

Eastland Independent School District
Eastland High
2015-2016 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	7
Family and Community Involvement	8
School Context and Organization	9
Technology	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: We will Maintain Safe Schools and be Prepared for, and Capable of Responding to, Unusual Incidents and Emergencies with the District and Community.	13
Goal 2: We will continuously improve student performance.	15
Goal 3: We will employ efficient and effective practices.	18
Goal 4: We will Develop and Maintain Strategic Community Partnerships	22
Goal 5: Actively implement plan to increase fund balance and improve cash flow.	24
Goal 6: Eastland ISD will meet PBMAS standards	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

Low mobility rate.

Adequate services for ELL students based on population.

Low student / teacher ratio.

Demographics Needs

High at-risk population.

Student Achievement

Student Achievement Strengths

Index 1 score was 22 points above target score.

Science and Social Studies were at 96 and 92 percent respectively.

Index 2 shows continued student progress was made.

Dual Enrollment course completion for ELA and SS high.

Post secondary readiness.

High graduation rate.

Student Achievement Needs

Index 2 shows in our comparison group our school is ranked 29th with an index 2 score of 20.

Algebra 1 and ELA need to increase % students passing by 10%.

School Culture and Climate

School Culture and Climate Strengths

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

Engaging and encouraging work environment (FAMILY).

Communication with parents from school regarding students.

School Culture and Climate Needs

Parental involvement with students and activities other than athletics.

Safety and security of the building.

Communication with parents from school regarding students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff is 100% HQ and certified.

Consistent walk-throughs and classroom visits.

Related PD tied to needs of students/campus.

Staff Quality, Recruitment, and Retention Needs

Increasing the pool of candidates that want to come to Eastland High School.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Common planning period for contents.

Fundamental Five classroom visits with feedback.

New textbooks and resources for staff.

STAAR classes for ELA and Math.

Curriculum, Instruction, and Assessment Needs

Additional training for technology integration.

Align vertically with all grade levels. Reaching down to the middle school.

Family and Community Involvement

Family and Community Involvement Strengths

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

Community partnerships.

Parent teacher support organization.

Family and Community Involvement Needs

More involvement with academics.

Increased parent involvement with school decisions.

School Context and Organization

School Context and Organization Strengths

Common planning periods for contents.

Strong instructional leadership on campus.

Visibility in hallways and classrooms with administration.

School Context and Organization Needs

Introducing cross-curricular planning and teaming in all departments.

Learning walks with all staff members.

Encourage more communication with at-risk students. Needs to be specific and focused on praises.

More parent involvement.

Technology

Technology Strengths

Projectors in each classroom with promethean boards.

2 open access labs for instruction with 41 computers total.

Dual credit utilizes web based courses for our students.

Technology Needs

We have approximately a 1 computer to every 3 students. We need to increase the quantity of technology for our teachers to incorporate in their instruction.

Update technology to be more user friendly. Student cannot access their information on a U drive or cloud.

Students need to have more technology readily accessible.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data






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

Goals

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

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


Summative Evaluation: Log books, staff development calendar and campus calendar.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Lock all outside doors except for the glass double doors by cafeteria and the single door by library.	Administration and SRO	Staff responsible will check during each week to ensure doors remain locked.				
2) Assign areas for administration and staff to monitor before school, during lunch and after school.	Administration, SRO, Athletic Directors.	Fewer students standing around in the halls. Decrease the number of discipline issues that are present.				
3) Staff visibility during passing periods and before/after school.	Administration, SRO, Athletic Directors.	Fewer student issues in hallways and decrease in student referrals.				
4) Review Crisis management Plan.	Administration, SRO	Monthly drills and log books are maintained and updated.				
5) Show informative videos, make announcements, hang posters, have speakers that discuss texting/driving, alcohol/drug/tobacco awareness and bullying.	Administration, Teachers, SRO, Counselor	Master calendar with dates of speakers, items posted in halls and listening to conversation students are having.				
6) Campus will be free of drugs, alcohol, and firearms	Administration, Faculty	Crime Stoppers data, discipline data in TXEIS				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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


Summative Evaluation: Walkthroughs and surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Nonfunctional doors, windows, furniture and equipment will be replaced or repaired	Administration and maintenance	walkthroughs and surveys				
2) Student and staff parking will be identified and practically utilized.	Administration	Surveys				
						

Goal 2: We will continuously improve student performance.


Performance Objective 1: All student groups in all STAAR/EOC will increase the passing rate based on Phase in Level 2 by a minimum of 10%.

Summative Evaluation: EOC test results

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

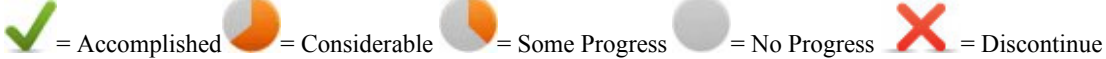
Goal 2: We will continuously improve student performance.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Utilize ECC and credit recovery to help students receive credit where it was lost in earlier high school courses.	Counselor, PEIMS, ECC coordinator, Administration	Transcripts and graduation rate.				
2) Continue with A+ as credit recovery software program, but begin looking at various options.	Counselor, PEIMS, ECC coordinator, Administration	A+ reports and transcripts				
3) Create open communication with all at-risk students to provide resources and assistance in any way possible.	Counselor, Administration	Documentation of meetings and academic records.				
4) Place students that need additional services in Math and ELA in supplemental courses to assist with the STAAR/EOC.	Teachers, Administration and Counselor	Graduation rate, academic records, master schedule				
						

Goal 2: We will continuously improve student performance.


Performance Objective 3: Increase student participation in and completion of Dual Credit courses by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Counselors will meet with students individually/classes to determine/share post-graduation options.	Administration and Counselor	Notes from meetings.				
2) Add Honors courses to the master schedule to increase the level of rigor in lower level courses leading up to dual credit.	Administration and Counselor	Student registration numbers, feedback from parents/students/teachers				
3) Allow for students to have maximum availability to dual credit courses.	Administration and Counseor	Master schedule and enrollment numbers.				
4) Host parent meeting with specific information about Dual Credit.	Administration and Counselor	Presentation materials and sign in sheet with notes for evening.				
						

Goal 3: We will employ efficient and effective practices.

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


Summative Evaluation: Attendance Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Attendance will be monitored on a daily and weekly basis.	Administration and Administrative Assistant and SRO	Attendance Reports, students back in school				
2) Emphasize the importance of attending school everyday and being on time through various means of communication.	Administration, SRO and Teachers.	Attendance Rate				
3) Utilize every opportunity to talk to students about their goals and why they are in school.	Administration, SRO, Teachers	Attendance Rate				
4) Counsel with students who have excessive absences.	Administration, SRO, Attendance committee, Counselor.	Attendance Rate				
5) Build a sense of family with students. Learn student names and refer to them in the hallways. Make them feel wanted and valued during lunch, classrooms, dismissal, and at any extra curricular events.	All EHS staff	Attendance Rate				
						

Goal 3: We will employ efficient and effective practices.






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

Summative Evaluation: Surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Provide content area teams planning time withing the master schedule.	Administration and Counselor	Master Schedule showing common planning period.				
2) Create a campus leadership team to help when making decisions that impact the entire campus.	Administration	Agendas and minutes.				
						


Goal 3: We will employ efficient and effective practices.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Math and English departments will continue to support SAT/ACT requirements.	ELA and Math Teachers, administration	Lesson Plans, Assessments, ACT/SAT scores, Method Test Prep analysis, Campus report card				
2) SAT and PSAT tutoring will be provided prior to test administration	Faculty and Administration	ACT/SAT scores, MTP				
3) EHS is providing the opportunity for students to earn specific certifications prior to graduating.	Administration, CTE Director and teachers, Counselor	Walk-throughs, Enrollment numbers, Number of Certifications				
4) Conduct Senior meetings to open the door to communicate important information regarding their senior year and post graduation.	Counselor and Administration	Data and calendar from senior meetings.				
5) Increase communication to parents and students in regard to post-secondary opportunities and resources.	Administration and Counselor	Surveys, Feedback from meetings and senior nights				
6) Hold college shirt day once a month to increase the awareness about college.	All EHS Staff	Number of college shirts worn on specific days.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 3: We will employ efficient and effective practices.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpages.	Administration	Number of vacancies, number of applicants				
2) Assign a mentor teacher to all new EHS hires to answer questions and for how we do things the Maverick Way.	Administration and Teachers	Feedback from new teachers to EHS.				
3) Maintain a HQ binder to ensure all meet HQ status.	Administration	Personnel records				
4) Update and maintain paraprofessionals records to state requirements and local requirements.	Administration	Personnel records				
						

Goal 4: We will Develop and Maintain Strategic Community Partnerships


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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) EHS website will be up to date and current with pertinent information.	Administration	Weekly updates and announcements made on the site.				
2) Teachers will communicate with parents through email and phone.	Administration and Teachers	surveys and log				
3) EHS will use Remind101, Blackboard messenger, Facebook and the EHS website to keep parents and community informed of evnets, policies and procedures for EHS.	Administration	Campus calendar and surveys				
4) Begin planing to create senior internships with various community businesses.	Administration	Planning outlines and agreements with businesses.				
5) Bring in various college representatives to visit with students and counselor about future endeavors/plans.	Counselor and Administration	Calendar, documentation with college represenation				
						

Goal 4: We will Develop and Maintain Strategic Community Partnerships

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

Summative Evaluation: Academic records, PSAT/SAT, campus report card, awards ceremonies, surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will receive reasonably quick recognition and acknowledgment for outstanding achievements.	Administration and Counselor	Academic records, PSAT/SAT, campus report card, awards ceremonies, surveys				
						

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

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

Summative Evaluation: Surveys, lesson plans, walkthroughs, inventory assessment

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) A committee will identify specific instructional needs	Administration and faculty	lesson plans, walkthroughs and surveys				

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

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


Summative Evaluation: surveys, district improvement plan, TEA

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Plans will be created to realize long term needs	Administration	surveys, district improvement plan, TEA				
						

Goal 6: Eastland ISD will meet PBMAS standards

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


Summative Evaluation: The current percentage rate of 4.3% will be reduced to the PBMAS standard of 1.8%

Strategy Description	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, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician	Percentage of special education dropout rate will reduce in size to be at or below the PBMAS standard of 1.8%.				
						

Goal 6: Eastland ISD will meet PBMAS standards

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


Summative Evaluation: ISS placement rate for Special Education students will meet PBMAS standard

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) ISS placements for SPED will be reduced by actively using discipline management techniques that help those students remain in the regular education setting as much as possible.	Campus principals, SPED teachers, Regular Education Teachers	Current rate of 15.5% ISS placement for SPED will be at or below the PBMAS standard of 10%				
						

Goal 6: Eastland ISD will meet PBMAS standards

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


Summative Evaluation: The percentage of Special Education students who are in the regular education setting less than 40% of the time will be reduced to the PBMAS standard of 10%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Campus principals will coordinate with the staff and the SPED coop to determine which students could be better served in the regular education setting for more than 40% of their school day through the ARD process with stakeholder input.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician	The overall percentage of students receiving sped services will be in the regular education setting more than 40% of the school day. The rate will be at or below the PBMAS standard of 10%				
						

Goal 6: Eastland ISD will meet PBMAS standards

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


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	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, SPED teachers and paraprofessionals, Regular Education Teachers, Diagnostician	STAAR Alt participation rate will be reduced from the current percentage of 20% to at or below the PBMAS standard of 10%.				
						

Goal 6: Eastland ISD will meet PBMAS standards

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

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

Goal 6: Eastland ISD will meet PBMAS standards

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Campus principals will work with staff members and stakeholders to identify students in this category that are at-risk of not completing high school. These students will be monitored by the campus staff to check for indicators of possible drop-outs.	Campus principals, SPED teachers and paraprofessionals, Regular Education Teachers	Drop out rate as stated in PBMAS report will be reduced to at least 1.8%.				
