Rice CISD

Eagle Lake Primary School

2025-2026 Campus Improvement Plan

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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.

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Achievement 7
- School Culture and Climate 9
- Staff Quality, Recruitment, and Retention 11
- Curriculum, Instruction, and Assessment 13
- Family and Community Engagement 16
- School Organization 18
- Technology 20

Priority Problem Statements 22

Data Documentation for CNA 25

- Improvement Planning Data 26
- Accountability Data 26
- Student Data: Assessments 26
- Student Data: Student Groups 26
- Student Data: Behavior and Other Indicators 26
- Employee Data 27
- Parent/Community Data 27

Goals 28

- Goal 1 : Eagle Lake Primary School will provide effective instruction to promote hig... 29
- Goal 2 : Eagle Lake Primary School will develop campus leaders with clear roles an... 34
- Goal 3 : Eagle Lake Primary School will provide facilities that are safe, drug-free, a... 37

Title I Summary 44

- Title I Personnel 45

Comprehensive Needs Assessment

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, 2 sections of Kindergarten, 2 sections of First grade, 3 sections of Second grade, and 2 ECSE classrooms. The demographics of the school are shown in the chart below:

Classification	Count/ Percentage
American Indian/Alaskan	0%
Asian	0%
Black/African American	18%
Hispanic/Latino	71%
White	4%
Hawaiian/ Pacific Island	0%
Two or more	4%
Female	51%
Male	49%

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	Root Cause
1 ★	Staff is not ethnically representative of our student population.	Hiring highly qualified teachers in a rural area is difficult.
2 ★	Recruiting high quality teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school district can afford to pay.

★ = Priority

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
- Mid-Nine Week and End of Nine Week Tests disaggregated through DMAC (1st and 2nd grade)
- Small Group instruction
- Benchmarks at BOY, MOY, and EOY; Progress monitoring every 3 weeks

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	Root Cause
1 ★	We have a large population of students that require early intervention in reading.	Our population consists of a high number of low SES and ESL students that are weak in vocabulary.
2	We do not have a full time Math Tier 3 Interventionist.	Funding
3 ★	While our RtI process is strong, the interventions used still could have some growth.	Implementation of plan development for RtI.
4 ★	Not enough vertical alignment between grade levels to study TEKS.	Uncommon planning periods

★ = Priority

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.

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 has proven to be 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	Root Cause
1 ★	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.

★ = Priority

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 - 2 with ESL Certification

2 Kindergarten Teachers – 1 with ESL Certification

2 First Grade Teachers – 1 with ESL Certifications

3 Second Grade Teachers – 1 with ESL Certifications

3 Special Ed Teachers (One resource and Two 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.

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	Root Cause
1 ★	Recruiting high quality teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school district can afford to pay.
2 ★	Staff is not ethnically representative of our student population.	Hiring highly qualified teachers in a rural area is difficult.
3	We do not have a full time Math Tier 3 Interventionist.	Funding
4 ★	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.

★ = Priority

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 works 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
- Nine-Weeks Tests disaggregated through DMAC
- small group instruction
- Benchmarks at the BOY, MOY, and EOY; Progress monitoring every 3 weeks

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

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 Curriculum Director where they are reviewed for rigor.
- District Benchmark Math and Reading Tests
    - These tests are created by the district and approved by the Curriculum Director. 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.

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	Root Cause
1 ★	While our RtI process is strong, the interventions used still could have some growth.	Implementation of plan development for RtI.
2 ★	Not enough vertical alignment between grade levels to study TEKS.	Uncommon planning periods
3 ★	We have a large population of students that require early intervention in reading.	Our population consists of a high number of low SES and ESL students that are weak in vocabulary.
4	New IPads	Funding

★ = Priority

Family 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.

Strengths

This year, we have witnessed a significant increase in family involvement at our PTO meetings, which has fostered a stronger sense of community and collaboration between parents and the school. This active participation has allowed us to better understand and address the needs and concerns of our students and their families, ultimately enhancing the educational experience for all.

Additionally, the enthusiastic participation of families during events such as the Grandparent's Day Parade, Thanksgiving lunch, Holiday Sing-a-Long, Open House, Family Picnic, and Awards Ceremonies has been truly heartening. These events have provided valuable opportunities for families to engage with the school community, celebrate student achievements, and build lasting connections with one another.

Furthermore, we were delighted to welcome parents to attend one of our Drama Club performances. This not only showcased the talents and hard work of our students but also allowed parents to share in the joy and pride of their children's accomplishments. Such involvement is crucial in creating a supportive and nurturing environment that encourages students to thrive both academically and creatively.

Problem Statements Identifying Family and Community Engagement Needs

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

★ = Priority

School 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.

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 Organization Needs

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

★ = Priority

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.

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

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	New IPads	Funding

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Staff is not ethnically representative of our student population.	Hiring highly qualified teachers in a rural area is difficult.
2 ★	We have a large population of students that require early intervention in reading.	Our population consists of a high number of low SES and ESL students that are weak in vocabulary.
3 ★	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.
4 ★	Recruiting high quality teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school district can afford to pay.
5 ★	While our RtI process is strong, the interventions used still could have some growth.	Implementation of plan development for RtI.
6 ★	Not enough vertical alignment between grade levels to study TEKS.	Uncommon planning periods

7 ★

Eagle Lake Primary continues to look for ways to increase parent and community involvement on the campus.

The day to day operations of running a school often places community outreach on the back burner. Also, school safety is our priority.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**

Employee Data

- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **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 2025-2026 SCHOOL YEAR, 70 % of students completing Pre-K will demonstrate Kindergarten readiness.

Evaluation Data Source: Circle Monitoring EOY assessment

Strategy 1

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

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 4

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

Formative Reviews

December	February	April	June
Some Progress	Some Progress		

Strategy 2

Teachers will submit high-quality lesson plans weekly

Strategy's Expected Result/Impact: - Ensure all PK guidelines are taught
- Intentional small group planning outlined

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

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

Formative Reviews

December	February	April	June
Some Progress	Some Progress		

Performance Objective 1 Problem Statements Identifying Student Achievement

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

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
4	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.

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

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

Performance Objective 2

By the end of the 2026, 70 % of students in Kinder, 1st, and 2nd grade will screen at benchmark on EOY mClass reading screeners.

Evaluation Data Source: EOY mCLass screener data

Strategy 1

Conduct 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

Problem Statements: Demographics 2 - Staff Quality, Recruitment, and Retention 1

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

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress		

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

Problem Statements: Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 2

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

Formative Reviews

December	February	April	June
Some Progress	Moderate Progress		

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

Problem Statements: Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 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

Formative Reviews

December	February	April	June
Some Progress	Moderate Progress		

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
3	While our RtI process is strong, the interventions used still could have some growth.	Implementation of plan development for RtI.
4	Not enough vertical alignment between grade levels to study TEKS.	Uncommon planning periods

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

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

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

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

2	Not enough vertical alignment between grade levels to study TEKS.	Uncommon planning periods

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 Source: Agendas, sign ins

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December	February	April	June
Some Progress	Moderate Progress		

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

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

Performance Objective 1 Problem Statements Identifying School Organization

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

Performance Objective 2

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

Evaluation Data Source: PTO sign-in sheets

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress		

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished	Accomplished	Accomplished

December	February	April	June

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

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

Performance Objective 2 Problem Statements Identifying School Organization

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

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 Source: Reduction in incidence reports.

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Some Progress	Moderate Progress		

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress		

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.

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Some Progress	Moderate Progress		

Strategy 4

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

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		

Strategy 5

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

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Moderate Progress	Considerable Progress		

Strategy 6

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

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Accomplished	Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying Student Achievement

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

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
4	Recruiting highly qualified teachers can be difficult.	It is hard for smaller districts to compete with the larger salaries the bigger school districts can afford to pay.

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

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

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

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

Performance Objective 1 Problem Statements Identifying School Organization

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

Performance Objective 2

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

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

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

Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Accomplished	Accomplished	Accomplished	

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

Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1

Formative Reviews

December	February	April	June
Moderate Progress	Moderate Progress		

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

Problem Statements: Family and Community Engagement 1 - School Organization 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying Student Achievement

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

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

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

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

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

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

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

Performance Objective 2 Problem Statements Identifying School Organization

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

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Cherrie McCain	Reading Facilitator	Title I	NaN
Sylvia Gonzales	Ed. Aide	Title I	NaN