

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

Accountability Rating: Met Standard



Board Approval Date: December 14, 2015
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Mission Statement

Dedicated to excellence and student achievement

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

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

Vision

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

Core Beliefs

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

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Comprehensive Needs Assessment

Needs Assessment Overview

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).

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

The Standardized Test for Assessment of Reading (STAR), or istation reading, will be given to students in grades six through eight at the beginning of the school year. This test measures reading levels. The test is administered several times throughout the school year to all students to determine growth in reading skills. The test results allow classroom teachers, the librarian, and students to determine the appropriate reading level to be used by students. It allows teachers to monitor and adjust throughout the year. (Components 2, 9) Students receiving accelerated instruction in Math and reading will be given benchmark test throughout the year to determine progress. Think through math and IXL math will be the primary method of providing these assessments.

All students, including special populations, are given appropriate assessment instruments to measure academic progress. The assessments include the following: STAAR, STAAR-A, and STAAR-ALT.

To ensure that Eastland Middle School 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), new and refresher courses in technology, information about special programs, specific academic teaching areas, bipolar/aspberger/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)

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

Special programs continue to serve special populations in the school. These programs include Title I, English as a Second Language (ESL), Special Education, Occupational Therapy, Physical Therapy, Counseling, Guidance Speech, Dyslexia, Gifted and Talented, Title IX, 504, Homeless, and Reading Intervention. The school is 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.

Effective 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 motivates students to read. Technology enriches the curriculum. There are two computer labs which serve students daily. Classrooms are equipped with laptop carts. All computers have network/internet access. Laser printers are available for printing. All classrooms are equipped with interactive whiteboards and LCD projectors. (Component 9)

Parents are encouraged to be involved in the education of their children. Parents are invited to extracurricular activities and performances, open house, and conferences with the staff. Parents are encouraged to eat lunch with their children. Parents are solicited for feedback on the needs of their students through online parent conferences and online surveys. (Component 6)

Transitioning from elementary is promoted by special visits at the end of the year from incoming students to the Middle School classrooms. Eighth grade students will visit the High School to acquaint themselves with the campus and staff. (Component 7)

Eastland's friendly, family-oriented, hometown atmosphere and lower cost of living make attracting and retaining highly qualified teachers and staff an easy task. All teachers and paraprofessionals at Eastland Middle School are 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)

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

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

The top three goals for the 2015-2016 School year are:

- 1) Increasing STAAR passing percentage for all groups in 8th a grade social studies and science.
- 2) Increasing the amount of technology available to students in the classroom.
- 3) Providing additonal training to teachers on available technology in order to improve classroom instruction.

Demographics

Demographics Summary

Eastland Middle School has a total of 273 students.

67.4% are white, 27.84% hispanic, 2.93% Black, and 1.47% Asian.

51.64% of all students meet the criteria for economically disadvantaged.

33 students (12%) are in special education.

26 students (10%) are in 504.

23 students (8%) received dyslexia related services.

11 students (4%) are ESL students.

19 students (7%) are in GT.

Approximety 44% of all students are considered at risk. These students qualify based upon being retained, previously failing a state assesment, being LEP, or qualifying as homeless.

Demographics Needs

All students in the gifted and talented program are of the same ethnicity. Procedures need to be put in place to ensure all populations are aware of the procedures to be evaluated for admission into the gifted and talented program.

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

- 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
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- 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
- Male / Female 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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






Goals

Goal 1: Improve academic achievement of all students.

Performance Objective 1: Increase STAAR Scores in all areas to 5% above the state average. In 2015 EMS students were 2% above the state average. In 2014 EMS students were 5% above the state average.

Summative Evaluation: STAAR Test Results

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 7</p> <p>1) Implementation of Fundamental Five instructional strategy.</p>	2, 4, 9	Principal	Walkthrough observations, formal observations, lesson plans.				
<p>Critical Success Factors CSF 1</p> <p>2) Accelerated Reader (AR) Reading Program.</p>	9	ELA and Reading Teachers	AR test results.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) In class support by paraprofessionals for assistance and accommodations to students in need. This could include special education, 504, RTI, ESL, or at risk students.</p>	1, 2, 3	Special Education Teachers, 504 Coordinator, and assigned paraprofessionals.	Classroom teacher observations. Student progress reports.				
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.</p>	2, 9	Principal	Lesson plans, classroom observation				
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Required tutoring for struggling students and T-school detention for students who fail to complete assignments.</p>	2, 9	Teachers	Documentation of attendance				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Improve academic achievement of all students.

Performance Objective 2: Increase the number of students meeting the advanced standard on all STAAR assessments to 5% above the state average. In 2015 EMS students were 3% below the state average. In 2014 EMS students were 3% above the state average.

Summative Evaluation: STAAR Test Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Advanced Placement classes offered in Math and ELA for students showing the potential for achieving advanced on STAAR test.</p>	1, 2, 3, 8, 9	ELA teachers, Counselor	Master Schedule				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>2) Implementation of the Fundamental Five method of instruction to increase the quality and depth of instruction.</p>	2, 4, 9	Principal	Walkthrough observations, formal observations, lesson plans.				
<p>State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.</p>	2, 9	Principal	Lesson plans, classroom observation				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 1: Improve academic achievement of all students.

Performance Objective 3: Increase instruction in basic life skills needed for all students regardless of academic goals or abilities.










Summative Evaluation: Student progress reports, student surveys, and parent survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Provide instruction in health to all 8th grade students that gives them a basic foundation for lifelong wellness and the ability to communicate with healthcare professionals.		Health Teacher, Principal	Progress reports and student skills test.				
<p>Critical Success Factors CSF 1</p> 2) Course offered to all 8th grade students that provides instruction in communication skills, technology skills, career opportunities, career paths offered in high school, and public relations skills.		Principal Career Portals Teacher	Master Schedule Student Progress reports. Lesson Plans Classroom Observation				
<p>Critical Success Factors CSF 6</p> 3) Leadership course offered for students to become more equipped to be leaders among their peers, the school, their family, community, and their government.	6	Teen Leadership Teacher Counselor Principal	Master schedule Lesson Plans Student projects and community involvement observation.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: Parent survey.

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 5 CSF 6</p> <p>1) Communication with parents on current learning objectives in classes.</p>	2, 6, 7, 9	Classroom Teachers	Copies of the communication with parents.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Posted tutorial times that are consistent for parents and students to be fully aware of the extra assistance that is available.</p>	6, 7, 9	Classroom Teachers Receptionists	survey copies of communication				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Transition activities for students and parents of current 6th graders. The expectaion is a transition from homework folders and parent signatures to more individual student accountability.</p>	1, 2, 4, 6, 7, 9	Classroom Teachers Counselor	Observation of activity students survey parent survey				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Required communication between teacher and parent prior to a student failing a class for a six-weeks.</p>		Principal	Parent contact log maintained by teacher and examined by principal.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Parents will be members of campus committees.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parent and community volunteers will be sought through multiple methods to be a part of campus committees.</p>	6	Principal	Sign in sheets. Copies of notifications to parents and community.				
<p>Critical Success Factors CSF 5</p> <p>2) All parents and community will be notified of open planning meetings for the campus.</p>	6	Principal Secretary	Sign in sheets List of notification strategies				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Creation of a middle school parent and teacher organization.</p>	6	Parent representatives on campus planning team.	Membership roster				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 3: The attendance rate for EMS will be above 97.2%.

Summative Evaluation: TXEIS date for the 2015-2016 School year that reflects average daily attendance of 97.2% or higher.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 4 CSF 5 1) Daily phone calls by attendance clerk for students who are absent.		Attendance Clerk	Call Log.				
Critical Success Factors CSF 1 CSF 4 CSF 5 2) Attendance letter sent at the end of each sixweeks when student absences exceed 10% of the number of days school has been in session.		Principal	Record and letters sent.				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) Home visits by the school resource officer and/or principal to students who are experiencing excessive unexcused absences.	9	Principal	Documentation of visits.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: Campus Emergency Management Plan










Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Conduct all necessary safety drills.</p>	10	Principal	Drill Logs				
<p>Critical Success Factors CSF 6</p> <p>2) Update the current emergency management plan to adjust for the latest research of best practices.</p>	10	Principal	emergency management plan amendments.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Provide training to all staff over emergency management and safety.</p>	4, 10	Principal	Sign in Sheets and agendas				
<p>Critical Success Factors CSF 6</p> <p>4) Students will provided opportunities to report safety issues and bullying anonymously.</p>	7	Counselor	Report logs copies of lessons	✓	✓	✓	✓
<p>Critical Success Factors CSF 6</p> <p>5) Antibullying classroom presentations and assemblies will be provided for the students.</p>	7	Counselor Principal	List of presentaions and topics.	✓	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>6) Staff trainings in classroom managment, bullying, suicide, and abuse, and ethical conducts.</p>	7, 10	Principal counselor	Training certificates sign in sheets classroom observations				
<p>7) Create and implement updated procedures concerning student medication and required immunizations.</p>	10	Principal Healthcare aide	Copies of udated procedures.	✓	✓	✓	✓
<p>Critical Success Factors CSF 3</p> <p>8) Work collabertively with school resource officer on the planning, implementation and evaluation of emergency procedures and drills.</p>	10						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

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

Summative Evaluation: Well maintained facilities that provide for all student needs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Purchase additional outdoor furniture for students.</p>		Principal	Purchase orders				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Repainting and updating of classrooms, restrooms, offices, and hallways.</p>	5	All Staff	Before and after pictures.				
<p>Critical Success Factors CSF 6</p> <p>3) Cleanup of area outside of schools including landscaping, parking lot, and recess areas. Updating and improvements in outdoor signs, trash recepticals, and sitting areas.</p>	5	Principal Mainitnance Staff	Before and after pictures. Purchase orders.				
<p>Critical Success Factors CSF 6</p> <p>4) Training staff on submitting electronic maintinance request.</p>		Technology Director	Successful submission of a request by all employees.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Provide opportunities for students to participate and excel in a wide variety of extracurricular activities.

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








Summative Evaluation: Participation rosters from all athletic teams, band performances, and UIL academic competitions.

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 4 CSF 5 CSF 6</p> <p>1) Addition of a course that offers students the opportunity to compete in academic competitions.</p>	2, 6, 9	Principal Counselor	Master Schedule				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Additon of Jazz Band for 8th grade students.</p>	6	Band Director Counselor	Master Schedule Student enrollment records				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: Provide opportunities for students to participate and excel in a wide variety of extracurricular activities.

Performance Objective 2: Eastland Middle School will expand electives offered to include additional fine arts opportunities.

Summative Evaluation: Master Schedule and Class Rosters

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 5 CSF 6</p> <p>1) Addition of Art and/or theatre.</p>		Counselor, Principal	Master Schedule				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Explore student and parent interest to determine electives offered in the future.</p>		counselor	documentation of survey results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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








Performance Objective 1: Increase the passing rate for economically disadvantaged students in social studies to above 60%. In 2015 the rate was 50% and in 2014 the rate was 45%.

Summative Evaluation: STAAR test results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.</p>	3	Principal	transcripts and employee references				
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year.</p>	1, 3, 4, 8	Principal	Records of professional development activities.				
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>3) Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.</p>	1, 2	Principal	Documentation of plan to implement				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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








Performance Objective 2: Increase the passing rate for economically disadvantaged students in science to above 65%. In 2015 the rate was 58%. In 2016 the rate was 61%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 1) Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.	1, 2	Principal	Documentation of plan to implement				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year.	1, 3, 4, 8	Principal	Records of activities.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: Increase the passing rate for hispanic students in science to above 60%. The 2015 rate was 39%.







Summative Evaluation: STAAR test results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>1) Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.</p>	1, 2	Principal	Documentation of plan to implement.				
<p>State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide ongoing professional development with the science teachers and region 14 through on campus visits throughout the school year.</p>	1, 3, 4, 8	Principal	Documentation of visits and activities				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Master Schedule. Special programs will receive increased staffing and time during the school day.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Assign staff members as grade level liasons for each special program. These liasons would manage the day to day task of special programs by communicating with and assisting the grade level teachers.</p>	1, 2, 9, 10	Principal, Counselor	Master schedule, job descriptions, teacher survey.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








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

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

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
State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Staff Development through region 14 for teachers, administrators, counselors, and program coordinators.	3, 4, 5, 8	Principal	completion certificates				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 2) Participation in professional development activities by school administration for improving school climate, teacher effectiveness, data disaggregation, school leadership, and student success.	1, 4, 5, 9, 10	Principal	completion certificates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

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







Summative Evaluation: Inventory list specific to grade level and subject area.

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 6 CSF 7</p> <p>1) Purchase of classroom sets of technology for teachers who show technology proficiency and create a plan to show how the technology would be implemented to improve student achievement.</p>		Principal					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Professional development schedule and teacher surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Selection of campus technology leaders on campus that will become the campus instructional technology leaders.	2, 4						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	In class support by paraprofessionals for assistance and accommodations to students in need. This could include special education, 504, RTI, ESL, or at risk students.
1	1	4	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
1	1	5	Required tutoring for struggling students and T-school detention for students who fail to complete assignments.
1	2	2	Implementation of the Fundamental Five method of instruction to increase the quality and depth of instruction.
1	2	3	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
2	1	2	Posted tutorial times that are consistent for parents and students to be fully aware of the extra assistance that is available.
5	1	1	Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.
5	1	2	Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year.
5	1	3	Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.
5	2	1	Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.
5	3	1	Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.
5	3	2	Provide ongoing professional development with the science teachers and region 14 through on campus visits throughout the school year.
5	4	1	Assign staff members as grade level liasons for each special program. These liasons would manage the day to day task of special programs by communicating with and assisting the grade level teachers.
6	1	1	Staff Development through region 14 for teachers, administrators, counselors, and program coordinators.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
1	1	5	Required tutoring for struggling students and T-school detention for students who fail to complete assignments.
1	2	3	Implementation of cross-curricular lessons between subject areas to increase repetition and importance of concepts in core classes.
5	1	1	Hire teachers with a minor or major in the subject area that can exhibit a passion for the subject.
5	1	2	Provide ongoing professional development with the social studies teachers and region 14 through on campus visits throughout the school year.
5	1	3	Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.
5	2	1	Employee motivational strategies to enhance student effort on non-student success initiative (SSI) test. Such as final exam exemptions.
5	3	2	Provide ongoing professional development with the science teachers and region 14 through on campus visits throughout the school year.
5	4	1	Assign staff members as grade level liasons for each special program. These liasons would manage the day to day task of special programs by communicating with and assisting the grade level teachers.
6	1	1	Staff Development through region 14 for teachers, administrators, counselors, and program coordinators.