



# **EAGLE HEIGHTS ELEMENTARY SCHOOL**

## **CAMPUS IMPROVEMENT PLAN**

**2021-2022**

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Date of School Board Approval

# AZLE INDEPENDENT SCHOOL DISTRICT

## DESTINATION - 2022 STRATEGIC PLAN



### MOTTO:

"It Makes a Difference to This One"

### VISION:

Providing a World Class Education

### MISSION:

Making a Difference to Every Child,  
Every Chance, Everyday

### VALUES:

Kids First, Innovation, Integrity,  
Perseverance, Compassion, Excellence,  
Respect, Resilience

### GOALS:

1. Students will read at or above level by the end of 3<sup>rd</sup> grade.
2. Students will have a plan for the future after graduation:
  - + 15 hours of college/dual credit or Advanced Placement AND/OR
  - At least one industry certification AND/OR
  - Enrollment in a post-secondary institution or the military
3. Students will participate in an extra or co-curricular activity in grades 7-12.
4. Azle ISD will partner with our families and our community for student success.



# Azle Independent School District Eagle Heights Elementary 2021-2022 Campus Plan

## **MOTTO:**

Every student matters. Every moment counts.

## **VISION:**

Education today's learners to be tomorrow's leaders.

## **VALUES:**

Kids First \* Innovation \* Integrity \* Perseverance \*  
Compassion \* Excellence \* Respect \* Resilience

## **GOALS:**

1. All students will read on grade level.
2. Students will be engaged in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.
3. Eagle Heights will partner with our families and our community for student success.

## Planning and Decision Making Committee

| Name             | Position<br>Parent, Business, Community, Teacher,<br>etc | Signature |
|------------------|--|-----------|
| Amy Rollmann     | Principal - Chairperson                                  |           |
| Danelle Gerold   | Assistant Principal                                      |           |
| Glenda Green     | Kindergarten   |           |
| Keely O'Neal     | First Grade  |           |
| Michelle Gage    | Second Grade   |           |
| Jamie Mobley     | Third Grade  |           |
| Rachel Brenz     | Fourth Grade   |           |
| Amanda House     | Support Staff  |           |
| Christina Harder | Paraprofessional   |           |
| Nicole Gipson    | Special Education  |           |
| Todd Smith       | Central Administration                                   |           |
| Name             | Position - Parent<br>Business, Community, Teacher        | Signature |

|                    |                         |  |
|--------------------|-------------------------|--|
| Tiffany Metcalfe   | Parent Representative   |  |
| Michael Mastropoll | Business Representative |  |



| <b>Area Reviewed</b>       | <b>Data Source</b><br>Where did you pull your data to review for this area? | <b>Summary of Strengths</b><br>What were the identified strengths for this area?   | <b>Summary of Needs</b><br>What were the identified needs for this area?   | <b>Priorities</b><br>What are the priorities of the campus, including how federal and state funds will be used?   |
|----------------------------|---|--|--|---|
| Demographics               | CIP/Accountability Reports/TEA  | Backpack Program<br>Lion's Club Glasses<br>Shot Clinics<br>Inclusion   | Supporting Sub Populations:<br>Eco Dis<br>ELLs<br>SPED<br>White  | Differentiation for sub populations to push beyond approaches level.<br>Inclusion training for general ed and special ed  |
| Student Achievement        | Accountability Reports/TEA/AWARE  | Distinction – Top 25% Comparative Academic Growth (2019 STAAR) Awards Ceremonies   | Students below grade level in reading (DRA)<br>Targeted support - white subpop for reading and math (2019 STAAR) | Intervention and support<br>Achievement-Students<br>Reading on grade level<br>Guided reading and math training & implementation<br>Reading & Math progress monitoring<br>Summer Literacy and Math camps to address COVID gaps for 1st-4th grade |
| School Culture and Climate | CIP/Surveys   | Student of the Month<br>Social Committee<br>Positive Office Referrals<br>Video announcements<br>Hornets with Hearts/Building<br>Connections initiative/Suite | Improved Attendance<br>Trauma informed training  | Teacher and student attendance incentives, trauma informed training   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | 360  |   |  |
| Staff Quality/Professional Development | HR/Curriculum/Surveys/T-TESS                             | Experienced Teachers<br>PLCS<br>Mentor Program<br>Instructional Specialists<br>Technology Specialists<br>Literacy Specialists<br>Instructional Coaches                         | Guided Reading<br>Balanced Literacy<br>Math Common Vocabulary<br>Guided Math<br>TEKS Resource System<br>Coaching Cycles     | Guided Reading<br>Balanced Literacy<br>Math Common Vocabulary  |
| Curriculum, Instruction, Assessment    | TEKS Resources System-YAG and IFD, TEKS, TEKS Bank, CBAs | Instructional Specialists<br>Technology Specialists<br>Literacy Specialists<br>Instructional Coaches<br>CBAs, DRA, Kinder Report<br>Card data<br>Data Wall/Teacher Data Sheets | Math Progress Monitoring<br>Bilingual Program   | Math Progress Monitoring<br>Resources for bilingual classrooms   |
| Family and Community Involvement       | Surveys, CIP, PTO Meetings, Sign-In Sheets, Raptor       | Community Involvement and Support<br>PTO<br>Volunteers   | Parent Awareness of Importance of Attendance<br><br>Reading Home-to-School Connection<br><br>Support for bilingual families | Parent Awareness of Importance of Attendance<br><br>Reading Home-to-School Connection<br><br>Conversational Spanish training for staff; opportunities for Spanish speaking families to become involved |
| School Context and Organization        | Master Schedule, Class size                              | MTSS program, Blocked instructional time, shared-decision committee  | Targeted MTSS time<br>Maximize instructional time   | Teacher training<br>PLC time to focus on MTSS Goals and Interventions  |
| Technology                             | Bright Bytes Survey                                      | 1:1 iPads (K-2nd)<br>1:1 Chromebooks (3rd-4th)<br>Smart TVs<br>Technology specialist   | Higher Level SAMR<br>Digital Readers  | Higher Level SAMR<br>Digital Readers   |

|                       |   |   |                               |  |
|-----------------------|---|---|-------------------------------|--|
|                       |   | support   |                               |  |
| Safe & Healthy School | Raptor<br>Office Referrals<br>Bullying & Crisis Referrals | Drills, Controlled Access,<br>Lockdown buttons,<br>Guidance Program | Cont. Training and<br>Updates | Cont. Training and<br>Updates<br>Maintaining safe campuses |



## Summary of Findings

\*State Assessments Exempt in the spring of 2020 (COVID-19)

| 3 <sup>rd</sup> Math | Approaches |      |      | Meets |      |      | Masters |      |      |
|----------------------|------------|------|------|-------|------|------|---------|------|------|
|                      | 2021       | 2019 | 2018 | 2021  | 2019 | 2018 | 2021    | 2019 | 2018 |
| State                | 61         | 78   | 77   | 30    | 47   | 46   | 14      | 24   | 23   |
| District             | 74         | 85   | 81   | 36    | 51   | 43   | 17      | 26   | 19   |
| Sped                 | 43         |      | 60   | 13    |      | 19   | 3       |      | 7    |
| Eagle Heights        | 67         | 81   | 72   | 35    | 46   | 31   | 20      | 17   | 11   |
| Sped                 | 42         | 44   | 54   | 27    | 11   | 8    | 9       | 0    | 8    |

| 3 <sup>rd</sup> Reading | Approaches |      |      | Meets |      |      | Masters |      |      |
|-------------------------|------------|------|------|-------|------|------|---------|------|------|
|                         | 2021       | 2019 | 2018 | 2021  | 2019 | 2018 | 2021    | 2019 | 2018 |
| State                   | 68         | 76   | 76   | 38    | 44   | 42   | 19      | 26   | 24   |
| District                | 75         | 79   | 81   | 44    | 45   | 43   | 21      | 30   | 22   |
| Sped                    | 49         |      | 52   | 17    |      | 31   | 8       |      | 7    |
| Eagle Heights           | 67         | 77   | 79   | 33    | 36   | 34   | 18      | 18   | 23   |
| Sped                    | 36         | 44   | 38   | 9     | 0    | 23   | 0       | 0    | 8    |

| 4th Math      | Approaches |      |      | Meets |      |      | Masters |      |      |
|---------------|------------|------|------|-------|------|------|---------|------|------|
|               | 2021       | 2019 | 2018 | 2021  | 2019 | 2018 | 2021    | 2019 | 2018 |
| State         | 58         | 74   | 78   | 35    | 46   | 47   | 21      | 28   | 26   |
| District      | 71         | 76   | 86   | 43    | 42   | 52   | 26      | 21   | 26   |
| Sped          | 41         |      | 53   | 13    |      | 28   | 9       |      | 11   |
| Eagle Heights | 85         | 86   | 81   | 61    | 49   | 49   | 48      | 31   | 20   |
| Sped          | 60         | 67   | 44   | 30    | 17   | 11   | 20      | 8    | 0    |

| 4 <sup>th</sup> Reading | Approaches |      |      | Meets |      |      | Masters |      |      |
|-------------------------|------------|------|------|-------|------|------|---------|------|------|
|                         | 2021       | 2019 | 2018 | 2021  | 2019 | 2018 | 2021    | 2019 | 2018 |
| State                   | 63         | 76   | 72   | 36    | 44   | 45   | 18      | 28   | 24   |
| District                | 71         | 79   | 84   | 42    | 45   | 52   | 19      | 26   | 26   |
| Sped                    | 39         |      | 51   | 15    |      | 22   | 9       |      | 8    |
| Eagle Heights           | 77         | 92   | 84   | 44    | 44   | 47   | 26      | 20   | 20   |
| Sped                    | 50         | 83   | 50   | 10    | 25   | 0    | 10      | 8    | 0    |

| 4 <sup>th</sup> Writing | Approaches |      |      | Meets |      |      | Masters |      |      |
|-------------------------|------------|------|------|-------|------|------|---------|------|------|
|                         | 2021       | 2019 | 2018 | 2021  | 2019 | 2018 | 2021    | 2019 | 2018 |
| State                   | 53         | 65   | 61   | 26    | 33   | 38   | 8       | 10   | 10   |
| District                | 63         | 68   | 71   | 33    | 27   | 42   | 6       | 5    | 9    |
| Sped                    | 24         |      | 24   | 11    |      | 3    | 4       |      | 0    |
| Eagle Heights           | 61         | 72   | 68   | 39    | 36   | 43   | 12      | 11   | 5    |
| Sped                    | 20         | 42   | 0    | 10    | 25   | 0    | 10      | 0    | 0    |

\*State Assessments Exempt in the spring of 2020 (COVID-19)

## State Compensatory Education

The district receives federal monies from Title I Part A, Title III Part A in relationship to the ESSA Amendment to the Elementary and Secondary School Act of 1965. All district monies related to these Titles whether spent directly by the district or allocated to an appropriate campus for expenditure will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

### **Title I, Part A:**

**Intended Purpose** – to enable all children to meet the state student performance standards

**Intended Beneficiaries** – students who experience difficulties mastering the state academic achievement standards

### **Title II, Part A:**

**Intended Purpose** – to increase student academic achievement through improving teacher and principal quality

**Intended Beneficiaries** – teachers, principals, assistant principals, and others as appropriate to program intent

### **Title III, Part A:**

**Intended Purpose** – to provide supplemental resources to help LEP children attain English proficiency in core academic subjects

**Intended Beneficiaries** – LEP students, including immigrant children and youth

### **Nondiscrimination Assurance:**

The Azle Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. FB(LEGAL) FB(LOCAL) Azle Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocation-al programs.

### **Perkins Grant:**

**Intended Purpose** – to improve technology & student apparatuses for CTE students

**Intended Beneficiaries** – CTE students, all students based upon integration

## Federal, State and Local Funding Sources

The district receives federal monies from Title I Part A, Title II Part A, and Title III Part A in relationship to the ESSA Amendment to the Elementary and Secondary School Act of 1965. All district monies related to these Titles whether spent directly by the district or allocated to an appropriate campus for expenditure will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

| <b>Program/Funding Source</b>   |
|---|
| <b>Federal Programs</b>   |
| <p><b><i>Title I, Part A- Eagle Heights is a school wide Title School</i></b></p> <p><b><i>Intended Purpose</i></b> – to enable all children to meet the state student performance standards<br/> <b><i>Intended Beneficiaries</i></b> – students who experience difficulties mastering the state academic achievement standards</p>  |
| <p><b><i>Title I, Part C – Shared Service Agreement with ESC11 (District)</i></b></p>   |
| <p><b><i>Title II, Part A – Instructional Specialist funding/Teacher and Principal Training</i></b></p> <p><b><i>Intended Purpose</i></b> – to increase student academic achievement through improving teacher and principal quality<br/> <b><i>Intended Beneficiaries</i></b> – teachers, principals, assistant principals, and others as appropriate to program intent</p>  |
| <p><b><i>Title III, Part A – LEP</i></b></p> <p><b><i>Intended Purpose</i></b> – to provide supplemental resources to help LEP children attain English proficiency in core academic subjects<br/> <b><i>Intended Beneficiaries</i></b> – LEP students, including immigrant children and youth<br/> <b><i>Nondiscrimination Assurance:</i></b><br/> <i>The Azle Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. FB(LEGAL) FB(LOCAL) Azle Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocation-al programs.</i></p> |
|   |

|  |
|--|
| <b>State Programs / Funding Source</b>   |
| <i>State Compensatory Education</i>  |
| <i>Dyslexia</i>  |
| <i>Gifted/Talented</i>   |
| <i>Special Education</i>   |
| <i>Bilingual Program</i>   |
| <b>Local Programs/Funding Source</b>   |
| <p><b>Grants</b></p> <p><i>Perkins Grant:</i><br/> <i>Intended Purpose – to improve technology &amp; student apparatuses for CTE students</i><br/> <i>Intended Beneficiaries – CTE students, all students based upon integration</i></p> |

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Eagle Heights Elementary: \$130,409

Total FTEs funded through SCE at Eagle Heights Elementary: 7.4750

The process we use to identify students at risk is:

SIT committee meets after a referral for service has been made. Eligibility is determined by reviewing the testing data, attendance data, and or other testimony given to support the need for additional RTI services.

The process we use to exit students from the SCE program who no longer qualify is:

Have a SIT committee meeting and determine if eligibility still exist for the student.

*At Eagle Heights Elementary School State  
Compensatory Funds are used to support  
Title I initiatives.*

## State Compensatory Education

### State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English Proficiency?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse

## New Initiatives at Eagle Heights Elementary School

The comprehensive, intensive, accelerated instruction program at Eagle Heights Elementary School consists of continuous staff development to improve instructional strategies including weekly PLC meetings, campus wide MTSS time, tutorial sessions offered before, during, and after school, and monitoring K-4<sup>th</sup> grade students using, DRA, mCLASS, MAP, and weekly assessments. The campus has implemented Hornets with Hearts to focus on making connections with others. We will also continue to improve the use of technology with document cameras, iPads and Smart TVs in classrooms. Attendance and tardy data is monitored weekly and parent conferences are conducted with parents of excessively absent/tardy students.

These are new initiatives and that will be evaluated throughout the year for effectiveness.

| <b>Title I School-Wide Components</b> |   |     |   |
|---------------------------------------|---|-----|---|
| CNA                                   | Comprehensive Needs Assessment          | PI  | Parent Involvement                            |
| RS                                    | School-Wide Reform Strategies           | T   | Transition                                    |
| HQPD                                  | Highly Quality Professional Development | TDM | Teacher Decision Making Regarding Assessments |
|                                       |   | AS  | Effective and Timely Assistance to Students   |
|                                       |   | CI  | Coordination/Integration                      |

| <b>Program Budget Codes</b> |                           |       |                        |
|-----------------------------|---------------------------|-------|------------------------|
| Local                       | Local                     |       |                        |
| T IA                        | Title I, Part A           | T V   |                        |
| T IC                        | Title I, Part C (Migrant) | SCE   | State Compensatory Ed. |
| T IIA                       | Title II, Part A (TPTR)   | OEYP  | Optional Extended Year |
|                             |                           |       |                        |
| T III                       | Title III (Bilingual/ESL) | Other | Other                  |



**Goal 1:** All student groups will meet or exceed the state standard for passing by the year 2022

**Objective 1:** By May 2022, all students and each student group will pass all portions of the state assessment and meet standards on student progress and closing performance gaps.

**Summative Evaluation:** All Eagle Heights students will meet and or exceed target score standards in Levels I, II, & III of the performance index summary.

| *Data                        | All Students            | African American | Hispanic | White | Special Ed | Economically Disadvantaged | ELL |
|------------------------------|-------------------------|------------------|----------|-------|------------|----------------------------|-----|
| <b>2021 STAAR</b>            | <b>Total Test TAKEN</b> |                  |          |       |            |                            |     |
| <b>Total Students Tested</b> | 326                     | *                | *        | *     | *          | *                          | *   |
| <b>Level II: Approaches</b>  | 72%                     | *                | 65%      | 78%   | 40%        | 61%                        | 69% |
| <b>Level III: Meets</b>      | 44%                     | *                | 31%      | 55%   | 21%        | 35%                        | 43% |
| <b>Level IX: Masters</b>     | 26%                     | *                | 15%      | 35%   | 11%        | 17%                        | 21% |
| <b>Level I: Did Not Meet</b> | 28%                     | *                | 35%      | 22%   | 60%        | 39%                        | 31% |

*\*Not available for 2020-2021*

*Objectives by Subject and Grade Chart:*

**All Tests Taken**

All Students will meet or exceed the progress measure for STAAR. Students will perform at the Meets or Masters Level of performance.

**Math**

- All students will meet or master third grade level content at 70% or greater.\*
- All students will meet or master fourth grade level content at 78% or greater.\*

**Reading**

- All students will meet or master third grade level content at 81% or greater.\*
- All students will meet or master fourth grade level content at 82% or greater.\*

| Activities / Strategies For Goal 1   | *Title 1 School wide Component | Person(s) Responsible  | Timeline          | Resources   | Formative Evaluation  | Summative Evaluation   |
|--|--------------------------------|--|-------------------|---|---|--|
| 1. The BLT and Lead teachers conducted a Comprehensive Needs Assessment identifying specific areas of need for all various populations of students, resulting in a campus plan that reflects: challenging goals, identified areas of instructional strengths and weaknesses, use of data driven decision-making, and a strong understanding of instructional approaches. | CNA<br>CBD                     | Principal<br>BLT<br>Lead Teachers<br>C&I Dept.   | August            | Local Funds   | Improved nine weeks grades<br>Reduced failure rate              | STAAR Results<br>Attendance Rate<br>Discipline Report                    |
| 2. Provide additional resources for staff to meet the specific needs of our At Risk, Hispanic, and Economically Disadvantaged populations.<br><br>Learning Lab, LLI kits, Dyslexia services, tutoring  | RS<br>CI                       | Principal<br>Assistant Prin.<br>Lead Teachers<br>Interventionist<br>Instructional Coaches<br>Dyslexia therapists | September – April | Local Funds<br>SCE<br>2 FTE<br>Title II part A<br>Title I | Improved STAAR results<br>Post Reading Test                     | STAAR results<br>Progress Reports<br>Report Cards                        |
| 3. Professional learning will be provided by EH faculty members – including weekly PLC meetings.   | SD<br>CI                       | Principal<br>Assistant Prin.<br>Counselor<br>Instructional Coach   | August – April    | Local Funds<br>SCE<br>Title II                            | Improved attendance and STAAR scores<br>Benchmarks              | STAAR Results<br>Surveys   |
| 4. All special education students and 504 students at Eagle Heights will have their IEP's reviewed annually with monitoring during the school year to insure success on STAAR.   | TDM                            | Principal<br>Assistant Prin.<br>ARD committee<br>504 review committee  | August – May      | Local Funds<br>Title II Part A                            | Success on STAAR<br>Improved attendance<br>Student success      | STAAR Results<br>Progress Reports<br>Report Cards                        |
| 5. A mentoring program for new to education teachers. All mentors to be trained in best practices. Each seasoned new to campus teacher will have a campus contact  | RS<br>HQ<br>SD                 | Campus Administrators<br>Lead teachers<br>ESC 11<br>Instructional Coach  | Aug-May           | Local Funds<br>Title II Part A                            | Mentor evaluation results<br>Coaching observations              | T-TESS Appraisal   |
| 6. Teacher will be systemically involved in decision making<br>-Building Leadership Team and Ad Hoc teacher groups will be involved in the following decision making process:  | RS<br>AS                       | Principal<br>BLT<br>Instructional Coaches<br>Counselor   | Aug-May           | Local Funds<br>Title II Part A<br>SCE<br>Title I<br>IDEA  | Meetings Sign in sheets<br>Reviews and Assessment<br>ERT Drills | Program evaluations<br>STAAR results<br>Discipline Report<br>TAPR Report |

|   |                       |   |           |   |   |   |
|---|-----------------------|---|-----------|---|---|---|
| -Textbook Review<br>-Purchasing of supplemental materials<br>-Crisis Planning/ERT<br>-Staff Development<br>-Staffing and Personnel Resources<br>-Grant and funds allocation<br>-Campus Safety   |                       | Teacher Teams<br>Lead Teachers<br>C&I Dept.                           |           |   |   |   |
| 7. Incorporate writing activities at all grade levels and emphasize editing skills across the curriculum using STAAR formatted materials. Include the use of all-school writing prompt days.  | CI                    | Principal<br>Instructional Coaches<br>HQ Teachers<br>Title 1 teachers | Aug-May   | Disaggregated data<br>Supplies & materials<br>Local funds<br>Grade level team leaders   | Lesson plans<br>Student writing samples<br>Reading response samples                       | STAAR results<br>Student writing portfolios       |
| 8. Provide K-4th grade language arts tutoring for at risk students. Use DRA, MAP growth, and mCLASS assessments to monitor and assess student progress. Utilize PLC to analyze student data to target specific intervention strategies needed to improve early reading skills for MTSS. | CNA<br>RS<br>AS<br>CI | HQ teachers<br>K resource assistant<br>Tutoring assistants            | Aug-May   | K & 1 teachers<br>Diagnostician<br>Speech therapist<br>Title 1 funds<br>Interventionist | Progress reports<br>Report cards  | Report cards<br>Retention list                    |
| 9. Continue Title Enrichment, including MTSS meetings every 9 weeks, progress meetings 9 week midpoint, and student progress monitoring to address instructional needs  | CNA<br>RS<br>AS<br>CI | Principal<br>Asst. Principal<br>K-4 teachers<br>Interventionist       | Aug-May   | Unit tests<br>Benchmarks<br>Title 1 funds<br>Local Funds                                | Testing, MAP Growth, benchmark scores   | STAAR reports<br>Progress Reports<br>Report Cards |
| 10. Grades 3-4 STAAR tutoring will begin at teacher discretion. Provide STAAR tutorials and acceleration programs to ensure that individual students weaknesses are addressed consistently across the grade levels including every sub population in student body                       | CAN<br>DM<br>AS<br>CI | Principal<br>HQ Teachers<br>Title 1 teachers                          | Oct-April | Title 1 funds<br>Tutors<br>SCE funds<br>FTE – 1   | Assessment Target charts<br>Mastery check sheets<br>Benchmark test data<br>Tutoring lists | STAAR results                                     |
| 11. Mentor students through the PAL program provided by the High School and mentor new staff.<br><b>*pending COVID</b>  | SNA<br>RS<br>CI       | Principal<br>Counselor  | Aug-May   | Local funds   | Progress reports<br>Report card grades  | Final averages                                    |
| 12. Provide reading assistance to students through the READ program (Reading Education Assistance Dogs) <b>*pending COVID</b>   | CAN<br>CI             | Counselor   | Aug-May   | READ program volunteers   | Progress reports<br>Report card grades<br>STAR reading levels                             | STAAR reading scores<br>Final reading averages    |
| 13. Provide additional support to bilingual students with bilingual teacher and ESL Teacher   | CAN<br>HQ             | Bilingual teacher and ESL Teacher                                     | Aug-May   | Title 3, part A funds<br>Local funds  | Progress reports<br>Report card averages<br>MAP Growth                                    | TELPAS scores<br>Final averages                   |
| 14. Provide weekend food backpacks to students in need.   | AS<br>CI              | Counselor   | Aug-May   | Local funds   | Weekly checklists   | Program Evaluation                                |

|   |                       |   |         |                       |   |                                  |
|---|-----------------------|---|---------|-----------------------|---|----------------------------------|
| 15. Utilize campus PLC in order to provide more engaging and rigorous work for students | CAN<br>RS<br>SD<br>CI | BLT   | Aug-May | State and local funds | Increased student engagement; MAP Growth    | STAAR / Final averages           |
| 16. Breakfast in the Classroom  | RS<br>CBD             | Nutrition/Staff                                 | Aug-May | Title Funds           | Progress Reports/Student Discipline Records | STAAR/Final Discipline Referrals |
| 17. Student transition to Intermediate Elementary                                       | CI                    | Principal<br>Assistant<br>Counselor<br>Teachers | Aug-May | Local Funds           |   |                                  |

**Goal 2: At Eagle Heights Elementary 100% of core academic classes will be taught by effective teachers who meet state certification and licensure requirements and 100% certified staff will be maintained.**

**Objective 1: All core academic teachers and paraprofessionals will maintain certified status by attending staff development that meets the state certifications and licensure requirements according to provisions that are currently outlined in the Every Student Succeeds Act (ESSA)**

**Summative Evaluation: Reports filed with TEA will indicate 100% of core academic classes are taught by certified teachers and 100% of the Para-professionals are certified.**

|                       |   |                             |                                      |
|-----------------------|---|-----------------------------|--------------------------------------|
| <b>Data 2021-2022</b> | <b>% Classes taught by Certified Teachers</b> | <b>% Certified Teachers</b> | <b>% Certified Paraprofessionals</b> |
|                       | <b>100</b>                                    | <b>100</b>                  | <b>100</b>                           |

| <b>Activities / Strategies For Goal 2</b>   | <b>*Title 1 School wide Component</b> | <b>Person(s) Responsible</b>   | <b>Timeline</b>                    | <b>Resources</b>  | <b>Formative Evaluation</b>  | <b>Summative Evaluation</b>         |
|---|---------------------------------------|--|------------------------------------|---|--|-------------------------------------|
| 1. Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals.  | IET<br>HQPD<br>SARET                  | Principal<br>Curriculum Dept.<br>Instructional Coach<br>Counselor<br>Assistant Prin. | Aug – July                         | ESC 11<br>Local Funds<br>Title II Part A<br>State Funds | Improved Students Performance<br>Improved discipline and attendance  | STAAR<br>PEIMS<br>Discipline Report |
| 2. Identify teachers and paraprofessionals who do not meet state certifications and licensure requirements according to provisions that are currently outlined in the Every Student Succeeds Act (ESSA) and provide specific professional development | IET<br>HQPD<br>SARET                  | Principal<br>HR Dept.<br>Curriculum Dept.<br>Instructional Coach<br>ESC 11           | Beginning and end of each semester | ESC 11<br>Local Funds<br>Title II Part A                | All core academic classes are taught by certified teachers and all paraprofessionals meet state certifications and licensure requirements according to provisions that are | Improved STAAR scores               |

|   |                            |  |           |                                |   |   |
|---|----------------------------|--|-----------|--------------------------------|---|---|
|   |                            |  |           |                                | currently outlined in the Every Student Succeeds Act (ESSA) |   |
| 3. The BLT will review staff development to assure the trainings are based on effective methods and use instructional strategies that are based on scientifically based research that:<br>-strengthen the core academic classes<br>-increase the amount and quality of learning time<br>-provide enriched and accelerated curriculum<br>-meet the diverse needs of the student<br>-address the social and academic needs of all students, addressing the needs of low-achieving students who are in target populations. | RS<br>IET<br>HQPD<br>SARET | Principal<br>Curriculum<br>Dept<br>Instructional<br>Coach<br>BLT members<br>Counselor<br>Assistant Prin. | Aug- June | Local Funds                    | Minutes from BLT meetings<br>Agenda of Staff Development    | Improved STAAR scores in targeted areas                       |
| 4. A campus committee will develop a plan of action to create campus activities that will encourage the retention of effective teachers and staff   | IET<br>HQPD<br>SARET<br>PI | Principal<br>BLT<br>Hospitality<br>Committee   | Aug – Jun | Local Funds                    | Retention rate  | Percentage of teaching staff retained compared to prior years |
| 5. Campus will encourage the use of the District’s Early Learning Center for teacher and para-professional child care   |                            | Principal<br>Lead Teachers   | Aug- June | Local Funds                    | Retention Rate  | Percentage of teachers retained who used the ELC services     |
| 6. A mentoring program for new to education and new to district teachers. All mentors to be trained in best practices.  | RS<br>IET<br>HQPD<br>SARET | Campus<br>Administrators<br>Lead teachers  | Aug-May   | Local Funds<br>Title II Part A | Mentor evaluation results                                   | T-TESS<br>Teacher retention                                   |

**Goal 2: At Eagle Heights Elementary 100% of core academic classes will be taught by effective teachers who meet state certification and licensure requirements and 100% certified staff will be maintained.**

**Objective 2: At Eagle Heights Elementary 100% of teachers and para-professionals will receive training prior to the beginning of school in areas of: student health and safety, diversity, and poverty education, recognizing and reporting child abuse and parent training/involvement.**

**Summative Evaluation: Pre and Post evaluation on material covered**

| Activities / Strategies<br>For Goal 2<br>Objective 2  | *Title 1<br>School-<br>wide<br>Compon<br>ent | Person(s)<br>Responsible   | Timeline  | Resources                      | Formative<br>Evaluation      | Summative<br>Evaluation      |
|---|--|--|-----------|--------------------------------|------------------------------|------------------------------|
| 1. The Building Leadership Team will formulate a fall staff development for the campus based on STAAR scores, attendance rate and factors affecting student performance   | CNA<br>PI<br>IET<br>HQPD<br>SARET            | Principal<br>Asst. Principal<br>BLT members<br>Instructional<br>Coach<br>Curriculum Dept.  | June      | Local Funds<br>Title II part A | Agenda and sign in<br>sheets | Evaluations<br>from training |
| 2. Campus teachers and para-professionals and staff will be trained before the school year begins or throughout the year in the following areas:<br>-Health and Safety of students while in the building or during transportation to events.<br>-K12-The Standard Response Protocol<br>-Parent involvement<br>-AWARE Data<br>- Strive<br>- Diversity and Poverty training<br>-Student services, transportation, nurse, counseling, national lunch program<br>- Child abuse reporting / prevention | IET<br>HQPD<br>SARET<br>RS                   | Principal<br>Asst. Principal<br>BLT members<br>Instructional<br>Coach<br>Interventionist<br>Food Service<br>Director<br>Transportation<br>Director<br>Nurse<br>Counselor | Aug – May | Local Funds                    | Agenda and sign in<br>sheets | Evaluations<br>from training |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p>3. Provide updated training in areas of: Special Education and Dyslexia; addressing areas of need such as:</p> <ul style="list-style-type: none"> <li>-MTSS procedures</li> <li>-Initial evaluations and pre-referral</li> <li>-Re-evaluations</li> <li>-Related services</li> <li>-Least Restrictive Environment</li> <li>-Confidentiality</li> </ul> | <p>TDM<br/>IET<br/>HQPD<br/>SARET<br/>RS</p> | <p>Principal<br/>Asst. Principal<br/>Diagnostician<br/>Special Ed.<br/>Director<br/>Curriculum<br/>Department<br/>ESC XI</p> | <p>Continuous<br/>throughout<br/>semesters</p> | <p>Local Funds<br/><br/>Title I<br/>IDEA</p>   | <p>Sign-in sheets<br/>Pre-referral data<br/>Campus plan<br/>Certificates of<br/>completion</p> | <p>STAAR results<br/>Referral rate<br/>PEIMS -End<br/>of Year Report</p> |
| <p>4. Provide professional development for 504 in areas of:</p> <ul style="list-style-type: none"> <li>-Identification, programming, and evaluation</li> <li>-regular documentation of accommodations</li> </ul>  | <p>IET<br/>HQPD<br/>SARET<br/>RS<br/>TDM</p> | <p>Principal<br/>Assistant Prin.<br/>Special<br/>Ed.-Instructional<br/>Coach<br/>ARD committee</p>                           | <p>Continuous<br/>throughout<br/>semesters</p> | <p>Local Funds<br/>Title I</p>                 | <p>Sign in sheets<br/>Continuous flow<br/>of services</p>                                      | <p>STAAR<br/>Results<br/>PEIMS End<br/>of Year<br/>Report</p>            |
| <p>5. The G/T curriculum will be aligned with the TEKS to include differentiation with depth and complexity</p> <ul style="list-style-type: none"> <li>- Ensure required 30-hour G/T training for teachers, including 6-hour annual update All administrators and counselor will complete the 6-hour required training in nature and needs.</li> </ul>    | <p>IET<br/>HQPD<br/>SARET</p>                | <p>Principal<br/>Assist. Principal<br/>Counselor<br/>ESCXI</p>   | <p>Continuous<br/>throughout<br/>semesters</p> | <p>Local Fund<br/>G/T Funds</p>                | <p>Certificates of<br/>attendance</p>  | <p>Certificates</p>  |
| <p>6. A supportive environment will be encouraged to assist teachers in maintaining or attaining certification through alternative programs, GT certification, CPI certification, ESL certification, bilingual certification, subject area coursework, and TExES testing in order to assure all staff maintain a highly qualified status</p>              | <p>IET<br/>HQPD<br/>SARET</p>                | <p>Principal<br/>Assist. Principal<br/>ESC XI</p>  | <p>Througheu<br/>t the school<br/>year</p>     | <p>Local Funds<br/>ESL Funds<br/>G/T Funds</p> | <p>Certificate of<br/>attendance</p>   | <p>Certificates</p>  |
| <p>7. Establish an effective teacher mentoring program in order to retain certified/licensed staff.</p>   | <p>IET<br/>HQPD<br/>SARET</p>                | <p>Principal<br/>Assist. Principal<br/>Instructional<br/>Specialist<br/>BLT</p>  | <p>Througheu<br/>t the school<br/>year</p>     | <p>Local Funds</p>                             | <p>Positive first year<br/>teaching<br/>experience</p>   | <p>Retention of<br/>certified/<br/>licensed<br/>teachers</p>             |



**Goal 3:** All students at Eagle Heights Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** In the 2021-2022 school year the incidents of prohibited behavior will be 0. Weapons-related incidents will be maintained at 0 incidents.

**Summative Evaluation:** The numbers of incidents are supported by discipline referrals by the amount stated.

Drug and Violence Prevention Coordination Matrix  
Azle ISD 2021-2022

| Strategies/Programs                                      | K-4           | 5-6           | 7-8 | 9-12 |
|--|---------------|---------------|-----|------|
| District Crisis Management Plan                          | X             | X             | X   | X    |
| Conflict Resolution                                      | X             | X             | X   | X    |
| Suicide Prevention                                       |               |               |     | X    |
| Violence or Bullying Prevention                          | X             | X             | X   | X    |
| Red Ribbon Activities                                    | X             | X             | X   | X    |
| PALS/Peer Mediation                                      | X             | X             | X   | X    |
| Resource Officer   |               | X             | X   | X    |
| Random Drug Testing for Extra Curr.                      |               |               | X   | X    |
| Azle ISD Chief of Police                                 | X             | X             | X   | X    |
| Drug Dogs  |               |               | X   | X    |
| District Intervention Counselor                          | X             | X             | X   | X    |
| Sex/Violence and the Law Awareness Training for Students |               |               | X   | X    |
| See Something-Say Something                              |               |               | X   | X    |
| Student and Teacher ID's                                 | Teachers Only | Teachers Only | X   | X    |
| Raptor Program identification for visitors               | X             | X             | X   | X    |
| Security Cameras   | X             | X             | X   | X    |
| Secure Vestibules  | X             | X             | X   | X    |
| Social and Emotional Learning                            | X             | X             | X   | X    |
| September 2021   |               |               |     |      |

| Activities / Strategies For Goal 3   | *Title 1 School wide Component | Person(s) Responsible   | Timeline | Resources  | Formative Evaluation            | Summative Evaluation                         |
|--|--------------------------------|---|----------|--|---------------------------------|--|
| 1. Practice emergency drills: 10 fire, 2 tornado, 1 lock down, 1 missing child, 1 runner, and 1 bus evacuation   | CBD                            | Principal<br>Asst. Principal  | Semester | Crisis plan  | Crisis drills                   | Drill report                                 |
| 2. Implement curriculum and services to support safe and drug-free schools and communities including the following: <ul style="list-style-type: none"> <li>Red ribbon week activities</li> <li>PALs <b>*pending COVID</b></li> <li>Hornets with Hearts</li> <li>Counselor's character education curriculum</li> <li>Violence or bullying prevention</li> <li>Conflict resolution</li> <li>Suite 360</li> </ul> | CI                             | Principal<br>Counselor  | Monthly  | Counselor<br>SDFSC funds   | Discipline referral report      | Annual evaluation report<br>PEIMS 425 report |
| 3. Continue use of surveillance cameras with capabilities of 24 hour taping  | CNA                            | Principal<br>Secretary<br>Asst. Principal<br>Receptionist                 | Aug-May  | Video surveillance equipment   | Visitor sign-in log             | Visitor sign-in log                          |
| 4. All visitors check-in through the office before going into any other area of the campus.  | CNA                            | Principal<br>Asst. Principal<br>Secretary<br>Receptionist                 | Aug-May  | Signs at all doors requiring visitors to sign in at office<br>All exits locked from outside except front doors | Visitor sign-in log             | Visitor sign-in log                          |
| 5. Utilize walkie-talkies for teachers to use while at recess or outside for any activity to provide for communication between the office and the teachers/students outside  | CNA                            | Principal<br>Asst. Principal<br>Safety committee<br>Teachers              | Aug-May  | Walkie-talkies   |                                 |  |
| 6. Utilize Raptor program to screen all visitor's state issued ID's against registered sex offenders lists. Then print picture ID badges to be worn while on campus  | CI                             | Principal<br>Asst. Principal<br>Office receptionist<br>Teachers and Staff | Aug-May  | Raptor technologies  | Daily monitoring of visitors    | Visitor logs                                 |
| 7. Continue implementing required background checks for any parents/guardians volunteering on campus or attending field trips  | CI                             | Principal<br>Asst. Principal<br>Office staff                              | Aug-May  | District provided background checks  | Updated approved volunteer list | End of year volunteer list                   |

|  |  |          |  |  |  |  |
|--|--|----------|--|--|--|--|
|  |  | Teachers |  |  |  |  |
|--|--|----------|--|--|--|--|

**Goal 4: Parents and Community will be partners in the education of students at Eagle Heights.**

**Objective 1: By May 2022, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity.**

**Summative Evaluation: School records indicate that at least 90% of students’ parents/family members participated in partnership in education opportunities.**

| Activities / Strategies For Goal 5  | *Title 1 School wide Component | Person(s) Responsible  | Timeline   | Resources          | Formative Evaluation                  | Summative Evaluation                          |
|---|--------------------------------|--|------------|--------------------|---------------------------------------|---|
| 1. Parents and students will have opportunities to be engaged in school activities such as:<br>Meet the teacher night<br>Veteran’s day program<br>Public School Week Activities<br>Science fair family night<br>Musical programs<br>Book Fair<br>Parent Teacher Organization<br>Parent – Teacher conferences<br>Career Day<br>PTO Sponsored Restaurant Spirit Nights<br><b>*some activities will be held virtually pending COVID restrictions</b> | PI                             | Principal<br>Counselor<br>Campus<br>Teachers<br>Community<br>Programs<br>PTO | Aug. – May | Local Funds<br>PTO | Local Funds                           | Campus records of attendance                  |
| 2. Encourage PTO membership and attendance in meetings. Continue use of PTO and school newsletters  | PI                             | Principal<br>PTO board   | Aug-May    | Local Funds        | Sign in sheets<br>PTO membership list | PTO membership list                           |
| 3. All staff members will create a webpage displaying their class schedule, conference period, and email address for parent contact   | PI                             | Technology<br>trainer<br>Campus teachers                                     | Aug- Sept  | Local Funds        | Webpage                               | Informative webpage for parents and community |

**Goal: 5** Student attendance rates will meet or exceed the 97% district goal for attendance in 2021-2022.

**Objective 1:** Student attendance rates at Eagle Heights will meet or exceed 97% each six weeks throughout the 2021-2022 school year

**Summative Evaluation:** The end of year attendance rate for Eagle Heights will improve from 96% in 2021 to 97% in 2022.

| Activities / Strategies For Goal 6   | *Title 1 School wide Component | Person(s) Responsible                                 | Timeline           | Resources   | Formative Evaluation                                   | Summative Evaluation       |
|--|--------------------------------|---|--------------------|---|--|----------------------------|
| 1. Provide attendance incentives: award assemblies, Soaring eagle, and star students to recognize achievement.   | CI                             | Principal   | 3 weeks<br>6 weeks | Local funds   | Progress reports<br>Report cards<br>Attendance reports | Attendance rate            |
| 2. Provide assemblies to enrich curriculum, fine arts and values and motivation to do our best<br><b>*pending COVID</b>  | CI                             | Principal<br>Teachers                                 | Aug-May            | Local funds<br>Music teacher                          | Progress reports<br>Report cards<br>Attendance reports | Attendance rate            |
| 3. Improve absences by using automated warning calls, conferences, and home visits if needed. Teachers must contact parents if student has been absent 2 or more days. | CI                             | Principal<br>Asst. Principal<br>Counselor<br>Teachers | Daily              | Attendance record                                     | Attendance record                                      | Attendance rate            |
| 4. Implement a tardy protocol. Tracking daily tardies followed up with phone calls, automated warnings, conferences, and home visits if needed.                        | CI                             | Asst. Principal<br>Attendance Clerk                   | Daily              | Tardy record<br>Tracking forms<br>Parent contact logs | Attendance record                                      | Number of tardies for year |
| 5. Implement video morning announcements to encourage students to arrive on time in order to see the staff and students being featured.                                | CI                             | Principal<br>Asst. Principal                          | Daily              | Tardy record<br>Video announcements                   | Attendance record for tardies                          | Number of tardies for year |