP IT! program to allow students and parents an accessible, confidential, and anonymous means to report instances of bullying.		Principals and Counselors	Reduced instances of confirmed bullying Increase in the ability of campus principals and counselors to determine areas of concern and need in regards to bullying.				
16) Regular emergency drills will be conducted at each campus.		Campus Principals Student Resource Officers	Students and personnel will feel comfortable with emergency procedures and able to appropriately respond in an emergency situation.				
17) Siebert Elementary will continue to use the Raptor system to screen all visitors before allowing access to the building.		Campus Principal Front Desk Aide	Decrease in the admittance to the school of high-risk visitors.				
18) Educational programs regarding Teen Dating Violence will be provided to middle and high school students.		Campus Principals Counselors Social Worker	Increased awareness of the warning signs of teen dating violence. Increased awareness of options for students who have or are experiencing teen dating violence.				
19) Evacuation and shelter procedures will be visible in all classrooms along with an emergency "Go Bag".		Campus Principals Student Resource Officers	Access to emergency procedures and "Go Bag" in all classrooms. Increased preparedness in case of emergency				
20) All classroom doors will remain locked throughout the school day.		Campus Principals Student Resource Officers	Reduced access to students in the educational environment.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


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

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


Evaluation Data Source(s) 1: Attendance rate at least 97%.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Central office will support campus efforts to improve student attendance at all levels.		Superintendent & Asst. Superintendent	Increase in the attendance rate				
2) Students and campuses will be recognized and rewarded for good attendance.		Campus Principals Classroom teachers	Increase in the attendance rate				
3) Excessive absences will be referred to the courts.		Campus Principals School Resource Officer	Decrease in the number of students with excessive absences				
4) The district will inform parents of attendance policies and procedures at all levels.	3.2	Superintendent Campus Principals	Increase in the attendance rate				
5) Conferences will be conducted with the parents of students with poor attendance at all levels.	3.2	Campus Principals Classroom Teachers	Increase in the attendance rate Increase in parent awareness of the consequences of poor attendance and the resources available to them				
6) The position of a full time social worker will be maintained by the district.	2.6	Campus Principals Assistant Superintendent	Reduced truancy and absenteeism				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 2: Eastland ISD will offer a variety of services and events that allow parents to take an active role in the education of their student.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) On an ongoing basis, activities and events will be posted on a variety of media outlets such as the district website and Facebook.		Asst. Superintendent Program Sponsors	Increase in awareness of and attendance at events and activities.				
2) A district website will be maintained. Required postings as well as news and information about students and activities will be posted regularly.		Asst. Superintendent Media Specialist	Increase in awareness of and participation in district activities.				
3) Eastland ISD will seek out opportunities to communicate through local media outlets such as the newspaper and radio.		Superintendent Asst. Superintendent	Increase in the number of radio communications and newspaper articles shared with the community				
4) Safety meetings will be conducted at the elementary and secondary campuses to inform parents of the safety measures the district has taken and to allow parents to ask questions and voice concerns.		Campus Principals Student Resource Officers	Parents will be confident that safety measures have been put in place to keep students safe while at school.				
5) The Aptegey Messaging System will be utilized to send phone or text announcements from the district or campuses.		Assistant Superintendent Technology Coordinator	Increase in the awareness of and participation in district and campus events. Increase in the number of parents notified of urgent information.				
6) Establishment of Community Leadership Group		Superintendent Assistant Superintendent	Monthly Meetings				
7) Multiple open house events and parent meetings will take place throughout the district.	3.1, 3.2	Campus Principals Program Sponsors	Increase in the number of parents making positive visits to the campuses				
8) Parents will be provided with opportunities to support school programs through participation in organizations such as PTO and booster clubs.		Campus Principals Program Sponsors	Increase in parental involvement				
9) Teachers will be available for parent conferences, offering flexible options for meeting times.	3.2	Campus Principals Classroom Teachers	Increase in the number of parent conferences taking place				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
10) Parents will be invited to attend various special events at Siebert Elementary such as holiday meals, holiday parties, Grandparent's Day, Field Day, and other special parent events.		Campus Principals Classroom Teachers	Increase in the number of parents making positive visits to campus				
11) Parents will be provided with electronic access to their student's grades.		Campus Principals IT Coordinator	Increased parental awareness of student grades before final report cards are issued Increase in proactive parental involvement in student success				
12) Grade placement meetings will be conducted with parents of students who did not reach the Approaches level of performance on STAAR and EOC assessments.		Campus Principals Counselors	Parents will be active participants in developing an effective plan for their student's success.				
13) Apagey will be used for school marketing and communications.		Assistant Superintendent Campus Principals Media Specialist	Increased awareness of school news and upcoming events				
							

Goal 8: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.


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

Evaluation Data Source(s) 1: The percentage of classes being taught by highly qualified teachers.
The percentage of teachers receiving high-quality professional development.

The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are highly qualified

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Staff development and consultant services will be made available to teachers and paraprofessionals at all levels.</p>		Campus Principals Assistant Superintendent Director of Curriculum and Instruction	<p>Increase in the awareness of services available Staff development will be provided based on student needs.</p>				
<p>2) Teachers will meet with campus principals and the Director of Curriculum and Instruction on a regular basis to analyze local and STAAR data.</p>	2.4, 2.5, 2.6	Campus Principals Teachers: All Asst. Supt. Director of Curriculum and Instruction	<p>Increased awareness of specific student needs. Instruction driven by student data. Increase in the number of students who perform at the Meets and Masters levels of proficiency on STAAR and EOC assessments.</p>				
<p>3) A comprehensive professional development plan will be developed based upon student data and a needs assessment conducted by various stakeholders.</p>		Asst. Superintendent Campus Administration Director of Curriculum and Instruction	<p>Professional development will result in improved teacher preparedness and student success.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
4) Child Care Center for children of district employees		Asst. Superintendent Elementary Principal	Enrollment # (full capacity) TDPRS License				
5) Mentor teachers will be assigned to new teachers. Mentor teachers will attend training at ESC 14 and/or be vetted by campus administration.		Campus Administrators Director of Curriculum and Instruction	Teachers new to the district will be provided with the support they need to be successful in the classroom.				
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>6) A comprehensive professional development program will be developed to meet the needs of newly hired employees.</p>		Director of Curriculum and Instruction	New employees will have the information they need to effectively utilize programs such as Eduphoria, Gradebook, etc. and understand district expectations.				
							

Goal 9: Eastland ISD will meet RDA standards.

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

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

Evaluation Data Source(s) 1: The combined overall percentage of EL students in grades 3-8 who meet standard on the math STAAR will be at or above the RDA standard of 70% up from 65.7%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Data from local and state math assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p>	2.4, 2.5, 2.6	Campus Principal ESL Coordinator Director of Curriculum and Instruction	<p>Passing rate for EL students in grades 3-8 on STAAR math will be at least 70%. Progress will be reflected on the RDA report.</p> <p>EL students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in math by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p>				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) EL students will receive all instruction in the regular classroom to ensure full exposure to grade level TEKS. Linguistic development will be supported through the use of the ELPS.</p>	2.4, 2.5, 2.6	Campus Administration ESL Coordinator	<p>EL students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in math by the A-F Accountability system.</p>				

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

Goal 9: Eastland ISD will meet RDA standards.

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

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

Evaluation Data Source(s) 2: The combined overall percentage of ESL students in grades 3-8 who meet standard on the reading STAAR will be at or above the RDA standard of 57.5% up from 54.3%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy 1) EL students will receive all Reading instruction in the regular classroom from ESL certified teachers to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.</p>	2.4, 2.5, 2.6	Campus Administration ESL Coordinator	<p>EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>ELs at Siebert Elementary will meet the English proficiency growth target as determined by TELPAS.</p> <p>Decrease in the performance gap between EL students and other student groups.</p>				
<p>Comprehensive Support Strategy 2) The Leveled Literacy Program will be utilized at Siebert Elementary in an ESL group taught by an ESL certified teacher.</p>	2.4, 2.6	Campus Principals Counselor ESL Coordinator	<p>EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>ELs at Siebert Elementary will meet the English proficiency growth target as determined by TELPAS.</p> <p>Decrease in the performance gap between EL students and other student groups.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>3) Achieve 3000 will continue to be utilized at EMS and EHS to address the needs of students reading below grade level.</p>	2.4, 2.5, 2.6	Campus Principals ESL Coordinator Media Specialist	<p>EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p>				
<p>4) Data from local and state reading assessments for EL students will be reviewed regularly to track growth and determine needed interventions.</p>		Campus Principal ESL Coordinator Director of Curriculum and Instruction	<p>Passing rate for ESL students in grades 3-8 on STAAR reading will be at least 57.5%. RDA reports will show progress.</p> <p>EL students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in reading by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: Eastland ISD will meet RDA standards.

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

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

Evaluation Data Source(s) 3: The combined overall percentage of ESL students in grades 3-8 who meet standard on the science STAAR will be at or above the RDA standard of 57.5% up from 53.8%.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) EL students will receive all Science instruction in the regular classroom to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.	2.4, 2.5, 2.6	Campus Administration ESL Coordinator	Increase in the number of students reaching the Approaches, Meets, and Masters level of proficiency on the Science STAAR. Decrease in the performance gap between EL students and other student groups.				

Goal 9: Eastland ISD will meet RDA standards.

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

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

Evaluation Data Source(s) 4: The combined overall percentage of EL students in grades 3-8 who meet standard on the writing STAAR will be at or above the RDA standard of 46.4% up from 33.3%.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) EL students will receive all Writing instruction in the regular classroom from ESL certified teachers to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.		Campus Administrator ESL Coordinator	<p>EL students will meet the targets set for the Meets level of proficiency in writing by the A-F Accountability system.</p> <p>ELs at Siebert Elementary will meet the English proficiency growth target as determined by TELPAS.</p> <p>Decrease in the performance gap between EL students and other student groups.</p>				
2) Data from local and state writing assessments for EL students will be reviewed regularly to track growth and determine needed interventions.		Campus Principal ESL Coordinator Director of Curriculum and Instruction	<p>Passing rate for ESL students in grades 3-8 on STAAR writing will be at least 46.4%. RDA reports will show progress.</p> <p>EL students will meet the targets set for the Meets level of proficiency in writing by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Increase in the number of EL students writing above the Basic level of proficiency.</p> <p>Increase in the number of EL students earning a designation of advanced high for TELPAS writing</p>				

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

Goal 9: Eastland ISD will meet RDA standards.

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

Performance Objective 5: EL students in grade 3-8 will perform at standard on the STAAR social studies assessment.

Evaluation Data Source(s) 5: The combined overall percentage of EL students in grade 3-8 who meet standard on the social studies STAAR will be at or above the RDA standard of 39.5% up from 33.3%.

EL students will meet the Domain III target scores for performance in social studies in the areas of Academic Achievement and Student Success.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) EL students will receive all social studies instruction in the regular classroom to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.		Campus Administration ESL Coordinator	Increase in the number of students reaching the Approaches, Meets, and Masters level of proficiency on the Social Studies STAAR. Decrease in the performance gap between EL students and other student groups.				

Goal 9: Eastland ISD will meet RDA standards.

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





Performance Objective 6: EL students will perform at standard on the EOC STAAR ELA assessment.

Evaluation Data Source(s) 6: The combined overall percentage of EL students who meet standard on the EOC ELA STAAR will be at or above the RDA standard of 34.5% up from 7.1%.

EL students will meet the Domain III target scores in English Language Arts in the areas of Academic Achievement, Growth, and Student Success.

Summative Evaluation 6:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
3) EL students will receive all English Language Arts and Reading instruction in the regular classroom from certified teachers who have been trained in sheltered instruction to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.		Campus Administration ESL Coordinator	<p>EL students will meet the targets set for the Meets level of proficiency in ELA by the A-F Accountability system.</p> <p>EL students will meet the targets set for growth in ELA by the A-F Accountability system.</p> <p>Decrease in the performance gap between EL students and other student groups.</p> <p>Increase in the number of EL students writing above the Basic level of proficiency.</p> <p>Increase in the number of EL students earning a designation of advanced high for TELPAS writing</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 9: Eastland ISD will meet RDA standards.

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


Performance Objective 7: EL students will perform at standard on the EOC STAAR math assessment.


Evaluation Data Source(s) 7: The combined overall percentage of EL students who meet standard on the EOC Math STAAR will be at or above the RDA standard of 76.2% up from 20%.


EL students will meet the Domain III target scores in math in the areas of Academic Achievement, Growth, and Student Success.


Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) EL students will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed EOC test standards.		Campus Principals, Special Education teachers, General Education teachers, ESL coordinator	Improvement of overall test scores for EL students on the EOC math STAAR				
2) EL students will receive all math instruction in the regular classroom from certified teachers to ensure full exposure to grade level TEKS. Linguistic support will be provided through the use of the ELPS.		Campus Administration ESL Coordinator	EL students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system. EL students will meet the targets set for growth in math by the A-F Accountability system. Decrease in the performance gap between EL students and other student groups.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 9: Eastland ISD will meet RDA standards.

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


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


Evaluation Data Source(s) 8: The combined overall percentage of special education students in grades 3-8 who meet standard on the math STAAR will be at or above the RDA standard of 55% up from 48.7%.

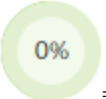
Special Education students will meet Domain III target scores for performance in math in the areas of Academic Achievement, Growth, and Student Success.


Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Special Education students in grades 3-8 will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p>	2.4, 2.5, 2.6	Campus Principals Special Education teachers General Education teachers Director of Curriculum and Instruction	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 48.7%.				
<p>2) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p>	2.4, 2.5, 2.6	Campus Administration Special Education Coordinator	<p>SPED students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in math by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 9: Eastland ISD will meet RDA standards.

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





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

Evaluation Data Source(s) 9: The combined overall percentage of special education students in grades 3-8 who meet standard on the reading STAAR will be at or above the RDA standard of 58 up from 51.3%.

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

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy 1) Special Education students in grades 3-8 will be monitored and assessed in Reading TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 51.3%.				
<p>Comprehensive Support Strategy 2) The Leveled Literacy Program will be utilized at Siebert Elementary to support the reading development of special education students.</p>	2.4, 2.5, 2.6	Campus Principals Intervention Coordinator Special Ed Coordinator	<p>Increase in the reading proficiency of special education students</p> <p>Decrease in the number of special education students reading below grade level</p>				
<p>Comprehensive Support Strategy 3) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p>	2.4, 2.5, 2.6	Campus Administration Special Ed Coordinator	<p>SPED students will meet the targets set for the Meets level of proficiency in reading by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in reading by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy 4) Achieve 3000 will be utilized at the middle school to support the reading development of special education students.	2.4, 2.5, 2.6	Campus Principals Special Ed Coordinator Media Specialist	Increase in the reading proficiency of special education students Decrease in the number of special education students reading below grade level				
<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 9: Eastland ISD will meet RDA standards.





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

Performance Objective 10: Special Education students in grades 3-8 will perform at standard on the STAAR writing assessment.

Evaluation Data Source(s) 10: The combined overall percentage of special education students in grades 3-8 who meet standard on the writing STAAR will be at or above the RDA standard of 34% up from 32%.

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

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy 1) Special Education students in grades 3-8 will be monitored and assessed in writing TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.	2.4, 2.5, 2.6	Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 32%				
Comprehensive Support Strategy 2) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.	2.4, 2.5, 2.6	Campus Administration Special Education Coordinator	SPED students will meet the targets set for the Meets level of proficiency in writing by the A-F Accountability system Decrease in the performance gap between SPED students and other student groups All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.				
<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 9: Eastland ISD will meet RDA standards.


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

Performance Objective 11: Special Education students in grades 3-8 will perform at standard on the STAAR Science assessment.

Evaluation Data Source(s) 11: The combined overall percentage of special education students in grades 3-8 who meet standard on the Science STAAR will be at or above the RDA standard of 40% up from 34%.

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

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Special Education students in grades 3-8 will be monitored and assessed in Science TEKS understanding to ensure greater ability to meet and exceed STAAR test standards.</p>	2.4, 2.5, 2.6	Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction	Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 34%				
<p>Comprehensive Support Strategy</p> <p>2) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p>	2.4, 2.5, 2.6	Campus Administration	<p>SPED students will meet the targets set for the Meets level of proficiency in science by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				
<p>Comprehensive Support Strategy</p> <p>3) Vertical alignment of Middle School Science courses with a focus on increasing the frequency and quality of hands-on science lab activities.</p>	2.4, 2.5, 2.6	Campus Principal Science Teachers	Current pass rate of SPED students in grades 3-8 will improve to at least 65% up from current percentage of 34%				
							

Goal 9: Eastland ISD will meet RDA standards.

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

Performance Objective 12: Special Education students will perform at standard on the EOC STAAR ELA assessment.

Evaluation Data Source(s) 12: The combined overall percentage of Special Education students who meet standard on the EOC STAAR ELAR will be at or above the RDA standard of 60% up from 16.7%.

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

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Comprehensive Support Strategy 1) Special Education students will be monitored and assessed in ELA TEKS understanding to ensure greater ability to meet and exceed EOC test standards.</p>		Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction	Improvement of overall test scores for Special Education students on the EOC STAAR ELAR				
<p>2) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.</p>		Campus Administration Special Ed Coordinator	<p>SPED students will meet the targets set for the Meets level of proficiency in ELA by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in ELA by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				
<p>Comprehensive Support Strategy 3) Achieve 3000 will be utilized at the middle school to support the reading development of special education students.</p>		Campus Principals Special Ed Coordinator Media Specialist	<p>Increase in the reading proficiency of special education students</p> <p>Decrease in the number of special education students reading below grade level</p>				

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

Goal 9: Eastland ISD will meet RDA standards.

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

Performance Objective 13: Special Education students will perform at standard on the EOC STAAR Math assessment.

Evaluation Data Source(s) 13: The combined overall percentage of Special Education students who meet standard on the EOC STAAR Math will be at or above the RDA standard of 65% up from 39.6%.

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

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessment.	2.4, 2.5, 2.6	Campus Principal and Counselor	Improved assessment results				
2) Special Education students will be monitored and assessed in math TEKS understanding to ensure greater ability to meet and exceed EOC test standards.		Campus Principals, Special Education teachers, General Education teachers, Director of Curriculum and Instruction	Improvement of overall test scores for Special Education students on the EOC STAAR ELAR				
3) Eastland ISD will provide special education students with a continuum of services based on students' individual needs to ensure grade level access to all TEKS.		Campus Administration Special Ed Coordinator	<p>SPED students will meet the targets set for the Meets level of proficiency in math by the A-F Accountability system</p> <p>SPED students will meet the targets set for growth in math by the A-F Accountability system</p> <p>Decrease in the performance gap between SPED students and other student groups</p> <p>All SPED students will receive instruction in the least restrictive environment as determined by the ARD committee.</p>				

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

Goal 9: Eastland ISD will meet RDA standards.

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

Performance Objective 14: CTE Special Education students will perform at standard on the EOC STAAR ELA assessment.

Evaluation Data Source(s) 14: The combined overall percentage of CTE Special Education students who meet standard on the EOC STAAR ELAR will be at or above the RDA standard of 60% up from 21.3%.

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students at risk of failing the EOC ELA assessment will be in intervention classes to assist with success on EOC assessments.	2.4, 2.5, 2.6	Campus Principal and Counselor	Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.				

Goal 9: Eastland ISD will meet RDA standards.

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

Performance Objective 15: CTE Special Education students will perform at standard on the EOC STAAR math assessment.

Evaluation Data Source(s) 15: The combined overall percentage of CTE Special Education students who meet standard on the EOC STAAR Math will be at or above the RDA standard of 65% up from 40%.

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students at risk of failing the EOC Math assessment will be in intervention classes to assist with success on EOC assessments.		Campus Principal and Counselor	Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.				

Goal 9: Eastland ISD will meet RDA standards.


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

Performance Objective 16: CTE Special Education students will perform at standard on the EOC STAAR Social Studies assessment.


Evaluation Data Source(s) 16: The combined overall percentage of CTE Special Education students who meet standard on the EOC STAAR Social Studies will be at or above the RDA standard of 70% up from 40%.

Summative Evaluation 16:

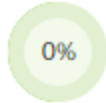
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will be monitored for growth leading towards successful completion of EOC by the use of CBA's	2.4, 2.5, 2.6	Campus Principal, Counselor, Classroom Teachers, Director of Curriculum and Instruction	Increase in the number of students reaching the Approaches, Meets, and Masters levels of performance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: Eastland ISD will meet RDA standards.

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

Performance Objective 17: CTE Nontraditional course completion rate for females will increase.

Evaluation Data Source(s) 17: The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Addition of multimedia CTE courses to increase opportunities of class enrollment	2.4, 2.5, 2.6	Campus Principal Counselor CTE Director	The combined overall percentage of CTE nontraditional course completion for females will increase to the PBMAS standard of a minimum of 40%				

District Improvement Committee

Committee Role	Name	Position
Administrator	Jeremy Williams	Assistant Superintendent
Administrator	Jason Cochran	Superintendent
Administrator	Mary Jones	Director of Admin Services and Finance
Administrator	Adam Bramlett	EHS Principal
Administrator	Jason Henry	EMS Principal
Administrator	Shelley Rinehart	Director of Curriculum and Instruction
District-level Professional	Bill Moore	Technology Director
Parent	Candi Kanady	Member
District-level Professional	Darla Johnson	Teacher
District-level Professional	Jennifer Burrus	Teacher
District-level Professional	Kevin West	Teacher
District-level Professional	Kristi Fambro	Teacher
District-level Professional	Stephanie Ainsworth	Teacher
Parent	Rhyne Hobbs	Member
District-level Professional	Robbye Fullen	Teacher
Community Representative	Terry Slavens	Member
Business Representative	Victoria Jimenez	Member
District-level Professional	Debbie Thompson	Instructional Technology Specialist
Administrator	Brandon Chesser	Siebert Principal
Business Representative	Brian Perry	Member

Campus Funding Summary

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