

# Rice CISD

## Eagle Lake Intermediate School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**  
Postsecondary Readiness



# Mission Statement

***The mission of the Eagle Lake Intermediate School is to create a safe and positive climate whereby all students are respectful, responsible, and ready to learn in order to achieve their personal best to become productive citizens.***

# Vision

**Eagle Lake Intermediate School is a place where all students are encouraged to be respectful, responsible, and ready to learn. Therefore, we strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.**

# Value Statement

**Eagle Lake Intermediate School strives for excellence in every component of the educational process to prepare their students to become productive citizens.**

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# Comprehensive Needs Assessment

## School Processes & Programs

### School Processes & Programs Summary

Eagle Lake Intermediate School strives to provide the best curriculum and instruction to its students. The curriculum is up to date, aligned, and supported by its publishers. Researched based practices are used to provide high quality, effective tier one instruction. Lastly, the use reading and math facilitators and additional special education aides in classrooms support the inclusion of our most struggling students. By using a combination of a strongly aligned curriculum, researched based approaches to teaching, and in class support, ELIS provides the best curriculum and instruction to our students.

Our curriculum is from sources approved by the Texas Education Administration. Teks Resource System delineates the scope and sequence, which shows promising results if followed with fidelity. It has been audited for comprehensiveness. It contains Performance Assessments which quickly provide teachers with summative and formative data.

In reading language arts, the resources are Wonders published by McGraw Hill. This suite of products includes technology, a literature anthology, reading and writing companion, leveled readers, a newcomer program, workstation set, and practice book. It is a balanced literacy approach. It covers all of the new TEKS implementation. Teachers deploy various levels of technology usage including: istation, Reading Plus, Study island, and Renaissance Place. Think Up is used as a small group extension activity.

In math, students use a variety of resources that are strongly aligned to the TEKS. Sharon Wells is the strategy and style the teachers employ when teaching. GoMath is used as a consumable resource. Students actively engage in Prodigy, an online resource.

Our teaching practices are researched based and include: the Texas Lesson Study Program, the Fundamental Five, grade level planning with facilitators, a variety of professional development, and heavy support from Administrators regarding Texas Teachers Evaluation and Support System. The Texas Lesson Study provides our teachers with a longitudinal study focusing on identifying a problem area, researching ways to teach it, and designing a distinguished lesson to teach the difficult skill. The Fundamental Five includes having a strong lesson concentration with a measurable outcome, working in close proximity to the students, and daily critical writing. Each week grade level teams meet with the reading and math facilitators to plan for the upcoming week. Teachers may have walkthroughs as frequently as twice per month to ensure the practices are being implemented. They receive feedback in a positive way that allows teachers to feel supported and accountable in their practice.

Assessment is supported at the district and campus level. We use common assessments for major exams. We enlist a variety of questions from different resources to generate assessments, including released STAAR, TEKS Resource, and McGraw Hill. We derive our BOY, MOY, and EOY data from Renaissance Place STAAR Screeners. Our facilitators assist teachers by creating answer documents, administering, grading, and testing small groups of students with accommodations.

Based on the foregoing, ELIS has adapted to meet the needs of our diverse student population. We have deployed the best possible curriculum, instruction, and assessment in an attempt to alleviate the gaps in our students' achievements. The resources are aligned to the TEKS. The teaching practices are researched based. The curriculum is assessed to ensure effective teaching. The teachers are supported and encouraged to take risks. Assessments are used properly and yield valuable data.

ELI is a small rural school in a progressive district. We strive to provide opprtunities to students and a positive environment for the staff. The teachers are attached to the local communitites in variopus ways. The staff retention varies from year to year. The teachers ahve knowledge of the studetns. The principal is kind and fair. He keeps his ear to the ground and knows the pulse of the cimmunity. We have strong procedures and follow all state and federal schedules. We provide a routine and safety to our students.

A campus handbook was provided at the beginning of the year, as well as a district handbook. All of our rules and regulations follow closely to the Texas Eduaction Code. The staff is very professional and there are not problems amongst them. Everyone does a great job.

### **School Processes & Programs Strengths**

Thorough curriculum aligned to the Texas Essential Knowledge and Skills.

Multiple teaching resources.

Campus and District support for assessments.

Professional development.

Computer program support

School Supplies are donated.

Brand new books in library.

Teachers receive training and in class support.

Small community.

Open minded.

Diverse.

Experienced.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers feel inadequately prepared to address the special needs of SPED population. The quickly growing population to the campus has not have allowed for materials and formal training. **Root Cause:** The quickly growing population of SPED students and accommodations to the campus has not have allowed for materials and formal training.

# Perceptions

## Perceptions Summary

e campus strives to keep students motivated through:

Student of the Month

Never Been Absent Parties

Honor Roll in the Newspaper

Utilization of FaceBook

Decrease in discipline forms

Increased parent communication

Student participate in extracurricular events including:

Student Leadership

Colorado County Fair Art

Soil Conservation Poster, Coloring and Essay Contest

Houston Livestock and Rodeo Art

UIL Speaking, Writing and Academic events

The campus does an an active PTO which provides a monetary donation for students at each grade level to attend a yearly field trip which supports the grade levels Texas Essential Knowledge and Skills

The campus does have an active PTO which meets monthly to discuss then needs and opportunities for students on our campus. This organization provides a fall festival, Breakfast with Santa and a Spring Fling.

Parents, family members, and community members are invited to ELIS for Meet the Teacher, Grandparent's Day, Veteran's Day Program, Thanksgiving Meal, 1st Semester Program and Award's Ceremony, class parties, art/music programs, and yearly award ceremonies. Parents also often select to attend field trips with their children.

## Perceptions Strengths

Eagle Lake Intermediate is a small school that values teamwork. We try hard and do our best. Teachers focus on improving the lives of our students. We use positive approaches to teaching and managing our studetns.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teacher's implementation is not consistent and Tier 1 instruction does not contain the same level of rigor as the standards. **Root Cause:** Teachers expectations have not been clearly outlined and implemented to understand each Tier

# Priority Problem Statements

**Problem Statement 1:** Teachers feel inadequately prepared to address the special needs of SPED population. The quickly growing population to the campus has not have allowed for materials and formal training.

**Root Cause 1:** The quickly growing population of SPED students and accommodations to the campus has not have allowed for materials and formal training.

**Problem Statement 1 Areas:** Demographics - School Culture and Climate - Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** We have a large population of students that require intervention in reading.

**Root Cause 4:** Our population consists of a high number of low SES nd ESL students that are weak in vocabulary.

**Problem Statement 4 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 8:** the students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.

**Root Cause 8:** Students must increase comprehension and attention to close reading skills.

**Problem Statement 8 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 9:** Longitudinal STAAR data 3-5 in grades shows scores increasing significantly slower for African American, Hispanic, ESL, SpEd and At-Risk groups a compared with White student groups.

**Root Cause 9:**

**Problem Statement 9 Areas:** Demographics - Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Capacity and resources data
- Study of best practices





# Goals

**Goal 1:** Foster a climate that prepares student for higher education and work force readiness.

**Performance Objective 1:** Continue to increase STARR reading, writing, science and math scores to meet or exceed state expectations as measured by all 4 indices.





**Evaluation Data Sources:** state, district, and campus test results, universal screener data, lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data collected efficiently by using a data-management system and focus on factors known to predict later achievement to make decisions based on student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR reading, writing, science and math scores to meet or exceed state expectations as measured by all 4 indices.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, and facilitators</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) Teach vocabulary and word study every day in the context of the language.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR reading, writing, science and math scores to meet or exceed state expectations as measured by all 4 indices.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, and facilitators</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor documentation that all students read and write every day in every content area using various types of texts.</p> <p><b>Strategy's Expected Result/Impact:</b> lesson plans, walk through observations</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, and facilitators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilization of instructional strategies aligned for all students to learn and practice concepts daily through universal design including visuals, manipulatives, tables, diagrams and symbols.</p> <p><b>Strategy's Expected Result/Impact:</b> lesson plans, walk through observations</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers and observations</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to implement writing across the curriculum for all the grades as demonstrated by each individual student writing portfolio and graded STAAR rubrics.</p> <p><b>Strategy's Expected Result/Impact:</b> scoring rubric evaluations, writing portfolios, state, district and campus test results, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers and observations</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide students to access to a wealth of reading material. A library aide will guide them to choosing books that may spark an interest in a future college or career.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased interest in careers</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Communities in Schools Site Coordinator will work with students and parents and to conduct activities to get students excited about their future college and career plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement, increased career interest</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** Integrate technology into the curriculum and everyday campus activities.

**Performance Objective 1:** We will utilize technology in our classroom to prepare the students for the writing portion of the STAAR as well as the improve reading scores with software.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data collected efficiently by using a data-management system from software apps such as Reading Plus and focus on factors known to predict later achievement to make decisions based on student data</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Ensure students in the special programs will meet or exceed individualized goals as outlined in IEP's, 504 plans, and LPAC.

**Performance Objective 1:** We will continue to utilize Inclusion as well start a resource program to ensure we are giving our Sped students the appropriate support.

**High Priority**





**Evaluation Data Sources:** Master Schedule, Data from Benchmarks, Interim tests, and 9 weeks tests.

**Goal 4:** Provide highly qualified teachers, paraprofessionals, and administrators the tools to achieve academic success through ongoing professional development.

**Goal 5:** Promote a safe and orderly environment to enhance student achievement.

**Performance Objective 1:** The campus will continue to implement social contracts as well as greet our students at the door every morning. Admin staff will undergo training from the Region 3 service center and complete the TIL training.

**Evaluation Data Sources:** Completed TIL Training and Feedback from Region 3 ESC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be trained and expectations presented to our campus culture to effectively greet students at their door each day. Admin will undergo TIL training targeting this.</p> <p><b>Strategy's Expected Result/Impact:</b> Build relationships with students</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Students in grades 4th and 5th will increase academic growth and make progress on the STAAR Reading and Math assessment during the 2022-2023 school year

**Goal 7:** Ensure the curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grade and content areas.

# Addendums

**Texas Education Agency**  
**2021-22 Preliminary School Report Card**  
**EAGLE LAKE INT (045903105)**

**Accountability Rating**

**B**

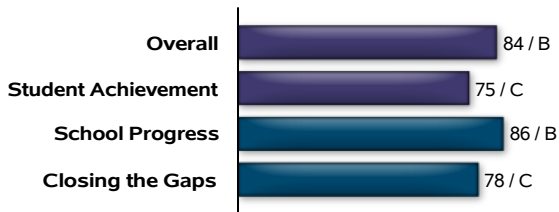
EAGLE LAKE INT earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

**School Information**

<b>District Name:</b>	<b>RICE CISD</b>
<b>Campus Type:</b>	<b>Elementary</b>
<b>Total Students:</b>	<b>203</b>
<b>Grade Span:</b>	<b>03 - 05</b>

For more information about this campus, see: <https://TXSchools.gov>

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for EAGLE LAKE INT. Scores are scaled from 0 to 100 to align with letter grades.



**Distinction Designations**

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- |                               |                                |
|-------------------------------|--------------------------------|
| ✓ Postsecondary Readiness     | ✗ ELA/Reading                  |
| ✗ Mathematics                 | ✗ Science                      |
| ✗ Comparative Academic Growth | ✗ Comparative Closing the Gaps |