



# **EAGLE HEIGHTS ELEMENTARY SCHOOL**

## **CAMPUS IMPROVEMENT PLAN**

**2019-2020**

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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**  
**2019-2020 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

<b>Name</b>	<b>Position Parent, Business, Community, Teacher, etc</b>	<b>Signature</b>
Amy Rollmann	Principal - Chairperson	
Danelle Gerold	Assistant Principal	
Glenda Green	Kindergarten	
Britney Bowers	First Grade	
Michelle Gage	Second Grade	
Jamie Mobley	Third Grade	
Becky Morbach	Fourth Grade	
Amanda House	Support Staff	
Christina Harder	Paraprofessional	
Nicole Gipson	Special Education	
Tanya Anderson	Central Administration	

<b>Name</b>	<b>Position - Parent Business, Community, Teacher</b>	<b>Signature</b>
Elisha Fitzpatrick	Parent Representative	
Corey Wynns	Business Representative	



<b>Area Reviewed</b>	<b>Data Source</b> Where did you pull your data to review for this area?	<b>Summary of Strengths</b> What were the identified strengths for this area?	<b>Summary of Needs</b> What were the identified needs for this area?	<b>Priorities</b> What are the priorities of the campus, including how federal and state funds will be used?
Demographics	CIP/Accountability Reports/TEA	Backpack Program Lion's Club Glasses Shot Clinics Inclusion	Supporting Sub Populations: Eco Dis ELLs SPED White	Differentiation for sub populations to push beyond approaches level. Inclusion training for general ed and special ed
Student Achievement	Accountability Reports/TEA/AWARE	Distinction – Top 25% Comparative Academic Growth and Closing the Gaps Awards Ceremonies Individual student reading goals – goal bell	Students below grade level in reading (DRA) Targeted support – white subpop for reading and math	Intervention and support Achievement-Students reading on grade level Guided reading training & implementation Reading & math progress monitoring
School Culture and Climate	CIP/Surveys	Student of the month Birthday books Social Committee Positive Office Referrals Video announcements featuring students K/3 <sup>rd</sup> reading buddies Hornets with Hearts/Building Connections initiative	Improved attendance	Teacher and student attendance incentives

Staff Quality/Professional Development	HR/Curriculum/Surveys/T-TESS	Experienced Teachers PLCs Mentor Program Instructional Specialists Technology Specialists Literacy Specialist	Guided Reading Balanced Literacy Math Common Vocabulary	Guided Reading Balanced Literacy Math Common Vocabulary
Curriculum, Instruction, Assessment	Scope and Sequence, TEKS, TEKS Bank, CBAs	Instructional Specialist Technology Specialists Literacy Specialist CBAs, DRA, New Kinder Report Card Data wall/teacher data sheets	Math Progress Monitoring New Bilingual program	Math Progress Monitoring Resources for bilingual classrooms
Family and Community Involvement	Surveys, CIP, PTO Meetings, Sign-In Sheets, Raptor	Community Involvement and Support PTO Volunteers EH dads morning greeters High Attendance for family events	Parent Awareness of Importance of Attendance  Reading Home-to-School Connection  Support for new bilingual families	Parent Awareness of Importance of Attendance Reading Home-to-School Connection Campus bilingual rep added to PTO, bilingual program overview parent meeting
School Context and Organization	Master Schedule, Class size	RTI program, Blocked instructional time, shared-decision committee	Targeted RTI time Maximize instructional time	Teacher training PLC time to focus on RtI Goals and Interventions
Technology	Bright Bytes Survey, Apple Survey	1:1 iPads Smart TVs Technology specialist	Higher Level SAMR Digital Readers	Higher Level SAMR Digital Readers
Safety	Rapid Responder	LDD, Drills, Controlled Access, Lockdown buttons, Guidance Program Hornets with Hearts	Cont. Training and Updates	Cont. Training and Updates Maintaining safe campuses

## Summary of Findings

3 <sup>rd</sup> Math	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	78	77		47	46		24	23	
District	85	81	83	51	43	50	26	19	23
Sped		60	50		19	17		7	7
Eagle Heights	81	72	68	46	31	32	17	11	13
Sped	44	54	17	11	8	0	0	8	0

3 <sup>rd</sup> Reading	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	76	76		44	42		26	24	
District	79	81	80	45	43	51	30	22	30
Sped		52	45		31	17		7	7
Eagle Heights	77	79	74	36	34	49	18	23	26
Sped	44	38	0	0	23	0	0	8	0

4 <sup>th</sup> Math	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	74	78		46	47		28	26	
District	76	86	84	42	52	51	21	26	28
Sped		53	50		28	28		11	10
Eagle Heights	86	81	76	49	49	47	31	20	27
Sped	67	44	50	17	11	38	8	0	13



4 <sup>th</sup> Reading	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	76	72		44	45		28	24	
District	79	84	78	45	52	45	26	26	26
Sped		51	43		22	25		8	8
Eagle Heights	92	84	64	44	47	46	20	20	25
Sped	83	50	38	25	0	25	8	0	13

4 <sup>th</sup> Writing	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	65	61		33	38		10	10	
District	68	71	69	27	42	31	5	9	8
Sped		24	20		3	8		0	0
Eagle Heights	72	68	50	36	43	25	11	5	9
Sped	42	0	13	25	0	13	0	0	0

## 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 1, 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  <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  <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  <b><i>Intended Beneficiaries</i></b> – LEP students, including immigrant children and youth  <b><i>Nondiscrimination Assurance:</i></b>  <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>  <i>Intended Purpose – to improve technology &amp; student apparatuses for CTE students</i>  <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: \$217,059 plus \$6500 for tutoring

Total FTEs funded through SCE at Eagle Heights Elementary: 5.4846

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*

## 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 RtI time, tutorial sessions offered before, during, and after school, and monitoring K-4<sup>th</sup> grade students using, DRA, campus written math running records 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.

Title I Schoolwide Components			
CNA	Comprehensive Needs Assessment	PI	Parent Involvement
RS	Schoolwide 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

Program Budget Codes			
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 2020.

**Objective 1:** By May 2020, 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.

<b>*Data 2018 STAAR</b>	<b>All Students Total Test TAKEN</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Spec.Ed</b>	<b>EcoDisad</b>	<b>ELL</b>
<b>Total Students Tested</b>	426	5	101	233	55	244	57
<b>Level II: Approaches</b>	83%	60%	80%	84%	64%	76%	82%
<b>Level III: Meets</b>	45%	60%	49%	47%	27%	32%	33%
<b>Level IX: Masters</b>	22%	20%	22%	25%	11%	27%	8%
<b>Level I: Did Not Meet</b>	17%	*	20%	16%	36%	24%	18%

*\*Not enough students to hold accountable.*

*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 70% or greater.\*

**Reading**

- 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 70% or greater.\*

**Writing**

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

<p align="center"><b>*Title I Schoolwide Components:</b>  <b>CNA Needs Assessment   SD Staff Development   DM Decision</b></p>
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<b>Activities / Strategies For Goal 1</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. 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 CBD	Principal BLT Lead Teachers C&I Dept.	August	Local Funds	Improved six weeks grades Reduced failure rate	STAAR Results Attendance Rate Discipline Report
2. Provide additional resources for staff to meet the specific needs of our At Risk, Hispanic, and Economically Disadvantaged populations.  Learning Lab, LLI kits, Dyslexia services, tutoring	RS CI	Principal Assistant Prin. Lead Teachers Instructional Specialist Dyslexia therapists	September – April	Local Funds SCE 2 FTE Title II part A Title I	Improved STAAR results Post Reading Test	STAAR results Progress Reports Report Cards
3. Professional learning will be provided by EH faculty members – including weekly PLC meetings.	SD CI	Principal Assistant Prin. Counselor	August – April	Local Funds SCE Title II	Improved attendance and STAAR scores Benchmarks	STAAR Results 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 Assistant Prin. ARD committee 504 review committee	August – May	Local Funds Title II Part A	Success on STAAR Improved attendance Student success	STAAR Results Progress Reports 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 HQ SD	Campus Administrators Lead teachers ESC 11 Instructional Specialist	Aug-May	Local Funds Title II Part A	Mentor evaluation results	T-TESS Appraisal
6. Teacher will be systemically involved in decision making -Building Leadership Team and Ad Hoc teacher groups will be involved in the following decision making process: -Textbook Review -Purchasing of supplemental materials -Crisis Planning/ERT	RS AS	Principal BLT Instructional Specialist Counselor Teacher Teams Lead Teachers C&I Dept.	Aug-May	Local Funds Title II Part A SCE Title I IDEA	Meetings Sign in sheets Reviews and Assessment ERT Drills	Program evaluations STAAR results Discipline Report TAPR Report

-Staff Development -Staffing and Personnel Resources -Grant and funds allocation -Campus Safety						
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 and after school writing workshop for 4 <sup>th</sup> grade teachers.	CI	Principal Instructional Specialist HQ Teachers Title 1 teachers	Aug-May	Disaggregated data Supplies & materials Local funds Grade level team leaders	Lesson plans Student writing samples	STAAR results Student writing portfolios
8. Provide K-4th grade language arts tutoring for at risk students. Use DRA and campus created math running record assessment to monitor and assess student progress. Utilize PLC to analyze student data to target specific intervention strategies needed to improve early reading skills for RTI.	CNA RS AS CI	HQ teachers K resource assistant Tutoring assistants	Aug-May	K & 1 teachers Diagnostician Speech therapist Title 1 funds	Progress reports Report cards	Report cards Retention list
9. Continue Title Enrichment, including RTI meetings every 6 weeks and student progress monitoring to address instructional needs	CNA RS AS CI	Principal Asst. Principal K-4 teachers Inst. Specialist	Aug-May	Unit tests Benchmarks Title 1 funds Local Funds	Testing and benchmark scores	STAAR reports Progress Reports 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 DM AS CI	Principal HQ Teachers Title 1 teachers	Oct-April	Title 1 funds Tutors SCE funds FTE – 1	Assessment Target charts Mastery check sheets Benchmark test data Tutoring lists	STAAR results
11. Mentor students through the PAL program provided by the High School and mentor new staff.	SNA RS CI	Principal Counselor	Aug-May	Local funds	Progress reports Report card grades	Final averages
12. Provide reading assistance to students through the READ program (Reading Education Assistance Dogs)	CAN CI	Counselor	Aug-May	READ program volunteers	Progress reports Report card grades STAR reading levels	STAAR reading scores Final reading averages
13. Provide additional support to bilingual students with bilingual teacher and assistant	CAN HQ	Bilingual teacher and assistant	Aug-May	Title 3, part A funds Local funds	Progress reports Report card averages	TELPAS scores Final averages
14. Provide weekend food backpacks to students in need.	AS 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 RS SD CI	BLT	Aug-May	State and local funds	Increased student engagement	STAAR / Final averages
16. Breakfast in the Classroom	RS CBD	Nutrition/Staff	Aug-May	Title Funds	Progress Reports/Student Discipline Records	STAAR/Final Discipline Referrals
17. Student transition to Intermediate Elementary	CI	Principal Assistant Counselor 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 statue 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.**

Data 2019-2020	% Classes taught by Certified Teachers		% Certified Teachers		% Certified Paraprofessionals	
	100		100		100	
Activities / Strategies For Goal 2	*Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals.	IET HQPD SARET	Principal Curriculum Dept. Instructional Specialist Counselor Assistant Prin.	Aug – July	ESC 11 Local Funds Title II Part A State Funds	Improved Students Performance Improved discipline and attendance	STAAR PEIMS 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 HQPD SARET	Principal HR Dept. Curriculum Dept. Instructional Specialist ESC 11	Beginning and end of each semester	ESC 11 Local Funds 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 currently outlined in the Every Student Succeeds Act (ESSA)	Improved STAAR scores

<p>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:</p> <ul style="list-style-type: none"> <li>-strengthen the core academic classes</li> <li>-increase the amount and quality of learning time</li> <li>-provide enriched and accelerated curriculum</li> <li>-meet the diverse needs of the student</li> <li>-address the social and academic needs of all students, addressing the needs of low-achieving students who are in target populations.</li> </ul>	RS IET HQPD SARET	Principal Curriculum Dept Instructional Specialist BLT members Counselor Assistant Prin.	Aug- June	Local Funds	Minutes from BLT meetings Agenda of Staff Development	Improved STAAR scores in targeted areas
<p>4. A campus committee will develop a plan of action to create campus activities that will encourage the retention of effective teachers and staff</p>	IET HQPD SARET PI	Principal BLT Hospitality Committee	Aug – Jun	Local Funds	Retention rate	Percentage of teaching staff retained compared to prior years
<p>5. Campus will encourage the use of the District’s Early Learning Center for teacher and para-professional child care</p>		Principal Lead Teachers	Aug- June	Local Funds	Retention Rate	Percentage of teachers retained who used the ELC services
<p>6. A mentoring program for new to education and new to district teachers. All mentors to be trained in best practices.</p>	RS IET HQPD SARET	Campus Administrators Lead teachers	Aug-May	Local Funds Title II Part A	Mentor evaluation results	T-TESS 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 For Goal 2 Objective 2	*Title 1 School-wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1.The Building Leadership Team will formulate a fall staff development for the campus based on STAAR scores, attendance rate and factors effecting student performance	CNA PI IET HQPD SARET	Principal Asst. Principal BLT members Instructional Specialist Curriculum Dept.	June	Local Funds Title II part A	Agenda and sign in sheets	Evaluations 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: -Health and Safety of students while in the building or during transporting to events. -K12-The Standard Response Protocol -Parent involvement -AWARE Data - Strive - Diversity and Poverty training -Student services, transportation, nurse, counseling, national lunch program - Child abuse reporting / prevention	IET HQPD SARET RS	Principal Asst. Principal BLT members Instructional Specialist Food Service Director Transportation Director Nurse Counselor	Aug – May	Local Funds	Agenda and sign in sheets	Evaluations from training

3. Provide updated training in areas of: Special Education and Dyslexia; addressing areas of need such as: -RTI procedures -Initial evaluations and pre-referral -Re-evaluations -Related services -Least Restrictive Environment -Confidentiality	TDM IET HQPD SARET RS	Principal Asst. Principal Diagnostician Special Ed. Director Curriculum Department ESC XI	Continuous throughout semesters	Local Funds  Title I IDEA	Sign-in sheets Pre-referral data Campus plan Certificates of completion	STAAR results Referral rate PEIMS -End of Year Report
4. Provide professional development for 504 in areas of: -Identification, programming, and evaluation -regular documentation of accommodations	IET HQPD SARET RS TDM	Principal Assistant Prin. Special Ed.- Instructional Specialist ARD committee	Continuous throughout semesters	Local Funds Title I	Sign in sheets Continuous flow of services	STAAR Results PEIMS End of Year Report
5. The G/T curriculum will be aligned with the TEKS to include differentiation with depth and complexity - 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.	IET HQPD SARET	Principal Assist. Principal Counselor ESCXI	Continuous throughout semesters	Local Fund G/T Funds	Certificates of attendance	Certificates
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	IET HQPD SARET	Principal Assist. Principal ESC XI	Throughout the school year	Local Funds ESL Funds G/T Funds	Certificate of attendance	Certificates
7. Establish an effective teacher mentoring program in order to retain certified/licensed staff.	IET HQPD SARET	Principal Assist. Principal Instructional	Throughout the school year	Local Funds	Positive first year teaching experience	Retention of certified/ licensed

	Specialist BLT				teachers
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**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 2019-2020 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 2019-2020

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 Rachel's Challenge	X	X	X
Red Ribbon Activities	X	X	X	X
PALS/Peer Mediation	X	X	X	X
Resource Officer			X	X
Random Drug Testing for Extra Curr.			X	X
Drug Dogs			X	X
Sex/Violence and the Law Awareness Training for Students			X	X
Crime Stoppers			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

<b>Activities / Strategies For Goal 3</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. Practice emergency drills: 10 fire, 2 tornado, 1 lock down, 1 missing child, 1 runner, and 1 bus evacuation	CBD	Principal 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</li> <li>• Hornets with Hearts</li> <li>• Counselor's character education curriculum</li> <li>• Violence or bullying prevention</li> <li>• Conflict resolution</li> </ul>	CI	Principal Counselor	Monthly	Counselor SDFSC funds	Discipline referral report	Annual evaluation report PEIMS 425 report
3. Continue use of surveillance cameras with capabilities of 24 hour taping	CNA	Principal Secretary Asst. Principal Receptionist	Aug-May	Video surveillance equipment	Visitor sign-in log	Visitor sign-in log
4. All visitors come through office before going into any other area of the campus.	CNA	Principal Asst. Principal Secretary Receptionist	Aug-May	Signs at all doors requiring visitors to sign in at office 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 Asst. Principal Safety committee 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 Asst. Principal Office receptionist 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 Asst. Principal Office staff Teachers	Aug-May	District provided background checks	Updated approved volunteer list	End of year volunteer list

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

**Objective 1: By May 2020, 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: Meet the teacher night Fall Social Veteran’s day program Boo Hoo Breakfast (for K parents on first day of school) Public School Week Activities Thanksgiving Lunch Science fair family night Musical programs Book Fair Family Movie Night Parent Teacher Organization Parent – Teacher conferences Azle I.S.D. Showcase Career Day PTO Sponsored Restaurant Spirit Nights	PI	Principal Counselor Campus Teachers Community Programs PTO	Aug. – May	Local Funds PTO	Local Funds	Campus records of attendance
2. Encourage PTO membership and attendance in meetings. Continue use of PTO and school newsletters	PI	Principal PTO board	Aug-May	Local Funds	Sign in sheets 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 trainer 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 2020.

**Objective 1:** Student attendance rates at Eagle Heights will meet or exceed 97% each six weeks throughout the 2019-2020 school year

**Summative Evaluation:** The end of year attendance rate for Eagle Heights will improve from 96% in 2018 to 97% in 2019.

Activities / Strategies For Goal 6	*Title I 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 6 weeks	Local funds	Progress reports Report cards Attendance reports	Attendance rate
2. Provide assemblies to enrich curriculum, fine arts and values and motivation to do our best	CI	Principal Teachers	Aug-May	Local funds Music teacher	Progress reports Report cards Attendance reports	Attendance rate
3. Improve tardies and 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 Asst. Principal Counselor Teachers	Daily	Tardy record	Attendance record for tardies	Number of tardies for year
4. Implement video morning announcements to encourage students to arrive on time in order to see the staff and students being featured.	CI	Principal Asst. Principal	Daily	Tardy record Video announcements	Attendance record for tardies	Number of tardies for year