

Eastland Independent School District

District Improvement Plan

2015-2016

Accountability Rating: Met Standard

Board Approval Date: December 14, 2015
Public Presentation Date: December 14, 2015

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Violence and/or violence prevention records

Employee Data

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- 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

Summative Evaluation: Increase in the fund balance.


















Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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, & Asst. Superintendent	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				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

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

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Early childhood student assistance, PPCD		Classroom Teachers & EEC Staff	Teacher schedule Paraprofessional schedule List of qualifying students				
2) Resource teachers/aides to help students, PPCD-12	5	Teachers/staff: Special Education	Student records				
3) Speech therapist for qualifying students, PPCD-12		East End Co-op	Speech records				
4) Counseling/Career planning, 6-12		Teachers: C.T.E. Counselors: Secondary	Career portfolios				
5) Comprehensive Gifted and Talented program, K-12		Teachers: Gifted & Talented, Pre-AP, AP	Student progress Class rolls Test results				
6) Disciplinary Alternative school, K-12		Campus Principals	Student records Parent feedback				
7) Curriculum Alignment	5	Asst. Superintendent, Campus Principals & Teachers	Walk through PDAS Evaluations				
8) C.A.R.E. Campus		HS Principals	Course Completion				
9) Red Ribbon Week, PPCD-12		Elementary & Secondary Counselors	Student records				
10) Perfect attendance recognition, PPCD-12		Campus Principals	Student records				
11) Guidance activities on character education (manners, attitude, good character, conflict resolution), PreK-12		Elementary & Secondary Counselors	Counseling schedule				
12) ESL instruction, PPCD-12		ESL Instructors	STAAR L & TELPAS results				
13) Title I School-wide program, K-8	1, 2, 3, 6, 8, 10	EMS & Siebert Teachers and Instructional Aides	Student records, Parent evaluation				












14) ESC 14 will provide technical assistance on NCLB Application and Compliance Report	4, 10	Asst. Superintendent & Title I, Consultant ESC14	Working Papers & Completed Application & Compliance Report in egrants				
15) Pregnancy related services plan that provides counseling services, 6-12		Principals, Counselors, & Teachers	Enrollment records				
16) EOC Workshops, 9-12		High School Principals EOC Workshop Teachers	RTI, Grade, & Attendance Reports Aware Reports				
Critical Success Factors CSF 1	2, 9	Middle School & Elementary Principals	RTI, Grade, Aware & Attendance Reports				
17) Grades 5 & 8 Summer School for STAAR Success							
18) Increase student awareness of Teen Dating Violence		Campus Principals & Counselors	Counseling logs Speaker Documentation Lesson Plans				
19) Increase student awareness of financial aid and scholarship opportunities for post-secondary education		High School Principal & Secondary Counselor	Website Published Scholarship Recipient Records Parent Meeting Records				
20) Migrant identification/ recruitment, PPCD-12		Campus Administrators	Migrant Reports				
Critical Success Factors CSF 1 CSF 2	9	Elementary Principal & Counselor	Benchmark Data				
21) Benchmarking Grades 1-5							
Critical Success Factors CSF 1	9	Campus Principals & Dyslexia Trained Staff	Daily Schedules				
22) Dyslexia Reading Program							
Critical Success Factors CSF 6	2, 10	Homeless Liaison	Homeless Liaison Records McKinney-Vento Records from ESC14				
23) Identify & Serve Homeless Students							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

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

Summative Evaluation: Eastland ISD at-risk students will perform at or above the state median of achievement.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 1) Tutorials for students having difficulty, K-8	1, 2, 3, 8, 9, 10	Teachers and staff	Student performance				
Critical Success Factors CSF 1 CSF 6 2) Disciplinary Alternative School		Campus Principals & DAEP Teacher	Student achievement				
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) C.A.R.E. Alternative Campus		Campus Principals & DAEP Teacher	Increase Graduation Rate				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 4) Daily phone calls to absent students, PPCD-12		Title I staff and Classroom teachers	ADA calculations for each six weeks				
Critical Success Factors CSF 1 CSF 5 5) 504 services provided	2, 9, 10	Campus Principals	504 records				
Critical Success Factors CSF 1 CSF 4 CSF 6 6) Reduce class size for better pupil-teacher ratio	1, 2, 10	Campus Administrators	Formative evaluations Student performance				
Critical Success Factors CSF 1 CSF 4 7) Utilize instructional aides to assist students in education	1, 2, 5, 9, 10	Instructional Aides Campus Principals	Student performance and evaluation Schedules				
8) Migrant programs, PPCD-12		Migrant SSA & Asst. Superintendent	NGS, district evaluation				


















<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>9) Credit Recovery Program (CARE), 9-12</p>		<p>High School Principal</p>	<p>Completion of course work</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>10) STAAR Celebration, 3-5</p>		<p>Elementary Principal & PTO</p>	<p>Attendance records</p>				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>11) Implementation of Leveled Literacy Program at Siebert Elementary</p>	<p>1, 9</p>	<p>Campus Administrators, Reading Specialist, Classroom Teachers</p>	<p>TPRI and STAAR results</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: The percentage of limited English proficient students who have attained English proficiency by the end of the school

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Identification of students with deficiencies in writing K-12</p>	1, 2, 9, 10	Campus Principals	Student performance				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) STAMP-Students Taking Academic Measures to Pass, 6-8</p>	1, 2, 8, 9, 10	Middle School Principal & STAMP Teachers	Daily assignments				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) STAAR/EOC Data Review</p>		Teachers & Region 14 Curriculum Consultant	Student Assessment				
<p>4) PIERS Reading Program</p>		PIERS Teachers	PIERS records End of year testing				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Accelerated Reader Program, 1-8</p>		Elementary & Middle School Teachers & Librarians	Library records Student reading records Test results				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>6) Tutoring on a daily basis during the school day, and before and after school, K-12</p>	1, 2, 9, 10	Teachers: All	Test results student improvement Reduction in retention				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) 900 Minutes Reading program, PreK-5</p>	6	Library Eastland Fine Arts Association	Student reading logs				
<p>8) Six Flags Read to Succeed program, K-5</p>		Elementary Principal & Teachers: K-5	Student reading logs				

Critical Success Factors CSF 1 CSF 2 9) Texas Primary Reading Inventory, K-3	9, 10	Elementary Counselor Teachers: K-2	Assessment results					
Critical Success Factors CSF 1 10) Saxon Phonics, PreK-2	7, 9	Elementary Principal & Teachers: PreK-2	Assessment results					
Critical Success Factors CSF 1 CSF 2 11) STAR diagnostic reading test, 1-5 12) PTO book fair, PPCD-5	1, 9, 10	Elementary Principal & RTI Coordinator Elementary Principal & PTO book fair chairperson	STAR results Sales records					
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 13) Continuation of Extended Reading Program Grade 7	1, 2, 9, 10	7th Grade Reading Teacher	Daily Schedule					
14) Dyslexia Program		Dyslexia Trained Instructors	Student Performance Data					
Critical Success Factors CSF 1 CSF 2 15) Texas Math & Science diagnostic system Benchmark testing		Campus Administrators Math & Science Teachers	Student Benchmark Data					
16) Distance Learning virtual field trips, K-12		Teachers: All Technology personnel	Student evaluation and performance					
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 17) Implementation of the Leveled Literacy Program at Siebert Elementary	1, 2, 9	Campus Administrators, Reading Specialist, Classroom Teachers	STAAR and TPRI Data Local Benchmark Assessment Leveled Literacy Assessment					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue								

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

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

Summative Evaluation: Integrate technology into all curriculum and administrative tasks.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Distance Learning Labs, K-12		Asst. Superintendent & Technology Coordinators	DL usage logs				
2) Accelerated Reader, 1-8		ITC & Librarians	AR reports				
3) Student data tracking		PEIMS Staff	TEXIS reports TSDS				
4) Electronic Gradebook		PEIMS Staff & Teachers	Report cards Gradebook reports TXConnect Parent Access				
5) Computer labs, K-12		ITC	Lab logs/schedules				
6) PDAS		Asst. Superintendent & Campus Administrators	Teacher evaluations				
7) Review/reinforce TEKS skills, Grades 3-12		ITC & Teachers: 3-12	Software reports Lab logs/schedules Lesson plans				
8) Technology staff development		Asst. Superintendent & Technology Coordinators	Attendance records				
9) Upgrade existing infrastructure to gigabyte speeds		Asst. Superintendent & ITC Staff	Network Performance				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Through enhanced prevention efforts, all students will graduate from high school.

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

















Summative Evaluation: 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.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Extensive counseling, K-12		Counselors	Counselor and principal contact logs Class visitation logs				
2) Availability of vocational programs/alternatives, 7-12		Campus Principal & Vocational teachers	Course offering and schedules				
Critical Success Factors CSF 5 CSF 6		Campus Principal & Counselor	Dropout rate				
3) Communications to parents explaining repercussions of dropping out, 7-12							
4) C.A.R.E. Campus		Campus Principal & CARE Teacher	Graduation Records				
5) Dual Credit Opportunities All Students including At Risk, Economically disadvantaged students by tuition payment of \$100/course		Campus Principals & College Partners	College Transcripts				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: Student academic achievement will improve due to participation in curricular and extracurricular activities.

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

Summative Evaluation: 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.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Encourage extracurricular involvement in Academic and Athletic Teams		Campus Principals Coaches, UIL Sponsors	Participation Reports from each campus in October and January				
2) Recognize student participation through various banquets and award ceremonies		Campus & District Administration Coaches & Sponsors Counselors	Banquet Attendance District Report Card				
3) Extra Curricular Schedules, Announcements Records posted on District Website and Emailed through list serves		Sponsors/Coaches Asst. Supt & Business Office Assistant	Publication on Website & Rosters				
4) News Articles and Intercom Announcements acknowledging student achievement. Monthly Radio spots with students. Elementary students to lead Pledge of Allegiance at school board meetings. Students of the month recognized at school board meetings.		Campus & District Administration Coaches & Sponsors Counselors Technology Department	Announcements & News Articles				
5) Involvement of middle school student in elective courses to promote interest in high school level extracurricular programs		Secondary Principals	Number of students enrolled in program specific elective courses				
6) Increase participation in dual credit courses		High School Principal & Counselor	Number of students enrolled in dual credit				
7) Siebert Singers, grades 4-5		Music Teacher	Student attendance				
8) UIL Academic contests grades 2-12		UIL coaches	UIL records				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: All students at Eastland ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Eastland ISD will provide learning environments that are safe, drug free, and conducive to learning.

Summative Evaluation: The number of persistently dangerous schools, as defined by the State of Texas.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Actively work to hire and retain custodial and maintenance personnel		Superintendent Asst. Superintendent Maintenance Director	Employment Records				
2) Monitor and Update HVAC system		Superintendent & Asst. Superintendent	Repair/Replacement Records				
3) Develop and Prioritize a facility update plan as needed		Asst. Superintendent & Maintenance Director	Needs Assessments Building/Finance Records				
4) Nonfunctional doors, windows, furniture, and equipment will be replaced or repaired.		Campus & District Administration	Repair/Replacement Records				
5) The building will be inspected and kept safe and clean at all times.	5	Campus Principals Custodial Staff	Cleanliness of buildings				
6) Use of Computerized Ticket System for Maintenance		Maintenance Director & Asst. Superintendent	Monthly Help Desk Report				
7) Build a new elementary Physical Ed. Facility		Asst. Superintendent	Completion of Facility				
8) Fields and Grounds Mowing Contract		Maintenance Director	Aesthetics of Grounds				
9) Partnership with local TDCJ unit for offender workforce to reduce need for additional maintenance positions and/or contracted labor sources.		Assistant Superintendent Maintenance Director	Maintenance projects completed				
10) Partnership with Local Police Department for development of a School Resource Officer position.		Superintendent Assistant Superintendent	Employment of SRO				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: Attendance rate at least 97%.







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Open House/Parent Meetings, PPCD-12		All schools	Sign in sheets				
2) Central office will support campus efforts to improve student attendance, PPCD-12		Superintendent & Asst. Superintendent	Attendance records				
3) Public recognition and rewards for attendance, PPCD-12		Campus Principals Attendance clerks Classroom teachers	Attendance records				
4) Excessive Absences Referred to Courts		Campus Principals Justice of the Peace School Resource Officer	Attendance/PEIMS				
5) PTO, MS Backers, Band Boosters, Athletic Boosters meetings, PPCD-12		Campus Principals	Attendance Student achievement				
6) District will inform parents of attendance policies and procedures, PreK-12		Campus Principals	Communication documentation				
7) Parent conferences, PK-5		Teachers: Siebert	Sign-in sheets				
8) Breakfast with Mom/Dad, PreK-5		Elementary Counselor	Cafeteria records				
9) Holiday meal invitations, PreK-5		Cafeteria staff	Adult lunch count				
10) Parental access to Gradebook, 1-12		Principals & All Teachers	Parent accounts				
11) Siebert Field Day, K-5		PE Teacher	Student Participation				
12) Grade Placement Committee meetings, 5&8		Elementary & Middle School Principals	GPC minutes				
13) Blackboard Connect Messaging System		Asst. Superintendent & Campus Principals	Message Delivery Reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: Community and staff will be well informed.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Weekly calendar of activities/events in district, Posted on the Website		Asst. Superintendent Program Sponsors	Weekly/ Monthly calendars	✓	✓	✓	✓
2) Newsletters and updates from district stakeholders, PPCD-12		Asst. Superintendent & Campus Principals	News articles/Website Data				
3) Maintain district web page, PPCD-12		Asst. Superintendent	Website access reports/ Facebook				
4) Communicate with local media, PPCD-12		Asst. Superintendent	Publications, Press releases District portfolio				
5) Address safety issues for students and parents, PPCD-12		Faculty and staff	Public feedback				
6) Intervention programs for disasters, PPCD-12		Asst. Superintendent Faculty and staff Local public servants Community members	Feedback				
7) District Emergency Operations Plan (EOP) & Campus EOP		Asst. Superintendent Campus Administrators	Published Manuals on each campus & District Audit Report from Texas School Safety Center	✓	✓	✓	✓
8) Old Rip Parade Participation		EMS & EHS Band EMS & EMS Football/Cheer Squads Siebert Singers	Participation by students	✓	✓	✓	✓
9) Blackboard Connect Messaging System		Assistant Superintendent	Message Delivery Reports	✓	✓	✓	✓

<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>10) Establishment of Community Leadership Group</p>	<p>1, 2, 6</p>	<p>Superintendent Assistant Superintendent</p>	<p>Monthly Meetings</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Eastland ISD will score “safe” and “proficient” in audits by Region 14 and The Texas School Safety Center.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Safety issues addressed, PPCD-12		Faculty and staff	Signature page from handbook				
2) Intervention program for disasters, PPCD-12		Faculty and staff	Campus plans				
3) Tornado and fire drills and planned escape routes, PPCD-12		Faculty and staff	Campus plans				
4) Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12		Faculty and staff	Prevention plan				
5) Educate students concerning harms of drug, tobacco, and alcohol abuse, PPCD-12		Counselors	Counselors’ schedules and lesson plans				
6) Monitor dangerous weather conditions		Weather Channel Local authorities	Records of school closings				
7) Follow state and local policy regarding classroom disruptions including visitors & announcements		Administrators: All Teachers: All	Announcement records Policy				
8) Shot clinic for staff members, PPCD-12		Nurse	Shot records				
9) Monitor violent crimes according to Bulletin 425.SB1724, PPCD-12		Administrators Staff Local law enforcement/SRO Region XIV consultants	Plan				
10) Teen Dating Violence policy in place, PPCD-12		EISD Board	Plan				
11) Enforcement of protective orders, PPCD-12		Campus Principals, SRO	Plan				
12) Emergency Operations Plan by Campus and Compiled District Plan		Asst. Superintendent Campus Principals	Trainings Sign-in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


















Goal 10: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.

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

Summative Evaluation: 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.







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Staff development and consultant services available to students, PPCD-12		Campus Principals Teachers: All Assistant Superintendent	Awareness of services available Attendance records				
2) Communication from different agencies to the district		All agencies involved	Communication documents				
3) Response to Intervention, PPCD-12		Teachers: All RTI Coordinators	Student data Coordinator Records Fewer students recommended for SpEd services				
4) STAAR data disaggregation, 3-11		Campus Principals Teachers: All Asst. Supt.	STAAR data Aware Reports				
5) Staff Development Opportunities published on Website and/or ESC 14		Asst. Superintendent	Edlio Records Staff Records of Attendance				
6) Comprehensive Professional Development Plan		Asst. Superintendent Campus Administration Teachers	Annual Professional Development Plan-Published in July-Constantly Updated				
7) Child Care Center for children of district employees	5	Asst. Superintendent Elementary Principal	Enrollment # (full capacity) TDPRS License				
8) NCLB- District & Campus Highly qualified reporting for Teachers & Educational Aides		Asst. Superintendent	NCLB HQ Ratings 100 % HQ				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>9) Mentor teachers assigned to new teachers. Mentor teachers will attend training at ESC 14 and/or be vetted by campus administration.</p>	3, 4, 5	Campus Administrators	New Teacher Assimilation				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 11: Eastland ISD will meet PBMAS standards

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








Summative Evaluation: The current percentage rate of 1.9% will be reduced to the PBMAS standard of 1.8%

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus administration will work with the Special Education Coop and stakeholders to keep current special education students in school and continually monitor their progress.		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist, Diagnostician	Percentage of special education dropout rate will reduce in size to be at or below the PBMAS standard of 1.8%				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 11: Eastland ISD will meet PBMAS standards

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








Summative Evaluation: The combined overall percentage of ESL students in grades 3-8 that meet standard on the math STAAR will be at or above the PBMAS standard of 70%

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ESL students grades 3-8 will be monitored for understanding of math TEKS.		Campus Principals, ESL teachers and Coordinators, All math teachers	Passing rate for ESL students in grades 3-8 on STAAR math will be at least 70%. PBMAS reports will show progress.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) 100% inclusion to ensure grade level access to the TEKS.	1, 2, 3, 9	Campus Administration	Improvement of Passing Rate for ESL students on the STAAR math Assessment.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 11: Eastland ISD will meet PBMAS standards

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









Summative Evaluation: The combined overall percentage of special education students in grades 3-8 that meet standard on the math STAAR will be at or above the PBMAS standard of 70

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</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>		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 34.0%				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.</p>	1, 2, 3, 9	Campus Administration	Improvement of Passing Rate for Special Education students on the STAAR math Assessment.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Leveled Literacy Program will implemented at Siebert Elementary</p>	1, 2, 3, 9	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 31.3%				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 11: Eastland ISD will meet PBMAS standards

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









Summative Evaluation: The combined overall percentage of special education students in grades 3-8 that meet standard on the writing STAAR will be at or above the PBMAS standard of 70

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
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.		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 31.3%				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> 2) Leveled Literacy Program will implemented at Siebert Elementary	1, 2, 9	Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 31.3%				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> 3) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.	1, 2, 3, 9	Campus Administration	Improvement of Passing Rate for Special Education students on the STAAR writing Assessment.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 11: Eastland ISD will meet PBMAS standards

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







Summative Evaluation: The combined overall percentage of special education students in grades 3-8 that meet standard on the reading STAAR will be at or above the PBMAS standard of 70

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
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.		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Curriculum Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 44.0%				
2) Leveled Literacy Program will implemented at Siebert Elementary		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Reading Specialist	Current pass rate of SPED students in grades 3-8 will improve to at least 70% up from current percentage of 44.0%				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> 3) 100% inclusion to ensure grade level access to the TEKS. In class support in all core subjects for special education students.	1, 2, 3, 9	Campus Administration	Improvement of Passing Rate for Special Education students on the STAAR reading Assessment.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 11: Eastland ISD will meet PBMAS standards

Performance Objective 6: The number of Special Education students taking the STAAR Alt. test will be reduced.







Summative Evaluation: The percentage of Special Education students who are administered the STAAR Alt assessment will be reduced to the PBMAS standard of 10%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Special Education participation rate for the STAAR Alt. test will be reduced by campus stakeholders working together to determine which students will be better prepared to take the STAAR assessment.		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Special Education Co-Op	STAAR Alt participation rate will be reduced from the current percentage of 17.6% to at or below the PBMAS standard of 10%				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 11: Eastland ISD will meet PBMAS standards

Performance Objective 7: The percentage of Hispanic students identified as needing special education services will be reduced.

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

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) The district will work with Special Education CoOp to work towards reducing the number of Hispanic students receiving special education services. To ensure that students are properly placed the ARD committee will use any and all data to make informed decision regarding admission and dismissal of all students.		Campus Principals, Special Education teachers and paraprofessionals, Regular Education teachers, Diagnostician, ESL Coordinators, Special Education Co-Op	The percentage of Hispanic students receiving special education services as compared to the overall student population will reduce from the current rate of 5.8% to at or below the PBMAS standard of 1.0%.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Tutorials for students having difficulty, K-8
3	1	3	C.A.R.E. Alternative Campus
3	1	9	Credit Recovery Program (CARE), 9-12
3	1	11	Implementation of Leveled Literacy Program at Siebert Elementary
4	1	2	STAMP-Students Taking Academic Measures to Pass, 6-8
4	1	6	Tutoring on a daily basis during the school day, and before and after school, K-12
4	1	13	Continuation of Extended Reading Program Grade 7
4	1	17	Implementation of the Leveled Literacy Program at Siebert Elementary
11	3	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.
11	4	2	Leveled Literacy Program will implemented at Siebert Elementary

Title I

Schoolwide Program Plan

Siebert Elementary and Eastland Middle School are Title 1 Campuses. PPCD- grade 8 are served as Title 1. Research-based, best practices are utilized to effectively reach all students.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Siebert Elementary is a Title I School-wide campus with 63% low-income students. State Compensatory Education funds, along with other funds, are used to bolster the education of all students. The campus met the standards for adequate yearly progress (AYP).

Eastland Middle School is a Title I School-wide campus with 52% low-income students. State Compensatory Education funds, along with other funds, are used to bolster the education of all students. The campus met the standards for adequate yearly progress (AYP).

2: Schoolwide Reform Strategies

EISD has many opportunities for all students to meet state proficiency and advanced levels of academic achievement through school-wide reform strategies. (Component 2)

3: Instruction by highly qualified professional teachers

All instructional staff are high-quality, highly qualified professional certified teachers and paraprofessionals.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

To ensure that EISD meets the federal AYP standards, the staff of high-quality, highly qualified professional certified teachers and paraprofessionals obtains professional development through the regional service center and locally developed programs. These programs range from updated requirements for the Professional Development Assessment System (PDAS), CPI, new and refresher courses in technology, information about special programs, specific academic teaching areas, bipolar/asperger/autism diagnosis, behavior management, and community/parent involvement. Professional development activities are designed by school staff and approved by the campus site based committee. All teachers and staff receive training in strategies, initiatives, and activities

to carry out the campus plan. The Site Based Decision Making Committee decides and approves staff development. All teachers complete the School Technology and Readiness (STaR) Chart. This is **a teacher tool for planning and self-assessing aligned with the *Long-Range Plan for Technology, 2006-2020.***(Components 4, 5)

5: Strategies to attract highly qualified teachers

Eastland's friendly, family-oriented, hometown atmosphere and lower cost of living make attracting and retaining highly qualified teachers and staff an easy task. All teachers and paraprofessionals at Siebert are highly qualified professionals as defined by NCLB requirements. Job openings are posted on the Region XIV Service Center site, district web site, and campus bulletin boards as they arise. (Component 3) A day care facility is offered for employees in an effort to recruit high-quality staff. Starting in 2015-2016 the EISD School Board has approved the addition of three local personal days as well as the development of a sick bank.

6: Strategies to increase parental involvement

Parents are encouraged to be involved in the education of their children. The Parent Teacher Organization (PTO) hosts monthly meetings. They host bi-annual book fairs. PTO is involved with Christmas and Valentine celebrations and various end-of-year programs. Parents are encouraged to eat lunch with their children. (Component 6)

The community is involved with the school through various programs including Veterans' Day, volunteer participation and recognition, guest speaker engagements, and the site-based decision making committee. Additionally, many local businesses have made donations in support of our Back to School Bash and other functions. These businesses include: First Financial Bank of Eastland, Brookshire's of Eastland and Cisco, KRP Insurance, The Majestic Theatre, Sonic, and McDonalds. The Rotary Club donates dictionaries to 3rd grade students.

Other local organizations also actively support our school with programs to meet the needs of families and students. The United Methodist Church of Eastland provides grade level school supplies for students. The First Baptist Church of Eastland provides hygiene kits, and students who are in need of food over the weekend are provided with backpacks filled with food by the Eastland Backpack Program.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Transitioning from early childhood programs such as Headstart, Early Education, and Pre-Kindergarten is promoted by special visits from incoming students to the kindergarten classrooms. Parents are encouraged to preregister in May at which time they have the opportunity to meet the kindergarten teachers. Fifth grade students travel to middle school to acquaint themselves with the campus. (Component 7) This school year, Head Start moved to our campus. They are now included with all activities on campus.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The STAAR test is given to all students in grades required by TEA. Any student not passing these assessments is given accelerated instruction. This is done

through intervention classes that students take in place of an elective course. In addition, to help fill the gaps between student groups and to help all students achieve higher levels of learning, tutorials are offered throughout the school day, before school, and after school. Teachers disaggregate all STAAR data and develop lessons to ensure that each individual student receives focused instruction to help them be successful. Inclusion of teachers in the decisions, development and use of these assessments is evident. Additional assessments are also given where age/grade appropriate. These results are also used by the teachers to help develop a plan to improve instruction. Teachers serve on all Improvement Committees in the district.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Effective and timely additional assistance is available to all students experiencing difficulty and in need of extra assistance. The Accelerated Reader (AR) program along with a well-stocked library motivate students to read. Technology enriches the curriculum. There are numerous computer labs throughout the district which serve students daily. Classrooms are equipped with several computers. All computers have network/internet access. Laser printers are available for printing. All classrooms are equipped with interactive whiteboards and LCD projectors. (Component 9)

10: Coordination and integration of federal, state and local services and programs

Special programs continue to serve special populations in the school. These programs include Title I, PIERS, English as a Second Language (ESL), Special Education, Occupational Therapy, Physical Therapy, Counseling, Guidance, Early Childhood, Speech, Dyslexia, Gifted and Talented, Title IX, 504, Homeless, Pre-kindergarten, Reading Intervention, Head Start, and Early Education (PPCD). The school is a member of the Safe and Drug Free School Cooperative. On-going coordination, integration, and communication between these programs and regular classroom personnel is achieved through faculty meetings, grade level meetings, internet, instant messaging, and conferences. (Component 10)

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

EISD works with Educational Service Center Region 14 to maximise the intergration of all funds in the district budget. A plan is developed by Central Office with the guidance of Region 14.

2015-2016 District Improvement Committee

Committee Role	Name	Position
Administrator	Jason Cochran	Superintendent
Administrator	Jason Henry	Middle School Principal
Administrator	Mary Jones	Siebert Principal
Administrator	Steven Valkenaar	High School Principal
Administrator	Jeremy Williams	Assistant Superintendent
Business Representative	Terry Slavens	Member
Classroom Teacher	LaDona Blackwell	Elementary Teacher/Member
Classroom Teacher	Stephen Cox	High School Teacher/Member
Classroom Teacher	Jo Ann Felts	Middle School Teacher/Member
Classroom Teacher	Lauren Hatton	High School Teacher/Member
Classroom Teacher	Toni Jones	Elementary Teacher/Member
Classroom Teacher	JoAnn Rust	Middle School Teacher/Member
Community Representative	Victoria Jimenez	Member
Community Representative	David Bailey	Member
Non-classroom Professional	Tammy Douglas	Instructional Technology Coordinator
Parent	Barbie Light	Member
Parent	Wendell Light	Member