Rice CISD

Eagle Lake Intermediate School

2025-2026 Campus Improvement Plan

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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

Summary

Eagle Lake Intermediate School (ELIS) is an intermediate campus with approximately 165 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 2024-2025 school year by approximately 20 students. 5th Grade has 4 teachers and we currently have 3 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 90% economically disadvantaged. 18.3 % are English Language Learners. The mobility rate is 9%. The percent served by special education is 17.8%.

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

Student to Teacher Ratio Per Grade Level:

- 3rd grade 18:1
- 4th grade 17:1
- 5th grade 18:1

Strengths

Eagle Lake Intermediate School has many demographic strengths. Notably:

1. No students withdrew from Eagle Lake Intermediate School because they were unhappy with our campus.

2. Students at Eagle Lake Intermediate are very accepting of new students regardless of race or ethnicity.

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	Root Cause
1 ★	Longitudinal STAAR data in grades 3-5 show scores are increasing significantly slower for African American, Hispanic, ESL, SpED, and At-Risk groups compared with White student groups	Increasing numbers of low socioeconomic families, weak in academic vocabulary
2 ★	Longitudinal STAAR data in grades 3-5 show scores are increasing significantly slower for African American, Hispanic, ESL, SpED, and At-Risk groups compared with White student groups	Increasing numbers of low socioeconomic families, weak in academic vocabulary

★ = Priority

Student Learning

Summary

3rd grade Math - 75% Approaches, 47% Meets, 17% Masters

3rd grade Reading - 79% Approaches, 43% Meets, 8% Masters

4th grade Math - 77% Approaches, 43% Meets, 15% Masters

4th grade Reading - 77% Approaches, 38% Meets, 13% Masters

5th grade Math - 74% Approaches, 43% Meets, 15% Masters

5th grade Reading - 75% Approaches, 52% Meets, 27% Masters

5th grade Science - 51% Approaches, 16% Meets, 1% Masters

38% of our Special Education tests were Approaches or better on STAAR tests

36% of our Special Education population got Approaches or better on STAAR Reading

Strengths

The students of Eagle Lake Intermediate are stronger in their math skills.

The Reading scores on the campus increased from 74% Approaches last school year to 77% this school year.

The Science scores on the campus improved from 26% Approaches last school year to 51% Approaches this school year.

16 students who Did Not Meet on a STAAR test last school year scored at least Approaches this school year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.
2 ★	The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.	Reading fluency is the struggle for students.
3 ★	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.
4 ★	The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.	Reading fluency is the struggle for students.
5 ★	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.

6 ★

The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.

Students struggle with reading fluency.

7 ★

Delivery of instruction needs more depth and complexity through increased rigor and relevance.

Teachers do not have an in-depth knowledge of the TEKS.

8 ★

We have a large population of students that require intervention in reading.

Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.

9 ★

The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.

Students struggle with reading fluency.

10 ★

Delivery of instruction needs more depth and complexity through increased rigor and relevance.

Teachers do not have an in-depth knowledge of the TEKS.

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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: Renaissance, Study Island, Reading Plus, A-Z reading and Epic. 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 Stemscope, Study Island, Renaissance and Reflex Math, Reading Plus for online resource.

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 Screeners.

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.

Strengths

Reflex Math helped students build their math fact fluency

During the 2024-2025 school year, the campus used Amira to help with reading fluency and comprehension. We saw improvements on student reading levels.

Consistent PLC collaboration with Reading and Math Facilitators

Planning days are given to content teachers to plan for instruction

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	Root Cause
1 ★	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.
2 ★	The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.	Students struggle with reading fluency.
3 ★	Delivery of instruction needs more depth and complexity through increased rigor and relevance.	Teachers do not have an in-depth knowledge of the TEKS.
4 ★	Some teachers leave to go to a bigger paying district.	Eagle Lake Intermediate is in a rural area and struggles to compete with larger paying districts.
5 ★	The campus has not consistently performed well on constructive response items on STAAR.	Students lacked consistent opportunities to practice typing.

6 ★

We have a large population of students that require intervention in reading.

Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.

7 ★

The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.

Reading fluency is the struggle for students.

★ = Priority

Perceptions

Summary

Staff, student, and parent surveys are conducted at the end of the school year. Staff surveys were conducted the Fall of 2024 in order for the administrator to make adjustments for the spring semester. Parents are a part of our campus improvement plan.

Parent surveys indicated that we need to have more family academic nights to help parents to understand what their children are learning and how they can help them at home. Some parents were concerned about teachers giving timely feedback regarding grades.

Staff surveys indicated that we have a positive environment, but some student behaviors existed. Principal will reiterate discipline management system and ensure that all teachers adhere to it.

Student surveys indicated that students believe their teachers know their content. The students genuinely are happy about being at ELI with their friends.

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.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Recent world issues require new and improved crisis management plans to ensure school community safety.	Design of campus makes it difficult to secure in crisis situations (two buildings).
2 ★	A small percentage of students had a high-volume of absences.	Students were not motivated to come to school due to struggling academically
3 ★	Parents need more opportunities to experience school activities with their children.	Parents lack of knowledge of available volunteer programs in which they can participate.

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Priority Problem Statements

	Problem Statement	Root Cause
1	Longitudinal STAAR data in grades 3-5 show scores are increasing significantly slower for African American, Hispanic, ESL, SpED, and At-Risk groups compared with White student groups	Increasing numbers of low socioeconomic families, weak in academic vocabulary
2	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.
3	The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.	Reading fluency is the struggle for students.
4	Recent world issues require new and improved crisis management plans to ensure school community safety.	Design of campus makes it difficult to secure in crisis situations (two buildings).
5	A small percentage of students had a high-volume of absences.	Students were not motivated to come to school due to struggling academically
6	Some teachers leave to go to a bigger paying district.	Eagle Lake Intermediate is in a rural area and struggles to compete with larger paying districts.

7 ★	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.
8 ★	The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.	Students struggle with reading fluency.
9 ★	Delivery of instruction needs more depth and complexity through increased rigor and relevance.	Teachers do not have an in-depth knowledge of the TEKS.
10 ★	Parents need more opportunities to experience school activities with their children.	Parents lack of knowledge of available volunteer programs in which they can participate.
11 ★	The campus has not consistently performed well on constructive response items on STAAR.	Students lacked consistent opportunities to practice typing.
12 ★	Longitudinal STAAR data in grades 3-5 show scores are increasing significantly slower for African American, Hispanic, ESL, SpED, and At-Risk groups compared with White student groups	Increasing numbers of low socioeconomic families, weak in academic vocabulary

13 ★

We have a large population of students that require intervention in reading.

Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.

14 ★

The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.

Reading fluency is the struggle for students.

15 ★

We have a large population of students that require intervention in reading.

Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.

16 ★

The students are not getting a full understanding of the text they are reading because their reading skills are an obstacle to comprehension.

Students struggle with reading fluency.

17 ★

Delivery of instruction needs more depth and complexity through increased rigor and relevance.

Teachers do not have an in-depth knowledge of the TEKS.

★ = Priority

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By the end of 2026, at least 80% of all tested subject tests will get at least Approaches on the State STAAR Assessments.

Evaluation Data Source: STAAR results, Benchmark tests, Progress Monitoring, Interim tests

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with the goal, it is attainable as long as we stay consistent in our strategies

Strategy 1 ☑ Results Driven Accountability

Teachers take a proactive role in PLC meetings to plan for instruction and disaggregate data

Strategy's Expected Result/Impact: - Tier 1 instruction improves
- Increase in collaboration
- Teacher capacity increases

Staff Responsible for Monitoring: Principals, Facilitators, District Admin

Problem Statements: Student Learning 7 - Curriculum, Instruction, and Assessment 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 2 ☑ Targeted Support Strategy

Campus/District personnel will perform walkthroughs and provide timely feedback

Strategy's Expected Result/Impact: - Ensure alignment to state standards
- Monitor teaching rigor

Staff Responsible for Monitoring: Principal and District Admin

Problem Statements: Student Learning 8 - School Processes & Programs 1

Title I: 2.5.2

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 Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Continue/Modify

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will consistently use differentiated strategies to deliver content students.

Strategy's Expected Result/Impact: - All students will show some growth

Staff Responsible for Monitoring: Principal, Facilitators

Problem Statements: Demographics 1 - Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

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 Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Some Progress	Some Progress	Moderate Progress	Continue/Modify

Strategy 4 ☑ Results Driven Accountability

Science teachers will work collaboratively to vertically align content, strategies, and vocabulary so that grade levels meet their student growth targets at different checkpoints. (BOY-30%, MOY-50%, EOY-70%)

Strategy's Expected Result/Impact: - Higher Science STAAR scores

Staff Responsible for Monitoring: Principal, Facilitator, District Admin

Problem Statements: Demographics 2 - Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Some Progress	Some Progress	Some Progress	Continue/Modify

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Longitudinal STAAR data in grades 3-5 show scores are increasing significantly slower for African American, Hispanic, ESL, SpED, and At-Risk groups compared with White student groups	Increasing numbers of low socioeconomic families, weak in academic vocabulary
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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Student Learning

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

8	We have a large population of students that require intervention in reading.	Our population consists of a high number of low socioeconomic and emergent bilingual students that are weak in vocabulary.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

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

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 Source: A decrease in the number of reported incidents involving safety.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with what we are doing

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

Problem Statements: School Culture and Climate 1 - Perceptions 1

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 2

Train staff and students on different school emergency drills using Catapult (fire drills, lockdown, severe weather, evacuate).

Strategy's Expected Result/Impact: - The campus is more prepared if there is an emergency situation.

Staff Responsible for Monitoring: Principal, District Resource Officer

Problem Statements: School Culture and Climate 1 - Perceptions 1

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Moderate Progress	Considerable Progress	Accomplished	Accomplished

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

Problem Statements: School Culture and Climate 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Some Progress	Accomplished	Accomplished	Continue/Modify

Strategy 4

Rigid enforcement of monitoring the metal detector while checking in guests, external doors locked, use of cameras, and unannounced safety checks on campus. Raptor system to identify visitors who have criminal backgrounds. Administrator will conduct weekly 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

Problem Statements: School Culture and Climate 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December	February	April	June
Moderate Progress	Considerable Progress	Considerable Progress	Continue/Modify

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

Problem Statements: School Culture and Climate 2 - Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify

Strategy 6

Proactively counsel students (individual or 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

Problem Statements: School Culture and Climate 2 - Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Continue/Modify

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Recent world issues require new and improved crisis management plans to ensure school community safety.	Design of campus makes it difficult to secure in crisis situations (two buildings).
2	A small percentage of students had a high-volume of absences.	Students were not motivated to come to school due to struggling academically

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Recent world issues require new and improved crisis management plans to ensure school community safety.	Design of campus makes it difficult to secure in crisis situations (two buildings).
2	A small percentage of students had a high-volume of absences.	Students were not motivated to come to school due to struggling academically

Goal 3

Eagle Lake Intermediate will create positive relationships and engagement opportunities with parents and community stakeholders.

Performance Objective 1

Increase parental support of academic programs by 25% over the year.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Keep doing the same things we are doing

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 of activities such as Meet the Teacher, Open House, Reading/Math Night, Parent-Teacher Conferences

Problem Statements: Perceptions 3 - Family and Community Engagement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Some Progress	Considerable Progress	Considerable Progress	Continue/Modify

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.

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, Teachers

Problem Statements: Perceptions 3 - Family and Community Engagement 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Continue/Modify

Strategy 3

Consistently communicate with parents about the progress their child is making. This would include academics and social emotional. Schedule conferences with parents of students.

Strategy's Expected Result/Impact: Parents are made aware of academic difficulties or areas of concern. Positive relationship established with teacher and parent.

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Problem Statements: Perceptions 3 - Family and Community Engagement 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Considerable Progress	Continue/Modify

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Parents need more opportunities to experience school activities with their children.	Parents lack of knowledge of available volunteer programs in which they can participate.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Parents need more opportunities to experience school activities with their children.	Parents lack of knowledge of available volunteer programs in which they can participate.

Performance Objective 2

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

Evaluation Data Source: Sign in sheets

Strategy 1

Hold Title 1 meetings to explain and inform parents what it means to be Title 1.

Strategy's Expected Result/Impact: Increase in parental involvement throughout the year.

Staff Responsible for Monitoring: Principal

Problem Statements: School Culture and Climate 2 - Perceptions 2, 3 - Family and Community Engagement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Accomplished			Continue/Modify

Strategy 2

Distribute parent survey and needs assessment to provide the opportunity for parents to evaluate the parental involvement program.

Strategy's Expected Result/Impact: Positive evaluation by parents/guardians and greater participation of parents at school activities to enhance the importance of education.

Staff Responsible for Monitoring: Principal, District Admin

Problem Statements: Perceptions 3 - Family and Community Engagement 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
No Progress	No Progress	Considerable Progress	Continue/Modify

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	A small percentage of students had a high-volume of absences.	Students were not motivated to come to school due to struggling academically

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	A small percentage of students had a high-volume of absences.	Students were not motivated to come to school due to struggling academically
3	Parents need more opportunities to experience school activities with their children.	Parents lack of knowledge of available volunteer programs in which they can participate.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Parents need more opportunities to experience school activities with their children.	Parents lack of knowledge of available volunteer programs in which they can participate.