

Rice CISD

Eagle Lake Intermediate School

2023-2024 Campus Improvement Plan



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

Demographics

Demographics Summary

Eagle Lake Intermediate School (ELIS) is an intermediate campus with approximately 180 students spanning grades 3rd-5th grade. ELIS is a Title 1 campus in Rice Consolidate Independent School District located in Eagle Lake, Texas. The size of ELIS has decreased from the 2021-2022 school year by approximately 20 students. 5th Grade have 4 certified teachers and we currently only have 3 Certified teachers for 3rd Grade and 4th Grade. The campus is serviced by 2 certified special education teachers, one teaching Dyslexia classes. We also have a part time ART and Music teacher we share with other campuses. A certified physical education teacher provides physical education to students the required 135 minutes per week through a rotation with art and music and library.

The campus demographic indicate 87.7% economically disadvantaged. 13.8 % are English Language Learners. The mobility rate is 9.6%. The percent served by special education is 10.3 %.

Eagle lake Intermediate School employs a high-quality, talented staff.

Demographics Strengths

Eagle lake Intermediate School has many demographic strengths. Notably:

1. No students withdrew from Eagle Lake Intermediate School during the 2021-2022 school year because they were unhappy with our campus.
2. Students at Eagle Lake Intermediate are very accepting of new students regardless of race or ethnicity; and
3. New teachers report that the students and staff are very polite and helpful and effective.
4. Smaller Class sizes in comparison to larger districts

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: 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:** Increasing numbers of low socioeconomic

Student Learning

Student Learning Summary

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
STAAR Performance Rates by Tested Grade, Subject, and Performance											
Grade 3 Reading											
At Approaches Grade Level or Above	2022	76%	77%	76%	73%	78%	*	-	-	-	*
	2021	67%	71%	68%	46%	71%	83%	-	*	-	*
At Meets Grade Level or Above	2022	51%	47%	43%	55%	40%	*	-	-	-	*
	2021	39%	41%	36%	15%	42%	33%	-	*	-	*
At Masters Grade Level	2022	30%	23%	21%	18%	19%	*	-	-	-	*
	2021	19%	17%	17%	8%	18%	17%	-	*	-	*
Grade 3 Mathematics											
At Approaches Grade Level or Above	2022	71%	88%	88%	91%	86%	*	-	-	-	*
	2021	62%	74%	71%	46%	79%	67%	-	*	-	*
At Meets Grade Level or Above	2022	43%	61%	58%	55%	59%	*	-	-	-	*
	2021	31%	38%	27%	15%	29%	33%	-	*	-	*
At Masters Grade Level	2022	21%	20%	15%	18%	16%	*	-	-	-	*
	2021	14%	13%	7%	8%	5%	17%	-	*	-	*
Grade 4 Reading											
At Approaches Grade Level or Above	2022	77%	76%	71%	38%	79%	100%	-	*	-	*
	2021	63%	57%	51%	30%	54%	60%	-	*	-	*
At Meets Grade Level or Above	2022	54%	49%	46%	23%	55%	40%	-	*	-	*

	2021	36%	32%	24%	0%	24%	60%	-	*	-	*
At Masters Grade Level	2022	28%	24%	20%	15%	18%	40%	-	*	-	*
	2021	17%	15%	10%	0%	10%	20%	-	*	-	*

Grade 4 Mathematics

At Approaches Grade Level or Above	2022	70%	89%	86%	69%	92%	100%	-	*	-	*
	2021	59%	77%	76%	20%	88%	80%	-	*	-	*
At Meets Grade Level or Above	2022	43%	64%	54%	31%	55%	100%	-	*	-	*
	2021	36%	49%	42%	0%	49%	60%	-	*	-	*
At Masters Grade Level	2022	23%	34%	20%	15%	21%	20%	-	*	-	*
	2021	21%	34%	27%	0%	29%	40%	-	*	-	*

Grade 5 Reading

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races (%)
At Approaches Grade Level or Above	2022	81%	78%	76%	67%	78%	*	-	-	-	*
	2021	73%	64%	56%	38%	57%	*	-	-	-	-
At Meets Grade Level or Above	2022	58%	52%	46%	22%	49%	*	-	-	-	*
	2021	46%	34%	26%	13%	26%	*	-	-	-	-
At Masters Grade Level	2022	36%	26%	22%	0%	27%	*	-	-	-	*
	2021	30%	14%	9%	0%	10%	*	-	-	-	-

Grade 5 Mathematics

At Approaches Grade Level or Above	2022	77%	84%	83%	56%	90%	*	-	-	-	*
	2021	70%	88%	89%	88%	88%	*	-	-	-	-
At Meets Grade Level or Above	2022	48%	53%	46%	0%	53%	*	-	-	-	*
	2021	44%	53%	48%	38%	48%	*	-	-	-	-

At Masters Grade Level	2022	25%	29%	19%	0%	20%	*	-	-	-	*
	2021	25%	27%	22%	13%	21%	*	-	-	-	-
Grade 5 Science											
At Approaches Grade Level or Above	2022	66%	62%	59%	33%	61%	*	-	-	-	*
	2021	62%	49%	44%	25%	45%	*	-	-	-	-
At Meets Grade Level or Above	2022	38%	34%	27%	0%	31%	*	-	-	-	*
	2021	31%	22%	15%	13%	12%	*	-	-	-	-
At Masters Grade Level	2022	18%	11%	8%	0%	8%	*	-	-	-	*
	2021	13%	8%	7%	0%	5%	*	-	-	-	-

There were two students at Eagle Lake Intermediate that had to serve time in the Disciplinary Alternative Education Program (DAEP) setting during the 2022-2023 school year. Neither student showed progress in their academics. In nearly every subject, the students scored lower after their DAEP placement.

Student Learning Strengths

The students at Eagle Lake Intermediate learn best when it's hands-on or a real world application. The information sticks more with the students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We have a large population of students that require intervention in reading. **Root Cause:** Our population consists of a high number of low socioeconomic and ESL students that are weak in vocabulary.

Problem Statement 2: 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:** Students lack decoding and phonics skills

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, Dreamscape, and study island. 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. Ford Ferrier provides the RTI material. 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.

School Processes & Programs Strengths

Consistent PLC collaboration with Reading and Math Facilitators.

Multiple teaching resources

Professional Development

Student School Supplies are Donated

9 Weeks tests are provided by the Assistant Superintendent of Curriculum and Instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Delivery of instruction needs more depth and complexity through increased rigor and relevance. **Root Cause:** Teachers do not have an in-depth knowledge of the TEKS.

Perceptions

Perceptions Summary

Staff, student, and parent surveys are conducted at the end of the school year. Staff surveys were conducted the Fall of 2022 in order for the administrator to make adjustments for the spring semester. Parents are a part of our campus improvement plan.

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 students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, 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

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Eagle Lake Intermediate will provide effective instruction to promote high levels of student achievement.

Performance Objective 1: By the end of 2024, 85% of all grades all subjects will get at least Approaches on the State STAAR assessments.

Evaluation Data Sources: STAAR results, Interim tests, Benchmark tests

Strategy 1 Details	Reviews			
Strategy 1: Consistently conduct PLC meetings to plan for instruction and disaggregate data Strategy's Expected Result/Impact: - Tier 1 instruction improves - Increase teacher collaboration - Fine tune enrichment/intervention time Staff Responsible for Monitoring: Principal, Facilitators, District Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus personnel will perform walkthroughs and provide feedback Strategy's Expected Result/Impact: - Ensure alignment to state standards - Monitoring teaching rigor Staff Responsible for Monitoring: Principal and District Admin Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
				

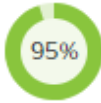
Strategy 3 Details	Reviews			
Strategy 3: Teachers will submit high-quality and rigorous lesson plans weekly Strategy's Expected Result/Impact: - Ensure TEKS are being taught - Intentional small group planning outlined Staff Responsible for Monitoring: Principal and Facilitators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Eagle Lake Intermediate will promote a safe and orderly environment to enhance student achievement.

Performance Objective 1: Eagle Lake Intermediate will develop strategies to promote safety on the campus.

Evaluation Data Sources: A decrease in the number of reported incidents involving safety.

Strategy 1 Details	Reviews			
Strategy 1: Maintain and update the campus Crisis Management Plan as needed Strategy's Expected Result/Impact: A fluid process if a safety crisis were to occur Staff Responsible for Monitoring: Principal, District Resource Officer, District Admin Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Train staff and students on different school emergency drills (fire drills, lockdown, severe weather, evacuate). Strategy's Expected Result/Impact: The campus is more prepared if there is an emergency situation.	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus personnel will complete online training on Bullying Prevention. Strategy's Expected Result/Impact: Courses to be completed: - David's Law- Cyberbullying for Educators - Bullying Prevention for School Personnel Staff Responsible for Monitoring: Principal, District Admin Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Rigid enforcement of monitoring the metal detector while checking in guests, locked external and instructional doors, use of cameras, and unannounced safety checks on campus. Raptor system to identify visitors to campus who have criminal backgrounds. Administrator will conduct weekly external door audit checks. Strategy's Expected Result/Impact: No imminent threats to staff and students while on campus. Staff Responsible for Monitoring: Principal, District Resource Officer, District Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Principal will maintain discipline and proactively work with faculty to promote a safe environment for all students and staff. Strategy's Expected Result/Impact: A reduction in the number of referrals. Staff Responsible for Monitoring: Principal Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Proactively counsel students (individually or in groups) and provide guidance lessons. Strategy's Expected Result/Impact: There will be an increase of positive social interactions on campus. Staff Responsible for Monitoring: Principal and Counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Eagle Lake Intermediate will create positive relationships with parents and community stakeholders.

Performance Objective 1: Increase parental support of academic programs by 25% over the previous year.

Evaluation Data Sources: Event sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide varied opportunities for parents to become involved in their child's education. Strategy's Expected Result/Impact: Agendas and sign-in sheets to document parent/community attendance at activities such as PTO, Meet the Teacher, Open House, Program Events, Reading/Math Night, Parent/Teacher Conferences Staff Responsible for Monitoring: Principal, Counselor, Office Personnel, Teachers Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Send out letters/newsletters to parents/guardians concerning Eagle Lake Intermediate activities and tips for parents to help support their children in school. Update campus web-based calendars with school activities. Strategy's Expected Result/Impact: Parent satisfaction survey with increase in positive responses. All parents will receive communication in English and Spanish. Staff Responsible for Monitoring: Principal, Secretary Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Communicate with parents about the progress their children are making (academics and social-emotional). Schedule conferences with parents of students not meeting grade level standards and in danger of failing. Send progress reports home each 3 weeks and report cards every 9 weeks. Strategy's Expected Result/Impact: Principal reviews parent contacts and student performance at the end of each grading period. Parents are made aware of academic difficulties or areas of concern. Staff Responsible for Monitoring: Principal, Counselor, Teachers Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Eagle Lake Intermediate will create positive relationships with parents and community stakeholders.

Performance Objective 2: Parents and community members will participate in the modifications and evaluation of the campus Parental Involvement Policy.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Hold a Title 1 meeting to explain and inform of federal and local school programs. Strategy's Expected Result/Impact: Increase in parental involvement throughout the year Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	
Strategy 2 Details	Reviews			
Strategy 2: Distribute parent survey and needs assessment to provide the opportunity for parents to evaluate parental involvement program. Strategy's Expected Result/Impact: Positive evaluation by parents and greater participation of parents at school activities to enhance the importance of education Staff Responsible for Monitoring: Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div>50%</div>	<div><div></div>80%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carrie Grigar	Math Facilitator		
Jason Rodriguez	Paraprofessional		
Natalie Gonzales	Paraprofessional		
Sharon Geigley	Paraprofessional		