Rice CISD

Eagle Lake Primary School

2023-2024 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 Pre-Kindergarten through 2nd grade. There are 3 full day sections of Pre-K, 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%

Demographics Strengths

We have a diverse student population which creates many wonderful multicultural experiences for our staff and students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff is not ethnically representative of our student population. **Root Cause:** Hiring highly qualified teachers in a rural area is difficult.

Student Achievement

Student Achievement 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, the Reading Facilitator, 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.

Student Achievement Strengths

EOY mClass results for both 1st and 2nd grade showed improvement from the beginning of the year.

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

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

We currently give weekly Brag awards to the staff and students from staff members.

School Culture and Climate Strengths

Our Reading Facilitator continues to be a positive position benefiting our school. With this position, we have gained a stronger alignment with the new reading curriculum and TEKS Resourses. The Reading Facilitator also assists the teachers with planning and interventions of struggling students. This position have proven to valuable to the success of both our teachers and students.

Counseling – The students at Eagle Lake Primary attend social lessons weekly with the counselor.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Recruiting highly qualified 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

3 Pre-Kindergarten Teachers - 1 with ESL Certification

3 Kindergarten Teachers – 1 with ESL Certification

3 First Grade Teachers – 2 with ESL Certifications

0 Second Grade Teachers – 3 with ESL Certifications

2 Special Ed Teachers (One resource and One ECSE)

3 Instructional Paraprofessionals

3 SPED Paraprofessionals

1 Library Paraprofessional

1 Part Time ESL Coordinator

1 Reading Facilitator

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.

Staff Quality, Recruitment, and Retention Strengths

To assist with recruitment and retention, the district offers several incentives to teachers and paraprofessionals who meet highly qualified requirements, which include:

1. competitive salaries for administrators
2. fee paid for additional certification exams taken by staff
3. retirement plan matching by the district
4. multiple stipend opportunities

Problem Statements Identifying Staff Quality, Recruitment, and Retention 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers are expected to plan together weekly and have a common lesson plan, common assessments, and use the same curriculum. For reading, teachers plan weekly with our facilitator. 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:

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

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 2ndGrade (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.

Curriculum, Instruction, and Assessment Strengths

The Assistant Superintendent of Curriculum and Instruction is aligning our school with district goals. All grade levels have been given planning time to coordinate with each other assuring the same high quality of instruction at each grade level and classroom. Having a full-time reading facilitator has impacted our vertical alignment and rigor. Both of these positions have been a positive reinforcer in student learning and success.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While our RtI process is strong, the interventions used still could have some growth. **Root Cause:** Implementation of plan development for RtI.

Parent and Community Engagement

Parent and Community Engagement Summary

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 mandatory Parent Conferences with all parents. Parents the Book fair, Christmas Program, Grandparents' Day Parade, Awards Ceremonies, Field Trips and Field Day. We have a very active and supportive PTO that raises money for field trips and special teacher activities each year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Eagle Lake Primary continues to look for ways to increase parent and community involvement on the campus. **Root Cause:** Safety

School Context and Organization

School Context and Organization Summary

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. RtI Team meetings are held a minimum of each nine weeks. 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.

School Context and Organization Strengths

Instructional paraprofessionals and other instructional support staff are assigned times to assist teachers in the classroom. Facilitators also pull students that need extra help.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Eagle Lake Primary continues to look for ways to increase parent and community involvement on the campus. **Root Cause:** The day to day operations of running a school often places community outreach on the back burner. Also, school safety is our priority.

Technology

Technology Summary

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. The computer lab is scheduled for use by grade level slots. 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 are one to one on devices We enjoy the Renaissance Learning support programs Accelerated Reader and employ Star Reading and Math as universal screeners. mClass is the new universal screener this school year. Each classroom was housed with a new projector, which has helped with the collaboration of our smartboards. Also, the teachers were issued new laptops so they could work on lesson planning, data input, etc.. at remote locations away from their classroom desktop.

Technology Strengths

All classrooms with core instruction have projectors. The projectors are mounted on the wall, instead of the ceiling.

All K-2 classes are one to one with student iPads

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)

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

Parent/Community Data

- Parent surveys and/or other feedback

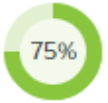
Goals

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

Performance Objective 1: By the end of the 2024, 60 % 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 **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: Strategic Staffing, 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: Strategic Staffing, 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 **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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	75%	75%		

0% No Progress 100% 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 the 2024, 70 % of students in Kinder, 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: Preform Walkthroughs and provide feedback. **Strategy's Expected Result/Impact:** Ensure alignment to state standards and monitor teacher 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 5: Effective Instruction	75%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: 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:** Progress monitor student and 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 5: Effective Instruction	75%	90%		

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 TEKS are taught and differentiation is noted in plan. **Staff Responsible for Monitoring:** Principal, Reading Facilitator, Math Facilitator, and Teachers **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	75%	75%		

 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 monthly 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, sign ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The Principal will attend monthly Principal meetings and other trainings in order to keep the staff abreast of changes mandated or suggested for improved students performances. Information will be shared with the staff. **Strategy's Expected Result/Impact:** More informed 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	50%	70%		

 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: Establish strong partnership with the community and with the campus PTO.

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:** Increase of community involvement. **Staff Responsible for Monitoring:** Prinicpal **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

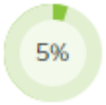
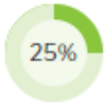
Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Work in collaboration with Communities in Schools personnel. **Strategy's Expected Result/Impact:** Bring in community for presentations and donations. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever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

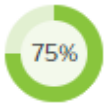
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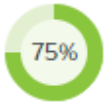
Goal 3: Eagle Lake Primary School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

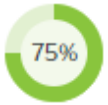
Performance Objective 1: Eagle Lake Primary School will develop strategies to promote safety on campus.

Evaluation Data Sources: Reduction in incidence reports.

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 Administration **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. Preform drills with entire campus. The campus will receive training and practice using the catapult system and other emergency drill expectations. **Strategy's Expected Result/Impact:** The campus is more prepared in the event of an emergency. **Staff Responsible for Monitoring:** Principal, District Resource Officer, District Personal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: All personnel will complete online training in bullying prevention and human trafficing. **Strategy's Expected Result/Impact:** Courses given in EduHero with test. **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: Add an extension to the roof of the drop off, pick up area. **Strategy's Expected Result/Impact:** Easier transition for students to get in and out of the care without stepping in the rain/slipping. Also to prevent students from jumping from the curbside into their vehicles and teachers slipping in water. **Staff Responsible for Monitoring:** Principal and district personal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Weekly door checks, locked doors, use of cameras, and unannounced safety checks on campus. Raptor System to identify visitors to campus who have criminal background. **Strategy's Expected Result/Impact:** No imminent threats to staff and students while on campus. **Staff Responsible for Monitoring:** Principal, District Resources Officers, District Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	N/A			

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Proactively counsel at-risk students with behavior problems PreK-2nd. **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 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Some staff will be trained by Region 3 and/or CO-OP personnel in CIP (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				

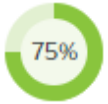
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Goal 3: Eagle Lake Primary School will provide facilities that are safe, drug-free, and conducive to learning for all students and all student groups.

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: Red Ribbon Week includes spirit days throughout the week. **Strategy's Expected Result/Impact:** Student/Staff will participate in spirit day activities. **Staff Responsible for Monitoring:** Prinicpal/Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Weekly Guidance lessons which includes leading a drug-free life. **Strategy's Expected Result/Impact:** Documentation from lesson will show that students received instruction on leading drug free lives. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: District Resource Officer will provide drug education to our student as a preventative measure. **Strategy's Expected Result/Impact:** Students will say no to drugs. **Staff Responsible for Monitoring:** 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 I	100%
Sylvia Gonzales	Ed. Aide	Title I	100%