Etoile I.S.D.
Site-Based Decision-Making Committee Members

Debbie Pope – PK Teacher
Carrie Tibbetts – Kinder Teacher
Elizabeth Hayes – 1st Grade Teacher
Staci Aguilar – 2nd Grade Teacher
Donna Burran – 3rd Grade Teacher
Jayne Sanford – 4th Grade Teacher
Lisa Guevara – 5th Grade Teacher
Sandi Pinner – Jr. High Math
Lori Padgett – Jr. High Social Studies
Daron Grace – Jr. High Science
Christie Cupit – Jr. High Reading & Language Arts
Linda Tootle – Special Programs & Jr. High ELAR
Mark Whitehead – RtI Specialist, GT, & Elementary Fine Arts
Larry Cupit – Instructional Coach & Jr. Girls Athletics
Elaine Holloway – Paraprofessional
Kaci Newman – Paraprofessional
Desirea Spiecher – Paraprofessional
Darlene Cook – Cafeteria
Robin Jones – Cafeteria Manager
Mandy Sanders – Parent
Glenn Morton – Community Representative
Bonnie Ryan – Business Representative
Sarah Hottman – Principal/Superintendent
Belief Statements

We believe that the students of Etoile ISD deserve..........
  • A thorough education that prepares them to be successful in high school, college, and life

We believe that school should teach..........  
  • Children to be successful, life-long learners and productive members of society
  • Students how to think, make decisions, and communicate with others

We believe that a good school is one that.........
  • Ensures students have a sense of security and belonging
  • Prepares children to succeed in an advanced world
  • Has a passion for the education of every student
  • Sets high goals for each individual (students, teachers, staff) and uses positive energy to achieve them
  • Knows the importance the community plays in the education of our students and is an out-reach to the community

We believe that a successful student is able to........
  • Be productive
  • Adapt to any situation and learn from their mistakes
  • Think critically and communicate ideas
Belief Statements Continued

We believe that an effective classroom is one in which..........
  • Students are comfortable enough to ask questions, lead in discussions, and want to learn
  • There is structured learning and understanding of every child, regardless of their learning styles or abilities
  • Everyone feels no risk in stating their thinking, everyone is valued and everyone is respected

We believe that a quality instructional facility includes..........
  • Clean, up-to-date amenities with first-rate instructional materials, and modern technology
  • Well-maintained buses
  • Safety and security
Etoile I.S.D.
Campus/District Profile

**Vision**
To produce productive, lifelong learners

**Mission**
The Mission of Etoile I.S.D. is to provide a safe, positive, and challenging environment which will promote a desire for life long learning and will meet the intellectual, physical, social, and emotional needs of each child. This will be accomplished through a team effort of parental, teacher, administrative, and community support and will insure that **all students** reach their full potential as productive members of society.

School Mascot: Gator
School Colors: Green and White
Grade Levels: PK – 8th Grade
Student Enrollment Approximately: 130
Etoile I.S.D.

School Profile Continued

**Campus/District Programs**

- Blended Learning Initiative
- 1:1 initiative with Chromebooks for 3rd through 8th grades
- 2:1 initiative with tablets for K – 2nd grades
- Deconstruction of the library with books going to classrooms
- PK Program in partnership with GetCap Headstart (Nacogdoches)
- Margaret Kilgo Scope & Sequence
- Workshop Model of instruction
- School-wide Token Economy
- PK Program in partnership with GetCap Headstart (Nacogdoches)
- “At-Risk” Meetings
- Junior High Math & Social Studies double-blocked in the schedule
- All GT students served in cross-grade level groups on a weekly basis.
- Renaissance Learning Program
- Dyslexia Program
- Early intervention for students who are struggling
- Acceleration Time built into the daily schedule 4 days a week for facilitate RtI
- Keystone Curriculum for character education
- Capturing Kid’s Hearts strategies
- Red Ribbon Week Activities
- School-wide Christmas Activity
- Saturday School for discipline issues
- Celebrations (Swamp Time, Six-Weeks Awards, 1st Week parade, etc.)
- U.L.L. Athletic Program for Junior High (basketball, cross country, & track)
- STAAR Awareness Program for Parents
- Weekly Wednesday College Awareness Day along with 5th and 8th grade College Field Trip
- Distance Learning Career Activities for 8th grade
- School Clubs: SHAC & FireWise
- Field Trips (8th grade class trip, grade level trips, & 5th/8th grade college visitation, etc.)
- District Webpage
- District Facebook & Twitter page
- Volunteer Program
- Etoile Athletic Booster Club (sponsors “Little Dribblers”)
Campus/District Goals and Objectives

1. Increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.
   
   1.1 Student attendance rate goal 97% or better.
   1.2 All 3rd – 8th grade students will meet the ADEQUATE YEARLY PROGRESS standard of the No Child Left Behind Act.
   1.3 All students in 3rd – 8th grades will score 80% or more on all State tests.
   1.4 Ninety (90) percent of students in grades kindergarten, 1st, and 2nd will score at the corresponding grade level as independent readers with the appropriate fluency rate and comprehension as identified by the Texas Primary Reading Inventory (T.P.R.I.) on the End-of-Year administration.
   1.5 Staff attendance rate goal 97% or better.

2. Provide a safe and orderly environment that promotes student learning for all students.
   
   2.1 School-wide emphasis on “Grand Gator” expectations and “Personal Best”.
   2.2 Safety drills will be practiced on a regular basis.

3. Engage in proactive planning and visioning to respond to the changing educational needs of the District and to maximize our resources.
   
   3.1 100% of all staff members will be highly qualified as defined by the No Child Left Behind Act.
   3.2 Staff Development activities will focus on Student Success on Student Expectations and Sustainability

4. Increase opportunities for parent/community involvement in all educational processes of our District.
   
   4.1 Parents will be provided multiple opportunities to participate in their child’s education – i.e., parent conferences, serving on the district site-based decision-making committee, volunteering, etc.
Etoile ISD

Needs Assessment Summary

The Needs Assessment conducted for Etoile ISD was both formal and informal. A student survey in grades 3 – 8 was conducted in addition to a parent survey and a teacher survey. The data from the spring administration of all the State of Texas Assessment of Academic Readiness tests (STARR), AYP, Texas Primary Reading Inventory (TPRI), and district benchmarks were disaggregated by grade level, demographic subgroups, subjects, and objectives. The student and staff attendance rates and the failure/retention list were also reviewed.

Analysis of Patterns and Trends

The percentage of all students passing all subjects remains the about the same as last year. A gap does exist between the economically disadvantaged and the whites. The gap must be closed. The STAAR scores are down across the board. Our Advanced Academic performance also declined in reading as well as the met and/or exceeded progress on STAAR. In social studies while the all student percentage went down the ECD scores were up 8 points over the last year. Our TPRI scores were about the same as last year. Our attendance rate was slightly higher than last year. Etoile ISD met the ADEQUATE YEARLY PROGRESS standard of the No Child Left Behind Act. Based upon our analysis the areas of need are 1) Content Area Vocabulary/Growth and use, 2) Instructional Strategies to engage students, and 3) More parent involvement.

Probable Causes of High Areas of Student Needs

The staff continues to believe academic language acquisition, renewed rigorous expectations, math TEKS, authentic student engagement and meeting the social/emotional needs of our students will continue to be our high need areas.
10 Components of a School-wide Title I Program

The Etoile ISD Campus/District Improvement Plan has been developed in support of this federal program as indicated below.

1. Comprehensive Needs Assessment
   - Review all testing data (STAAR, TPRI, AYP, etc.)
   - Review survey results.
   - Review attendance rates.
   - Review failure/retention list.

2. School-wide Reform Strategies
   - Renaissance Learning
   - Response to Intervention
     i. Dreambox (Math PK – 2nd)
     ii. Think Through Math (3rd – 8th)
     iii. IStation (Reading K - 8)
     iv. Read Naturally
     v. Reading Eggs
     vi. Hearbuilder (early reading)
   - Dyslexia program
   - In school tutorials and acceleration time
   - Capturing Kids Hearts Strategies
   - Keystone Curriculum (character ed.)

3. Instruction by Highly Qualified Teachers and Staff
   - All teachers and staff members will meet the highly qualified staff requirements of the NO CHILD LEFT BEHIND Act.

4. High Quality and Ongoing Professional Development
   - Blended Learning
   - Instructional Coach
   - Weekly Team PLC Meetings
   - TAILGATE Meetings twice a month for teachers
   - Data Disaggregation
   - Focus on Student Engagement
   - Academic Vocabulary
• TEKS Emphasis
• Higher Level Thinking Skills (Levels of Questions & Question Stems)

5. Strategies to Attract Highly Qualified Teachers
   • Participate in job fairs year round.
   • Staff referrals.

6. Strategies to Increase Parental Involvement
   • Parent Meetings
   • Parent Student Teacher Organization
   • School Visitation (Meet the Teacher, Grandparent’s Day, etc.)
   • Student Programs
   • STAAR Awareness Program for Parents

7. Transition From Early Childhood Programs
   • PK/K Field Trips
   • Registration Events/Information
   • Meet the Teacher and Parent Meetings

8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessment.
   • Data Analysis Training using materials from Lead4Ward
   • Selection of Test Preparation Materials

9. Effective, Timely, Additional Assistance
   • Schedule double blocked at the junior high level for math
   • Acceleration period for each grade level built into the schedule

10. Coordination and Integration of Federal, State, and Local Services/Program
    • Integrated Curriculum
To facilitate the implementation of the No Child Left Behind Act, the U.S. Department of Education identified five performance goals and objectives that focus on student achievement. These goals and objectives were required to be adopted in the submittal of consolidated state application to receive funds under the No Child Left Behind Act.

**Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency of better in reading/language arts and mathematics.

1.1 **Performance Indicator:** The percentage of students, in the aggregate and for each subgroup, who are not at or above the proficient level in reading on the State’s assessment. (Note: These subgroups are those for which the ESEA requires state reporting identified in section 1111(h)(1)(C)(i) and includes students desegregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

1.2 **Performance Indicator:** The percentage of students, in the aggregate and for each subgroup, who are not at or above the proficient level in mathematics on the State’s assessment. (Note: These subgroups are those for which the ESEA requires state reporting identified in section 1111(h)(1)(C)(i) and includes students desegregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

1.3 **Performance Indicator:** The percentage of Title I Schools that make adequate yearly progress.

**Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 **Performance Indicator:** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance Indicator:** The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported on performance indicator 1.1.

2.3 **Performance Indicator:** The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported on performance indicator 1.2.

**Performance Goal 3:** By 2005—2006, all students will be taught by highly qualified teachers.

3.1 **Performance Indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(viii) of the ESEA).

3.2 **Performance Indicator:** The percentage of teachers receiving high-quality professional development [as the term “professional development” is defined in section 9101(34).]

3.3 **Performance Indicator:** The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See section 1119(c) and (d).)
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

5.1 Performance Indicator: The percentage of students who graduate from high school, with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance Indicator: The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data.

Etoile ISD does not discriminate on the basis of age, race, color, creed, religion, disability, gender, or ethnic/national origin in providing educational services in compliance with the non-discrimination requirements of Section 504 of the Rehabilitation Act of 1973.
<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Person(s) Responsible</th>
<th>Time Line</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All staff members will hold high expectations for all every student every day.</td>
<td>All staff members</td>
<td>Daily</td>
<td></td>
<td>Student feedback, &amp; observations</td>
</tr>
<tr>
<td>Students will be nurtured and coached so they have confidence and believe in themselves and their abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All teachers and instructional aides will be &quot;Highly Qualified&quot; in accordance with the No Child Left Behind statute.</td>
<td>Principal/Superintendent</td>
<td>Through-Out the school year</td>
<td></td>
<td>Certification Records</td>
</tr>
<tr>
<td>3. In compliance with the McKinney-Veto Homeless Education Assistance Act the district will survey all new, incoming students in an effort to determine the services required to meet their needs.</td>
<td>Front Office Staff &amp; Principal/Superintendent</td>
<td>Through-Out the school year</td>
<td>Poster Brochures</td>
<td>Survey</td>
</tr>
<tr>
<td>4. An early childhood program in partnership with Get-Cap Nacogdoches County Head Start will be provided to students who qualify.</td>
<td>Pre-K Teacher, Instructional Aide, &amp; Principal/Superintendent</td>
<td>Daily</td>
<td>Get-Cap Funding</td>
<td>Enrollment</td>
</tr>
<tr>
<td>5. Continue with Instructional Coach to facilitate staff growth and focus instruction on “best practices”.</td>
<td>Principal/Superintendent</td>
<td>Daily</td>
<td></td>
<td>Teacher Surveys, Lesson Plans, Student Achievement</td>
</tr>
<tr>
<td>6. The STAAR data will be refined using performance on Student Expectations. SEs that fall below the targeted level will be focused on. Staff development will be provided on levels of questions along with depth and complexity of individual SEs.</td>
<td>Teachers, Instructional Coach &amp; Principal/Superintendent</td>
<td>Weekly</td>
<td>DMAC Contract – Reg.7</td>
<td>STAAR 2015 data</td>
</tr>
<tr>
<td>7. Review and create unit lesson plans based on the Margaret Kilgo Scope &amp; Sequence focused on the workshop model of instruction.</td>
<td>Instructional Coach &amp; Principal/Superintendent</td>
<td>Beginning of each semester</td>
<td></td>
<td>Lesson Plans</td>
</tr>
</tbody>
</table>
8. Staff Development will be provided through-out the year for Blended Learning, workshop model, & conferring with students  
   | Principal/Superintendent & Instructional Coach | Staff Development Schedule & PLC Meetings | Staff Development Agendas, PLC Meeting agenda & materials |

9. Thinking Maps strategies will be used in all classrooms.  
   | Instructional Coach & Principal/ Superintendent | Through-Out the school year | Thinking Maps materials | Weekly Lesson Plans & Observations |

10. STAAR level questions will be incorporated into subject areas through instruction based on Texas Essential Knowledge and Skills (TEKS). Staff Development will be provided.  
   | Teachers, Instructional Coach & Principal/ Superintendent | Weekly | Thinking Maps materials | Progress reports, Report Cards, & Observations |

11. Reading instruction will focus on early literacy and early intervention utilizing the workshop model.  
   | Teachers, Instructional Coach & Principal/ Superintendent | Weekly | A-Z Reading Software | Lesson Plans & Observations |

12. T.P.R.I. results will be used to drive reading instruction in English for K - 3rd grades.  
   | Teachers, Instructional Coach & Principal/ Superintendent | Weekly | | Lesson Plans & Observations |

13. IStation reading & math programs will be used for intervention in K – 8.  
   | Student Support Coordinator, Instructional Coach, Teachers, Instructional Aides, & Superintendent | Weekly | | Lesson Plans, observations, & referrals to special education |

14. Running records based on the Expected Reading Benchmarks & Fluency Levels will be used to determine accelerated instruction needs and provide for those needs.  
   | Student Support Coordinator, Instructional Coach & Principal/ Superintendent | Bi-Weekly | | Progress Reports & Report cards |

15. TPRI will be used in grades K - 3 to determine "at-risk" for reading difficulties.  
<p>| K, 1st, 2nd, &amp; 3rd grade Teachers, &amp; Principal/ Superintendent | 6 weeks after BOY for Kindergarten &amp; 3 weeks after BOY for 1st - 3rd grade EOY Mid- | | Reports &amp; Report cards |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>April for K - 3rd</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Continue the 3-Tier Reading intervention program. (RtI model)</td>
<td>Student Support Coordinator, Instructional Coach &amp; Principal/Superintendent</td>
<td>Weekly</td>
</tr>
<tr>
<td>17.</td>
<td>Continue strong TIER I support for core instruction.</td>
<td>Teachers, Instructional Coach &amp; Principal/Supervisor</td>
<td>Weekly</td>
</tr>
<tr>
<td>18.</td>
<td>Screen and provide interventions along with accommodations for students with dyslexia tendencies and related disorders.</td>
<td>Dyslexia Specialist, Teachers, &amp; Principal/Supervisor</td>
<td>Weekly</td>
</tr>
<tr>
<td>19.</td>
<td>Identify 504 students and provide appropriate interventions and modifications.</td>
<td>Student Support Coordinator, Teachers, &amp; Principal/Supervisor</td>
<td>Weekly</td>
</tr>
<tr>
<td>20.</td>
<td>The &quot;Least Restrictive&quot; environment will be promoted for all students using modifications and/or small group/one-on-one instruction.</td>
<td>Special Education Teacher &amp; Principal/Supervisor</td>
<td>Weekly</td>
</tr>
<tr>
<td>21.</td>
<td>Enrichment opportunities will be provided for all students through activities such as field trips, Principal's Recess, the school-wide Christmas event, FireWise, Cheerleading, Jr. High Sports, etc.</td>
<td>Teachers &amp; Principal/Supervisor</td>
<td>Each Nine-Weeks</td>
</tr>
<tr>
<td>22.</td>
<td>Manipulatives, &quot;Hands-on&quot; activities, and visuals will be the primary teaching method for math &amp; science.</td>
<td>Teachers, Instructional Coach, &amp; Principal/Supervisor</td>
<td>Weekly</td>
</tr>
<tr>
<td>23.</td>
<td>Teachers will develop an action plan for any student who is failing. Conferences will be held with principals and parents.</td>
<td>Teachers &amp; Principal/Supervisor</td>
<td>Each Nine Weeks</td>
</tr>
<tr>
<td>24.</td>
<td>&quot;At-Risk&quot; Meetings will be held to identify students in need and develop a plan of action.</td>
<td>Student Support Coordinator &amp; Principal/Supervisor</td>
<td>Late October</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25. Identified Gifted &amp; Talented students will be taught in a pull-out program by a G/T certified teacher.</td>
<td>Principal/Superintendent &amp; Student Support Coordinator</td>
<td></td>
<td>Progress reports, Report Cards, &amp; Observations</td>
</tr>
<tr>
<td>26. Teacher will be evaluated annually using the T-Tess model for continuous improvement.</td>
<td>Principal/Superintendent</td>
<td>Bi-Annually</td>
<td>Teacher Conferences</td>
</tr>
<tr>
<td>27. Health &amp; Fitness activities will be promoted for students and staff members.</td>
<td>SHAC coordinator, P.E. Teacher, Cafeteria Manager, MWR Committee &amp; Principal/Superintendent</td>
<td>Weekly</td>
<td>Participation</td>
</tr>
<tr>
<td>28. After/Before School Clubs will be offered to students as enrichment. (SHAC, FireWise, 4-H etc.)</td>
<td>Club Sponsors &amp; Principal/Superintendent</td>
<td>Weekly</td>
<td>Club membership &amp; participation</td>
</tr>
<tr>
<td>29. All grade levels will be referred to as &quot;The Class of....&quot; (Year of their high school graduation).</td>
<td>All Staff Members</td>
<td>Daily</td>
<td>Observations</td>
</tr>
<tr>
<td>30. Staff members will wear colligate/university shirts on Wednesday to heighten awareness of higher education.</td>
<td>All Staff Members</td>
<td>Daily</td>
<td>Observations &amp; Participation</td>
</tr>
<tr>
<td>31. All eighth grade students will received guidance lessons focusing on GPA, class rank, college admissions, degrees, etc.</td>
<td>Principal/Superintendent</td>
<td>Each Nine Weeks</td>
<td>Observations</td>
</tr>
<tr>
<td>32. Parents of absent students will be contacted daily.</td>
<td>School Secretary &amp; Principal/Superintendent</td>
<td>Daily</td>
<td>Attendance Reports</td>
</tr>
<tr>
<td>33. Each grade level with perfect attendance will be recognized.</td>
<td>School Secretary &amp; Principal/Superintendent</td>
<td>Daily</td>
<td>Announcement &amp; Bulletin board</td>
</tr>
<tr>
<td>34. Trophies will be given to students with perfect attendance during the school year.</td>
<td>Principal/Superintendent</td>
<td>EOY Awards</td>
<td>Number of students receiving awards</td>
</tr>
<tr>
<td>35. Awards will be given to students with Prompt &amp; Regular attendance (no more than 3 absences) during the school year.</td>
<td>Principal/Superintendent</td>
<td>EOY Awards</td>
<td>Number of students receiving awards</td>
</tr>
<tr>
<td>36. Staff members will be recognized</td>
<td>Principal/Superintendent</td>
<td>Each Nine-weeks &amp;</td>
<td>Number of staff</td>
</tr>
</tbody>
</table>
through-out the year for their contributions and at an EOY celebration.

<table>
<thead>
<tr>
<th>37. Utilize District Parental Involvement Policy updating it annually.</th>
<th>Site-Based Decision-Making Committee</th>
<th>EOY</th>
<th>members recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. COMMUNICATION (Including but not limited to the following) School Marquee Daily or Weekly Folders Progress Reports &amp; Report Cards District Website Etoile School Facebook page School Call-Outs</td>
<td>All Staff Members</td>
<td>Daily &amp; Monthly</td>
<td>Parent Comments</td>
</tr>
<tr>
<td>39. PROGRAMS and ACTIVITIES (Including but not limited to the following) Pre-K Parent Orientation Back to School Carnival Open House Grandparents Day Report Card Conferences Family Reading Night Closing the Digital Divide Parent Night Community Roundtable STAAR Awareness Night Class of 2020 Parent Meeting Art Show School-wide Christmas Program Six-Weeks Awards Site-Based Decision-Making Committee</td>
<td>All Teachers &amp; Principal/Superintendent</td>
<td>Through Out the Year</td>
<td>Sign-In Sheets</td>
</tr>
<tr>
<td>40. VOLUNTEERING (Including but not limited to the following) Etoile Athletic Booster Club In the Classroom or library Field Trip Chaperones *Various &quot;SHARE&quot; Cards/Activities Target Box Tops for Education</td>
<td>Parents, Community Members, Teachers, &amp; Principal/Superintendent</td>
<td>Weekly</td>
<td>Visitor Log</td>
</tr>
<tr>
<td>No.</td>
<td>Description</td>
<td>Responsible Parties</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>41</td>
<td>All staff members and students will adhere to the district's Acceptable Use Policy</td>
<td>All Staff Members &amp; Principal/Superintendent</td>
<td>Daily</td>
</tr>
<tr>
<td>42</td>
<td>Teachers will continue to use GradeBook to record student grades.</td>
<td>All Teachers &amp; Principal/Superintendent</td>
<td>Weekly</td>
</tr>
<tr>
<td>43</td>
<td>Computer software will be used for reading &amp; math interventions whenever possible.</td>
<td>Student Support Coordinator, Instructional Coach, Teachers &amp; Principal/Superintendent</td>
<td>Daily</td>
</tr>
<tr>
<td>44</td>
<td>Continue to provide training to staff member on hardware and software currently available at Etoile ISD.</td>
<td>Instructional Coach &amp; Principal/Superintendent</td>
<td>Monthly</td>
</tr>
<tr>
<td>45</td>
<td>Continue to use the district website and Facebook pages as a way to communicate with all stakeholders.</td>
<td>All Staff</td>
<td>Daily</td>
</tr>
<tr>
<td>46</td>
<td>Make available to staff electronic devices to enhance instruction in the classroom. (Such as digital document cameras, projectors, digital video cameras, student response systems, etc.)</td>
<td>Instructional Coach &amp; Principal/Superintendent</td>
<td>Weekly</td>
</tr>
<tr>
<td>47</td>
<td>Continue utilizing the computer lab for individual classroom use.</td>
<td>Technology Coordinator, Teachers, &amp; Principal/Superintendent</td>
<td>Weekly</td>
</tr>
<tr>
<td>48</td>
<td>Staff members will participate in university job fairs to recruit highly qualified staff.</td>
<td>Special Programs Personnel &amp; Principal/Superintendent</td>
<td>Spring</td>
</tr>
<tr>
<td>49</td>
<td>Notices will be sent to parents in regard to highly qualified staff members as required by NCLB.</td>
<td>Principal/Superintendent</td>
<td>After the 4th week of school &amp; any time a change is made in the teaching staff</td>
</tr>
<tr>
<td>50</td>
<td>District staff development will be provided in accordance with district needs assessment and NCLB standards.</td>
<td>Instructional Coach &amp; Principal/Superintendent</td>
<td>PLC Meetings</td>
</tr>
<tr>
<td>51</td>
<td>Continue efforts to retain highly qualified staff members such as:</td>
<td>Principal/Superintendent</td>
<td>Weekly/Every Six-weeks</td>
</tr>
<tr>
<td>52. All students will follow the Student Code of Conduct. All students and parents will receive a copy.</td>
<td>Teachers &amp; Principal/Superintendent</td>
<td>August 2015 &amp; upon enrollment thereafter</td>
<td>Signed Documentation</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>53. Keystone Curriculum will be used for Character education in the classrooms. Specific character traits will be highlighted during the morning announcements.</td>
<td>Teachers &amp; Principal/Superintendent</td>
<td>Daily</td>
<td>Lesson Plans &amp; Observations</td>
</tr>
<tr>
<td>54. Staff members will receive information/training in the following areas.</td>
<td>Instructional Coach &amp; Principal/Superintendent</td>
<td>August 2015 &amp; as needed</td>
<td>Documentation &amp; drills data</td>
</tr>
<tr>
<td>- Child Abuse and Neglect</td>
<td>- Conflict Resolution</td>
<td>- Bus Safety</td>
<td>- Building Inspection &amp; Repairs</td>
</tr>
<tr>
<td>- Custody Procedures</td>
<td>- Student Release Procedures</td>
<td>- Incident Management Plan</td>
<td>- AED Operation/CPR/First Aid</td>
</tr>
<tr>
<td>- Suicide Prevention</td>
<td>- Harassment &amp; Bullying Prevention</td>
<td>- Instructional Coach &amp; Principal/Superintendent</td>
<td>- Principal/Superintendent</td>
</tr>
<tr>
<td>55. Students will receive information/instruction in the following areas.</td>
<td>Principal/Superintendent</td>
<td>August 2015 &amp; as needed</td>
<td>Discipline Referral Data</td>
</tr>
<tr>
<td>- Discipline referrals</td>
<td>- Conflict Resolution/Peer Mediation</td>
<td>- Bus Safety</td>
<td>- Fire, Weather, &amp; Lock Down Drills</td>
</tr>
<tr>
<td>- Building Security</td>
<td>- School Rules &amp; Safety</td>
<td>- Bullying Prevention - Bullying behaviors will be identified &amp; targeted. The school has a zero tolerance approach to bullying.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 56. Parents will receive information on the following.  
   School Safety Procedures  
   Raptor Security System for visitors  
   Student Release Procedures | Principal/Superintendent & Staff | August 2015 & upon enrollment thereafter |   | Surveys |
<p>| | | | | |
|   |   |   |   |   |
| 57. Training in Capturing Kids Hearts strategies will be provided. | Instructional Coach &amp; Principal/Superintendent | Ongoing |   | Sign-In Sheets &amp; Agenda |
| 58. Saturday Class will be used as a discipline alternative for school suspension. | Principal/Superintendent | Bi-Monthly as needed |   | Number of Discipline Referrals |
| 59. A positive and calm learning environment will be provided | All Staff | Daily |   | Number of Discipline Referrals |
| 60. Implement safety audits and maintain a multi hazard plan. Assure all staff are trained as appropriate in accordance with the Emergency Management Plan | Facility &amp; Transportation Coordinator &amp; Principal/Superintendent | Monthly |   | Safety Plan |
| 61. Drug prevention instruction will be conducted throughout the school year. 1st – 3rd Twelve week program by the Alcohol &amp; Drug Abuse Council of Deep East Texas | ADACE Coordinator, Teachers &amp; Principal/Superintendent | Monthly |   | Lesson Plans &amp; Visitor Sign-In |
| 62. Red Ribbon week will be celebrated. | Teachers &amp; Principal/Superintendent | October |   | Surveys &amp; Participation |
| 63. Team building activities will continue to ensure a cohesive school family. | Instructional Coach &amp; Principal/Superintendent | Monthly |   | Participation |</p>
<table>
<thead>
<tr>
<th></th>
<th>Every classroom will have a &quot;Gator&quot; bucket with supplies needed for classroom evacuation, etc.</th>
<th>SHAC Sponsor &amp; Principal/Superintendent</th>
<th>September</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>The staff will continue the Texas Behavior Supports Initiative.</td>
<td>All Staff</td>
<td>Daily</td>
<td>Number of Discipline Referrals</td>
</tr>
<tr>
<td>66</td>
<td>Continue to incorporate Visitor ID checks using V-Soft Raptor System</td>
<td>Front Office Staff</td>
<td>Daily</td>
<td>Raptor Logs</td>
</tr>
<tr>
<td>67</td>
<td>Provide a School Health Care Program to students as outlined in the American Academy of Pediatrics (AAP) manual School Health: Policy and Practice</td>
<td>School Nurse &amp; Principal/Superintendent</td>
<td>Daily</td>
<td>Clinic Log</td>
</tr>
<tr>
<td>68</td>
<td>Coordinate all funding sources to support the District/Campus Action Plan.</td>
<td>Business Manager &amp; Principal/Superintendent</td>
<td>Daily</td>
<td>Budget</td>
</tr>
</tbody>
</table>

- Local, State, Cafeteria, EIS, IMA, Impact Aide, Rural School, SCE, & Title Funds