Rice CISD

Eagle Lake Primary School

2022-2023 Campus Improvement Plan

Mission Statement

Eagle Lake Primary School's Mission is to foster, for our Pre-Kindergarten through 2nd grade students, a challenging learning environment that encourages high expectations for success, ensuring a readiness for upper elementary instruction and learning.

Vision

The vision of Eagle Lake Primary School is to provide a holistic, comprehensive, and multicultural learning environment that will deliver the skills and resources needed to ensure our students have the foundation to become caring and responsible citizens of our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eagle Lake is a small rural town located in southeast Colorado County, on U.S. Highway 90 Alternate, some 60 miles west of Houston, with an estimated population of 3,600 residents. Eagle Lake Primary School is one of seven campuses in the Rice Consolidated Independent School District and consists of grade levels PreKindergarten through 2nd grade. There are 3 full day sections of PreK, 3 sections of Kindergarten, 3 sections of First grade, 3 sections of Second grade, and a ECSE classroom. The demographics of the school are shown in the chart below.

Classification	Count/Percentage
American Indian/Alaskan	0 0%
Asian	2 0.8%
Black/African American	32 12.8%
Hispanic/Latino	187 74.8%
White	21 8.4%
Hawaiian/Pacific Island	0 0%
Two or more	8 3.2%
Female	134 53.6%
Male	116 46.4%

The staff at Eagle Lake Primary School consists of 1 Principal, 1 Shared Counselor, 1 part time Nurse, 1 part time ESL Specialist, 1 part time Math Facilitator, 1 Reading Facilitator, 1 part time PE coach, 1 part time Art teacher, 1 part time Music teacher, 13 full time teachers, 1 School Secretary, 1 full-time receptionist, 7 instructional Paras, 1 Library Para, 1 part time ISS Para, 1 Cafeteria Manager with 3 cafeteria workers, 2 custodians, and 1 part time maintenance man. Additionally, we are provided part time Speech Therapist Assistant from the Special Education Coop.

Eagle Lake Primary School continues to be proactive in the recruiting and retention of a highly qualified staff. Eagle Lake Primary School's instructional and support staff currently consists of:

3 Pre-Kindergarten Teachers -1 with ESL Certification

3 Kindergarten Teachers – 2 with ESL Certifications

3 First Grade Teachers – 3 with ESL Certifications

3 Second Grade Teachers – 3 with ESL Certifications

1 Special Ed Teacher (Resource and ECSE)

7 Instructional Paraprofessionals

1 Library Paraprofessional

1 Shared ESL Coordinator

1 Shared Math Facilitator

1 Reading Facilitator

1 Shared Nurse

1 Shared Counselor

1 Secretary

1 Receptionist

The general data provided by walk-through observations, formal evaluations, and data team meetings, indicates a workforce that has a solid work ethic, as well as, a strong desire to see their students learn and be successful. Our focus on staff development for the 2022-2023 year has been on increasing the rigor in student questioning and including the Fundamental Five in the lesson planning. We are also working on understanding the needs of our emotionally challenged students. Our goal is to create a safe, engaging environment for our students to learn in.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff is not ethnically representative of our student population. We do not have any Bilingual certified teachers on staff. **Root Cause:** Our rural district can not compete with the surrounding larger populated districts which are able to offer more appealing job opportunities.

Student Learning

Student Learning Summary

At Eagle Lake Primary School, we consider data throughout the year from various sources. Grade Level Data Meetings are scheduled on a regular basis and attended by the classroom teachers, the Counselor, and the Principal.

GRADE LEVEL DATA MEETINGS:

Data for reading is collected from:

- mClass
- iStation
- Fountas and Pinnell Benchmarks
- Mid-Nine Week and End of Nine Week Tests disaggregated through DMAC (1st and 2nd Grade)
- Guided Reading Groups

After the 1st semester, students will begin to monitor their own progress with a goal sheet of their reading levels based on Star Reader.

Data for Math is collected from:

- Mid and End of Nine-Week Spiraled tests disaggregated through DMAC (1st and 2nd Grade)
- Weekly Fast Facts Tests for fluency

STUDENT GRADES AND PROGRESS:

Students are monitored every three weeks using grades from daily work and weekly assessments via a progress report to parents. At the end of each nine week reporting period, a report card goes home to parents.

BENCHMARKS, NINE WEEK TESTS and Screeners:

- Nine –Week Tests in Reading and Math for 1st and 2nd Grade (all year)
    - These tests are created by the teachers and facilitators as a common assessment across the grade levels. The tests results are recorded in DMAC where the data is disaggregated. Tests are sent to the Assistant Superintendent of Curriculum and Instruction where they are reviewed for rigor.
    - Mid-Nine Week Tests in Reading and Math for 2nd Grade. These tests are created by the teachers and facilitators as a common assessment across the grade levels. The tests results are recorded in DMAC where the data is disaggregated. Tests are sent to the Assistant Superintendent of Curriculum and Instruction where they are reviewed for rigor.

- District Benchmark Math and Reading Tests

- These tests are created by the district and approved by the Assistant Superintendent of Curriculum and Instruction. These tests are used by all the Elementary Schools in Rice Consolidated Independent School District and will be a compilation of all the objectives taught throughout the year. The data obtained from these assessments will determine our teachers' strengths and weaknesses in teaching, as well as our students' strengths and weaknesses. We will use the data to guide staff development and help our teachers reflect on teaching styles that will benefit student successes for the following year.

Universal Screeners – Given at the Beginning, Middle and End of Year.

- Star Reading - These are tests provided by Renaissance Learning.
    - Star Reading is the district's common diagnostic tool for determining reading levels and growth of students. At Eagle Lake Primary School, Star Reader is also one of four tools we use to make Rti determinations for our students.

- TELPAS – Texas English Language Proficiency Assessment System Summary Report.
    - ESL students are screened with TELPAS. In Kindergarten and 1st grade, our ESL coordinator and the teachers communicate about the level of TELPAs skills the students exhibit in listening, speaking, writing, and reading. Rubrics supplied by the state are used to make these determinations. In Second Grade, the TELPAS is given online. The speaking, listening, and writing portions of TELPAS are graded by certified raters using the state supplied rubric as a guide.
    - Gifted and Talented

- mClass - This assessment is done through Amplify. mClass is new to the district this year. Students are assessed in the following: phonemic awareness (K-1), letter sounds, decoding, word reading, reading fluency, and basic comprehension (1-2)

GT students are first identified by a nomination process in October and then evaluated by a battery of tests to determine eligibility. Currently, ELPS has 2 GT Students.

Response to Intervention

If a student is struggling, a teacher may start the MTSS process with the Campus Committee. A compilation of iStation, Star Reader, Guided Reading Level, and Nine-Weeks Grades assist in the determination of MTSS eligibility. Documentation of interventions tried in the classroom must be presented to the committee at each nine-week meeting. At the meeting an intervention support plan is completed. Progress monitoring is required and documented as determined at the meeting. Special intervention time has been incorporated into the school day.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Recruiting high quality teachers can be difficult. **Root Cause:** It is hard for smaller districts to compete with the larger salaries the bigger school district can afford to pay.

Problem Statement 2: While our RtI process is strong, the interventions used still need some improvement. **Root Cause:** Hands on staff development in areas of RtI are often lacking in availability.

Problem Statement 3: There is a substantial need for additional interventions and tutoring to increase the academic success of our students . **Root Cause:** A percentage of the campus is identified as economically disadvantaged.

School Processes & Programs

School Processes & Programs Summary

Teachers are expected to plan together weekly and have a common lesson plan, common assessments, and use the same curriculum. For math and reading, teachers plan weekly with our facilitators. As a campus, we are striving to increase the rigor in our lessons, questioning and formal assessments. As a district initiative, we are continuing the Fundamental Five. During walkthroughs, lessons are expected to have Framing the Lesson, Small, Purposeful Talk, Working the Power Zone, Writing Critically and Recognizing and Reinforcing. This training is helping the teachers enhance the rigor in their lessons and check for student understanding. The teachers follow the TEKS Resources Scope and Sequence in Reading, Science, and Social Studies. In Math, the teachers follow a Scope and Sequence collaboratively agreed upon, ensuring that all of the objectives are followed. The math facilitator words closely with all grade levels and adjustments are made as deemed necessary.

The teachers are expected to use student data to help drive their instruction and remediation. Grade Level Data Meetings are scheduled and attended by the classroom teachers, the Counselor, and the Principal.

GRADE LEVEL DATA MEETINGS:

Data for reading is collected from:

- mClass
- Renaissance Star Reader
- iStation
- Fountas and Pinnell Benchmarks
- Nine-Weeks Tests disaggregated through DMAC
- Guided Reading Groups

Goals and objectives are changed/modified to match the needs of the campus. Data sources to be monitored throughout the year are identified in the Data Documentation of this plan. State and Federal funds are split among the campuses based on need. Members of the campus feel a sense of urgency in improving student academic achievement.

Each grade level on the campus has a common planning time. MTSS Team meetings are held at the BOY, MOY, and EOY. Intervention is scheduled at each grade level, and campus-wide support personnel help the grade level teachers work with struggling students. Team meetings are held to coordinate campus concerns and calendar. Vertical Team Meetings, Social Committee Meetings, and other meetings are held as needed.

Students will monitor their own progress with a goal sheet of their reading levels based on Renaissance Star Reader.

Data for Math is collected from:

- Nine-Weeks Spiraled tests disaggregated through DMAC
- Weekly Fast Facts Tests for fluency
- Renaissance Star Math

STUDENT GRADES AND PROGRESS:

Students are monitored every three weeks using grades from daily work and weekly assessments via a progress report to parents. At the nine weeks, more daily work and a cumulative test grade are entered for a final grade. A nine week report card goes home to parents.

BENCHMARKS, NINE WEEKS TESTS and Screeners:

- Nine –Weeks Tests in Reading and Math for 1st and 2nd Grade (all year)
    - These tests are created by the teachers and facilitator as a common assessment across the grade levels. The test results are recorded in DMAC where the data is disaggregated. Tests are sent to the Assistant Superintendent of Curriculum and Instruction where they are reviewed for rigor.

- Nine-Weeks Tests in Science for 2nd (2nd Semester only)
- District Benchmark Math and Reading Tests

- Science Tests are created by the teachers as a common assessment across the grade levels. The test results are recorded in DMAC where the data is disaggregated

- These tests are created by the district and approved by the Assistant Superintendent of Curriculum and Instruction. These tests are used by all the Elementary Schools in Rice Consolidated Independent School District and will be a compilation of all the objectives taught throughout the year. The data obtained from these assessments will determine our teachers' strengths and weaknesses in teaching, as well as our students' strengths and weaknesses. We will use the data to guide staff development and help our teachers reflect on teaching styles that will benefit student successes for the following year.

Eagle Lake Primary School operates two Computer Laboratories. There are two computer programs that the students use to enhance their learning. iStation is a reading program that levels the students and offers remediation in response to intervention. This year, we are also using Math Seeds with our 2nd grade students. Each grade level has an assigned grade level time. Classrooms are also equipped with a computer, projector, Elmo, and Smartboard to interact with the curriculum. We have WiFi connections throughout the campus. We now have iPads for each teacher as well as K-2 students being one to one with iPads. We use Star Reading and Math as universal screeners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff is not ethnically representative of our student population. We do not have any Bilingual certified teachers on staff. **Root Cause:** Our rural district can not compete with the surrounding larger populated districts which are able to offer more appealing job opportunities.

Problem Statement 2: Additional support staff is needed to assist teachers of students with strong emotional issues. **Root Cause:** A very small percentage of students at Eagle Lake Primary School have strong emotional issues.

Problem Statement 3: While our RtI process is strong, the interventions used still need some improvement. **Root Cause:** Hands on staff development in areas of RtI are often lacking in availability.

Perceptions

Perceptions Summary

The 2021 - 2022 campus theme is "We are on the Same Team". Our campus has really pushed the Positive Behavior Interventions and Supports system. This has created a culture of encouragement and positivity among the staff and students.

Surveys were given to teachers and parents to get their opinions on a variety of school culture and climate issues.

On the parent's survey, we received an 80% or higher rating on all questions indicating a strong school relationship with parents. The questions asked were about school communication, curriculum and testing, and flexibility when scheduling meeting with parents. Some of the areas parents would like to see improvement were in the areas of Playground Equipment and more parking.

Parents at Eagle Lake Primary School are involved with the school. Sign-In Sheets at all our major events and parent conferences with teachers are required. Our parents sign the Parent/School Compacts between parents, students, and teachers every year. This year, we held Parent Orientations on different nights, so all could attend the meetings regardless of siblings having different teachers. Parents attend Reading Night, classroom parties, the Book fair, Christmas Sing Along, Grandparents' Day, Assemblies, Awards Ceremonies, and Field Day. We have a very active and supportive PTO that raises money for field trips and special teacher activities each year.

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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: By the end of 2023, 53% of students completing Pre-K will demonstrate Kindergarten readiness.

Evaluation Data Sources: Circle Monitoring EOY Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement a common PLC time for PK teachers **Strategy's Expected Result/Impact:** - Tier 1 instruction improves - Increase teacher collaboration - Fine tune enrichment/intervention time **Staff Responsible for Monitoring:** Principal, Reading Facilitator, District Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Perform walkthroughs and provide effective 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will submit high-quality lesson plans weekly **Strategy's Expected Result/Impact:** - Ensure all PK guidelines are taught - Intentional small group planning outlined **Staff Responsible for Monitoring:** Principal and Reading Facilitator **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, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: PK teachers will meet with the Principal to disaggregate BOY Circle testing, progress monitoring, and come up with a plan of action to support low performing students **Strategy's Expected Result/Impact:** An increase in students independent scoring from BOY to the EOY **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By the end of 2023, 65% of students in Kindergarten, 1st, and 2nd grade will screen At Benchmark on EOY mClass reading screeners.

Evaluation Data Sources: EOY mClass screener data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Hold weekly PLC meetings to plan and review student data **Strategy's Expected Result/Impact:** - Tier 1 instruction improves - Increase teacher collaboration - Fine tune enrichment/intervention time **Staff Responsible for Monitoring:** Principal, Reading Facilitator, District Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: 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, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Conduct beginning of the year, middle of the year, and end of the year RtI meetings to discuss and provide supports for varied leveled students. **Strategy's Expected Result/Impact:** - Monitor student progress throughout the year - Progress monitor student progress - Provide interventions **Staff Responsible for Monitoring:** Principal, Reading Facilitator, Counselor, Teachers, District Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will submit high-quality lesson plans weekly **Strategy's Expected Result/Impact:** - Ensure all TEKS are taught - Intentional small group planning outlined - Differentiation **Staff Responsible for Monitoring:** Principal and Reading Facilitator **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, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Eagle Lake Primary School will develop campus leaders with clear roles and responsibilities and create positive relationships with parents and community stakeholders.

Performance Objective 1: The campus will hold administrator meetings and monthly faculty meetings for the purpose of sharing information, making decisions, and providing professional development to campus personnel.

Evaluation Data Sources: Agendas, meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The Principal will attend the trainings at Region 3 and district administrator meetings in order to keep the staff abreast of changes mandated or suggested for improved student performance. Information will be shared at meetings. **Strategy's Expected Result/Impact:** More equipped staff **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Eagle Lake Primary School will develop campus leaders with clear roles and responsibilities and create positive relationships with parents and community stakeholders.

Performance Objective 2: Increase parental support of academic programs by 10% over the previous year.

Evaluation Data Sources: The number of parents and community members supporting academic programs will increase.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 document parent/community attendance at activities such as PTO, Meet the Teacher night, Open House, assemblies, Parent Reading/Math Night, and parent/teacher conferences **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Title I:** 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Send out letters/newsletters to parents concerning Eagle Lake Primary activities and tips for helping parents to 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 **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Communicate with parents about the progress their children are making. Schedule conferences with parents of students not meeting grade level standards and in danger of failing. Send progress reports home each 3 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 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Eagle Lake Primary School will develop campus leaders with clear roles and responsibilities and create positive relationships with parents and community stakeholders.

Performance Objective 3: Parents and community members will participate in the modifications and evaluation of the campus Parental Involvement Policy.

Evaluation Data Sources: The number of parents and community members who attend the federal programs planning/evaluation meetings will increase over the last year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Hold a Title I meeting to explain and inform of federal and local school programs **Strategy's Expected Result/Impact:** Increase in parental involvement throughout the year. Survey results indicate the parents are satisfied with communication from/to the school **Staff Responsible for Monitoring:** Principal **Title I:** 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Distribute parent survey and needs assessment to provide opportunity for parents to evaluate parental involvement program. Information and training to parents to show the importance of education of their children **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Meet with community members to discuss and obtain input and cooperation concerning student needs **Strategy's Expected Result/Impact:** Improved student performance **Staff Responsible for Monitoring:** Principal **Title I:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Eagle Lake Primary School will develop campus leaders with clear roles and responsibilities and create positive relationships with parents and community stakeholders.

Performance Objective 4: Establish partnerships with community stakeholders

Evaluation Data Sources: Agendas, increase of community involvement within the school

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Invite community stakeholders to the campus for various events/meetings **Strategy's Expected Result/Impact:** An increase of community involvement within the school **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Work in collaboration with Communities in Schools personnel **Strategy's Expected Result/Impact:** Increase in community involvement **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture	80%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

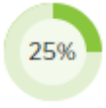
Goal 3: Eagle Lake Primary School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

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

Evaluation Data Sources: Number of reported incidences involving safety issues is decreased.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Update and maintain campus Crisis Management Plan **Strategy's Expected Result/Impact:** Safety concerns are decreased **Staff Responsible for Monitoring:** Principal, District Resource Officer, District Admin **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Train staff on different school emergency drills (fire drills, lockdown, severe weather, evacuate). Perform drills with entire campus. **Strategy's Expected Result/Impact:** The campus is more prepared if there is an emergency situation **Staff Responsible for Monitoring:** Principal, Campus Crisis Team, District Personnel, District Resource Officer				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: All personnel will complete online training on Bullying Prevention. **Strategy's Expected Result/Impact:** Courses given on EduHero with test - Bullying Prevention for School Personnel - David's Law-Cyberbullying for Educators **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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Rigid enforcement of checking in at the office, locked doors, use of cameras, and unannounced safety checks on campus. Raptor system to identify visitors to campus who have criminal backgrounds. **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, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Proactively counsel at-risk students with behavior problems PreK-2 **Strategy's Expected Result/Impact:** Decrease in discipline referrals for the year **Staff Responsible for Monitoring:** Principal, Counselor, Staff, Community & Schools Personnel **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Principal will review discipline referrals daily and proactively work with faculty to promote a safe environment for all students **Strategy's Expected Result/Impact:** A reduction in the number of referrals **Staff Responsible for Monitoring:** Principal **Title I:** 2.6				

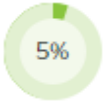
Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Staff will be trained by Region 3 and/or CO-OP personnel in CPI (crisis prevention). **Strategy's Expected Result/Impact:** Decrease in student crises, staff have more tools to deal with escalating student behaviors **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Eagle Lake Primary School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

Performance Objective 2: Eagle Lake Primary School will develop and implement strategies to provide a drug-free environment for students and staff.

Evaluation Data Sources: The number of discipline cases will be reduced from last year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Counselor lessons (individual class lessons on leading a drug-free life throughout the school year) **Strategy's Expected Result/Impact:** Documentation from sessions will show that students received instruction on leading drug free lives **Staff Responsible for Monitoring:** Principal/Counselor **Title I:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Red Ribbon Week includes Spirit days throughout the week **Strategy's Expected Result/Impact:** Students/staff will participate in Spirit Day Activities **Staff Responsible for Monitoring:** Principal/Counselor **Title I:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Distribute Red Ribbons for drug free students to wear during red ribbon week. **Strategy's Expected Result/Impact:** Community will support Red Ribbon Week Activities **Staff Responsible for Monitoring:** Principal/Counselor **Title I:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: District Resource Officer will provide drug education to our students as a preventative measure **Strategy's Expected Result/Impact:** Students will say no to drugs **Staff Responsible for Monitoring:** Principal, District Resource Officer				

ESF Levers: Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Cherrie McCain	Reading Facilitator	Title 1	100%
Sylvia Gonzales	Ed. Aide	Title I	100%