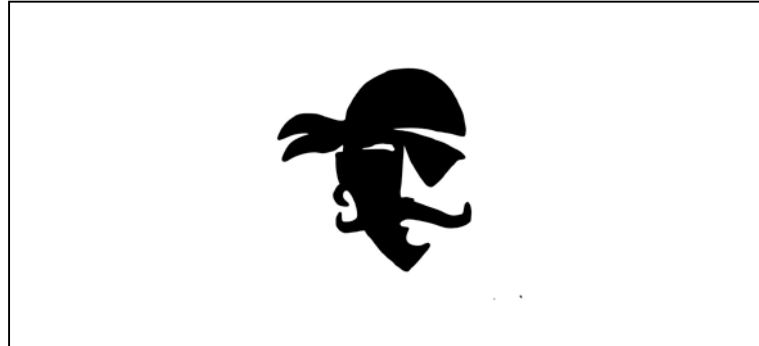


Eula Independent School District

Eula Elementary School

2015-2016 Campus Improvement Plan

Goals/Performance Objectives and Strategies



Site Base Decision Making Committee Team Members:

Tim Kelley	District Superintendent	Shawna Flatt	Faculty Member
Ann Clark	Federal Programs Director	Katey Fostel	Faculty Member
Cody Bob Williams	Campus Principal	Melanie Walker	Faculty Member
David Turner	Technology Dir. & District Asst. Principal	TBD	Business Member
Linda Barr	Committee Chair	Brad Gray	Community Member
Jessica Farmer	Faculty Member	Jay Odom	Parent Member

Mission Statement

To create a world class educational atmosphere where each student's unique talents and gifts are shaped and honed to make a contribution to our ever changing global society.

Vision

Eula Elementary is determined to create a culture of excellence through rigorous academic curriculum, high unwavering expectations, and a unique ability to show every student they have an extraordinary gift inside of them that can ultimately make a positive impact on the world.

Nondiscrimination Notice

Eula ISD does not discriminate on the basis of race, 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 *Education Amendments* of 1972; and Section 504 of the *Rehabilitation Act* of 1973; as amended.

Long Range Goal: To strengthen parental involvement on our campus.

Needs Assessment Summary: Parents will be more involved in the education of their children.

Objective: Communication between school and home will be maintained at a high level and in the parents' native language.

Evaluation Design: End of school parent survey.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
Conduct parent workshop for Title I and STAAR awareness.	Title I Information	Ann Clark and Susan Faircloth	Sign in sheets and parent meeting agenda. Target date(s): October 6 th , 2015 and May 2016. Component 6				
Opportunity to join and participate in ETAPP related activities.	ETAPP	Jessica Rister and ETAPP officers	PTA meetings minutes and membership role. Target date(s): Open House October 6 th , 2015 and Monthly ETAPP meetings. Component 6				
Host Open House for parents to visit the teachers and classrooms.	ETAPP and Eula Elementary Staff	Jessica Rister ETAPP officers, and Elementary Staff	Parent sign-in sheets. Target date(s): October 6 th , 2015. Component 6				
Teachers will conduct parent conferences.	Eula Elementary Staff	Teachers	Parent Sign-in sheets and teacher conference notebooks. Target date(s): October 12th, 2015 and throughout the year. Component 6				

SchoolWay App for push notifications will be available for parents to get updated on school events and activities.	Eula Elementary Staff and Administration	Administration and Teachers	Records from SchoolWay. Target date(s): Throughout the year. Component 6				
Encourage parental volunteers: Book Fair, Fundraisers, Fall Festival, Tutoring, and field day.	ETAPP Eula Elementary Staff	Gaye Cranfill, ETAPP, Teachers, Parents, and Community Volunteers	Number of volunteers, participation in school sponsored events, proceeds from fundraisers, and teacher reports. Target date(s): throughout the year. Component 6				
Prepare and distribute monthly calendars/menus/newsletters.	Printing \$100, use of copier, and electronic communications	Cody Williams, ETAPP, ESC 14 Title I, and Karen Smith	Printed calendar, menu, newsletters, Clyde Journal articles, and electronic links. Target date(s): Every month. Component 6				
Creating an inviting school culture/campus by having Donuts for Dad, Muffins for Mother, and Thanksgiving lunch.	ETAPP Funds and Elementary Activity Funds	Cody Williams, Katey Fostel, ETAPP, and Teachers	Parent/Guardian sign-in sheets. Target date(s): Throughout the year. Component 6				










= Accomplished
 = Considerable Progress
 = Some Progress
 = No Progress
 = Discontinued










Long Range Goal: To maintain and increase the average daily attendance of students in Pre-K-Sixth Grade.

Needs Assessment Summary: Yearly attendance analysis indicated the lower primary grades (Pre-K-2) was below 97%. Upper grades (3-6) attendance was consistently above 97%.

Objective: All grade levels to obtain/maintain an average attendance of 98% for each six-weeks.

Evaluation Design: There will be an awareness of the importance of attending school.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
Perfect attendance pencils will be given to each student with perfect attendance and students will have the opportunity to Spin the Wheel of Perfect Attendance each six-weeks for prizes.	Elementary Activity Fund \$300.00	Cody Bob Williams and Katey Fostel	Six-weeks computer attendance reports. Target date(s): Every six-weeks. Component 10				
Every week the homeroom class(es) with perfect attendance will be recognized on the hall bulletin board. The class(es) with perfect attendance for the week will also be announced at Friday morning assembly. At the end of the semester the class with the most weeks of perfect attendance will have a party.	ETAPP Elementary Activity Fund	Cody Bob Williams and Karen Smith	Attendance records. Target date(s): Weekly classroom awards and Friday morning assembly announcements. Component 10				
Awards will be given to students with perfect attendance and no more than four tardies for the year.	Elementary Activity Fund \$500.00	Cody Bob Williams, Homeroom Teachers, and Karen Smith	Attendance records in the office and from the district. Target date(s): May 16 th , 2016. Component 10				

Drawing for Parents/Family gift card will be done for students with perfect attendance at the end of each semester. All names will be put into the drawing for \$20 gift card.	Donations And Elementary Activity Fund \$200	Cody Bob Williams , Karen Smith, and SBDMC members.	List of parents/guardians generated by office records for students having perfect attendance. Target date(s): End of each semester Component 6				
Parents must call the school before 10:00 am to report an absence or email the school. School will also call when a child has missed two consecutive days.	Student Handbook	Parents, Karen Smith, and Cody Bob Williams	Attendance records for excused absences. Target date(s): Daily Component 6				
Students achieving Perfect attendance will have their names placed in the Clyde Journal and displayed in the school hall.	Free Courtesy of the Clyde Journal	Karen Smith	Clyde Journal article and list in the hall. (Displayed in the hall) Target date(s): Every six-weeks				

 = Accomplished
 = Considerable Progress
 = Some Progress
 = No Progress
 = Discontinued













Long Range Goal: Maximize the recognition of student achievements in grades Pre-K through 6th.


Needs Assessment Summary: Survey indicated need for improvement in student recognition.

Objective: All students Pre-K through 6th grades will be recognized publicly.

Evaluation Design: Each student will develop a higher sense of pride because of the recognition.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
Door plates with "Class of" indicating year of graduation will be placed above each classroom door.	Elementary Activity Fund \$160	Cody Bob Williams	Door plates in place above classroom doors. Target date(s): August 24 th , 2015.				
Failing students will receive a detailed progress report at 3 weeks period and ALL students will receive a standard report card of grade averages at the end of each six-weeks period.	Progress reports and report cards	Grade Level Teachers and Special Education Teachers.	Completion records and mail outs. Target date(s): Each third week of the six-weeks and the end of the grading period of the six-weeks. Component 9				
Honor Roll students in grades PK through 2 nd will receive certificates and grades 3 rd -6 th will receive homework passes each six-weeks.	Elementary Funds \$200	Cody Bob Williams, Karen Smith, and Grade level teachers.	Six-weeks grade reports. Target date(s): Each six-weeks and end of the year program				
Honor Roll students will be published in the Clyde Journal and displayed in the hall.	Elementary funds \$200	Karen Smith	Clyde Journal Article and list for the hallway. Target date(s): Each six-weeks and the end of the year awards program.				

Students are recognized with their participation in school programs. Grade levels K-3 will participate in a program through the Music and PE departments.	Elementary Funds.	Kacie Oller, Allison Wright, Mickey Faircloth, Kim Dean, and yearbook staff.	Plays scheduled and presented to both the school and community. Also, programs developed and sold by the yearbook staff. Target date(s): Each grade level has a program throughout the year.				
Student leadership 6 th grade students will be assigned a Buddy from the lower grades, with whom they will meet with on a regular basis.	No cost.	Cody Bob Williams and 6 th grade Teachers	Student leadership records. Target date(s): bi-weekly				
Each week a student from each class is chosen for the Standout Student Award.	Elementary and ETAPP Funds.	Cody Bob Williams, Karen Smith, and Grade Level Teachers	Weekly Awards given at Friday assembly, picture posted in the hallway and a Clyde Journal Article. Target date(s): Weekly and each six-weeks.				
Opportunity for students in grades 4-6 to be a member of the Junior Beta Club. Must have cumulative grade of 92 or above and no more than 2 disciplinary actions. A variety of service projects will be done.	Elementary Activity Funds and Community Donations.	Katey Fostel and Cody Bob Williams	Grade sheets, disciplinary reports, and induction ceremony roster. Target date(s): Throughout the year.				

 = Accomplished
 = Considerable Progress
 = Some Progress
 = No Progress
 = Discontinued










Long Range Goal: Our Campus will meet Mastery Standards.






Needs Assessment Summary: 2015-16 STAAR/TPRI and other assessment results

Objective: The percentage of students passing all three sections of STAAR test will increase at the rate needed to achieve Met Standards Status.

Evaluation Design: STAAR scores will increase in grade 3-6.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
2015 STAAR results will be analyzed to pinpoint objectives needing improvement with each teacher and grade level.	TAPR data, school report card, and STAAR Results	Cody Williams and Campus Staff.	Reports, teacher resources, 2015 STAAR results and subsequent reports. Target date(s): August 2015 Components 2, 8, & 9				
Each academically At-Risk student will be identified to determine academic needs and program placement. This includes any students identified as homeless. This also includes the Pre-K Students.	Compensatory Funds, Title I Funds, Special Ed. Funds, IDEA Pre-School Funds, Reports from STAAR, Special Ed. Reports, TPRI results, RTI records and PALS.	Cody Williams, Classroom Teachers, Katey Fostel and Sara Odom-SpEd.	Academically At-Risk list and STAAR practice tests, TPRI, Special Ed. Reports, Reports from Lexia and Reading Coach. Target Date(s): Sept. 2015, January 2016 and May 2016. Components 2, 8, & 9				
Each identified At-Risk student will be tutored and monitored for progress. This includes any identified homeless students.	Compensatory Funds, Title I Funds, and Special Ed Funds.	Cody Williams, Teachers, Katey Fostel & Sara Odom-SpEd.	Academically At-Risk list seeing academic progress. Target date(s): Throughout the year. Componets 2, 3, 9, & 10				

Each identified Economically Disadvantaged Student will be monitored and provided extra or accelerated instruction when needed.	Title I Funds	Cody Williams, Teachers, and Debra Frazier.	Economically disadvantaged records and Eduphoria. Target date(s): Throughout the year. Components 2, 3, 9, 10				
Each Non-White student will be identified to determine academic needs and program placement.	Title I Funds	Cody Williams and Teachers	Ethnicity list and STAAR practice tests, Target Tests, TPRI, Special Ed. Reports, and Eduphoria. Target date(s): Throughout the year. Components 2, 8, & 9				
Each identified Non-White student will be tutored and monitored for progress.	Compensatory Funds, Title I Funds, and Special Education Funds.	Cody Williams and Teachers	Ethnicity list and Eduphoria. Target date(s): Throughout the year. Components 2, 3, 9, & 10				

 = Accomplished
 = Considerable Progress
 = Some Progress
 = No Progress
 = Discontinued









Long Range Goal: Our Campus will Meet Standards

Needs Assessment Summary: 2015 STAAR/TPRI/Other Assessment Results

Objective: The Percentage of students passing all three sections of STAAR test will increase at the rate needed to Meet Standards.










Evaluation Design: STAAR scores will increase in grades 3-6.










Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
All Special Education students will be evaluated to determine academic needs and program placement.	Special Ed. Funds, STAAR, STAAR A & STAAR ALT 2 Results	Cody Williams, Katey Fostel, Sara Odom, Taylor/Callahan SpEd Coop and Teachers.	ARD records and Special Education Student records. Target date(s): Throughout the year. Components 2, 8, & 9				
All Special Education students will be instructed depending on their specific needs-including one on one instruction.	Special Ed. Funds	Cody Williams, Katey Fostel, Sara Odom, and Teachers	Progress reports Target date(s): Throughout the year. Components 2, 3, 9, & 10				
Each Academically Advanced student will be evaluated to determine their needs and placement in the program.	Compensatory Funds, Title I Funds, Gifted/Talented Funds.	Cody Williams and Ann Clark	Identified Gifted and Talented Students. Target date(s): April 2016. Components 2, 8, & 9				
All academically Advanced students will be instructed using G/T curriculum to meet their needs.	Compensatory Funds, Title I Funds, Gifted/Talented Funds.	Cody Williams, Ann Clark, and Teachers	Identified Gifted and Talented Students and reports/surveys. Target date(s): Throughout the year. Components 2, 3, 9, & 10				





Academically Advanced students and parents will be aware of program components.	Gifted/Talented Funds.	Ann Clark	Handbooks for students, parents, and teachers. Target date(s): January 2015 Components 2, 6, & 9				
 = Accomplished  = Considerable Progress  = Some Progress  = No Progress  = Discontinued							

Long Range Goal:	Our Campus will Meet Standards
Needs Assessment Summary:	2016 STAAR/TPRI/Other Assessment Results
Objective:	The percentage of students passing all three sections of the STAAR test will increase at the rate needed to be recognized status.
Evaluation Design:	STAAR scores will increase in grades 3-6.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
All ELL students will be identified and evaluated to determine their needs.	Compensatory Funds, Title I Funds, & ELL Funds.	Cody Williams, Tatum Cauthen, Sherry Kelley, Shawna Flatt, and Jessica Farmer	LEP student list. Target date(s): Throughout the year. Components 2, 8, 9, & 10				
All ELL students will be instructed to meet their needs according to the LPAC recommendations.	ELL Funds Compensatory Funds Title I Funds	Cody Williams, Tatum Cauthen, Sherry Kelley, Shawna Flatt, Jessica Farmer, and Teachers	LPAC meetings minutes and ESL student records. Target date(s): Throughout the year. Components 2, 9, & 10				
A summer school program will be provided for any student who is identified as Academically At-Risk. This includes any identified as homeless students.	Compensatory Funds	Cody Williams and Summer School Teachers	Progress reports, year-end report cards, STAAR results, EOY TPRI results, and teacher consultation. Target date(s): June 8 th -26 th , 2015. Components 2, 3, 9, & 10				

<p>Instructional Programs including TEKS Resource System, Lexia, Saxon Phonics, Reading Street, Reading Counts, and SRI will be integrated with the regular classroom curriculum. SMI, Star Fall, Penda, Go Math (Think Central) will be used in the computer labs for math improvement; as well as, Reading Plus, and Balanced Literacy. These programs will also allow students to not only be measured/assessed ability wise properly but pushed to meet commended levels. New writing and Science materials and workbooks are being used, which were paid for by Title I funds.</p>	<p>Compensatory Funds Title I Funds Library Funds</p>	<p>Cody Williams, David Turner, Gaye Cranfill, and Teachers</p>	<p>Teacher Records, Reading Counts records, Lexia Core 5 Reports, Penda, SRI, SMI and Computer Lab records. Target date(s): Throughout the year.</p> <p style="text-align: right;">Components 2, 3, 8, 9, & 10</p>				
<p>Staff Development days will be available for teachers to attend workshops for areas identified in the needs assessment: Writing, Math, and Economically Disadvantaged.</p>	<p>School Calendar Region 14 ESC workshops Region 14 ESC contracted Fees Eduphoria</p>	<p>Cody Williams, Teachers, and ESC 14 Staff</p>	<p>Completed Staff Development Records Region 14 Records Target date(s): Throughout the year.</p> <p style="text-align: right;">Component 4</p>				
<p>Teachers will participate in Math, Science, and ELA/Writing Vertical Alignment sessions in 9 week cycles.</p>	<p>Elementary Funds</p>	<p>Cody Williams, David Turner, and Teachers</p>	<p>PLC Records and Sign-in Sheets Target date(s): 9 week cycles throughout the year.</p> <p style="text-align: right;">Components 2, 8, 9, 10</p>				

<p>Instruction, target tests, benchmark testing will be coordinated to help align instruction and service students' needs with particular attention on identified areas of Writing, Science, and Math.</p>	<p>Eduphoria and TEKS Resource System.</p>	<p>Cody Williams and Teachers</p>	<p>Target Tests, Benchmark tests and Go Math Records. Target date(s): Target Tests 6 to 9 weeks and Benchmark 2 times a year in December and February.</p> <p style="text-align: right;">Components 2, 3, 8, 9, 10</p>				
<p>With identified System Safeguards of Writing scores in grade 4, the campus will work to meet STAAR standards. Teachers will work with the TEKS Resource System to align instruction campus wide.</p>	<p>Elementary Funds and Title I Funds</p>	<p>Cody Williams and Teachers</p>	<p>Mentoring Minds workbooks, Benchmark and Target tests Target dates(s): Throughout the year.</p> <p style="text-align: right;">Components 9 & 2</p>				
<p>A reading inventory will be given to every student in Kindergarten, 1st, 2nd, and 3rd grades to identify current reading level and potential deficiencies.</p>	<p>Texas Primary Reading Inventory (TPRI)</p>	<p>Angela Roberson, Janet Samford, Linda Barr, Ronda Elston, Amberlie Tharp, Shawna Flatt, and Jessica Farmer</p>	<p>September 2015, January 2016, and May 2016.</p> <p style="text-align: right;">Components 2, 3, 8, 9, & 10</p>				

 = Accomplished
  = Considerable Progress
  = Some Progress
  = No Progress
  = Discontinued






Long Range Goal: Highly Qualified Staff: Eula Elementary will maintain 100% of highly qualified teachers and paraprofessionals to teach all students for the 2015-2016 school year.

Needs Assessment Summary: All staff records are reviewed and updated each school year to ensure 100% of teachers and para-professionals are highly qualified. Staff development is planned to address needs in order to maintain the teachers and paraprofessionals as highly qualified.

Objective: Employing and recruitment of new teachers and paraprofessionals requires them to be highly qualified.

Evaluation Design: Maintain 100% of highly qualified teachers and paraprofessionals.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
Conduct recruitment strategies to ensure HQ personnel are maintained in all positions.	Title I funds Local Funds	All staff members and campus administration	Retention of current HQ staff, number of applications completed, number of visits on webpage, active recruitment at job fairs and facilitating student teachers on our campus who become highly qualified. Components 4 & 5				
Use teacher mentoring in order to retain HQ staff.	Local	All staff members and Administrative staff.	Retention rate of current teachers and number of openings at the end of the year. Components 4 & 5				
Analyze data from all teachers' certification, testing, staff development, and service records to ensure that all campus employees are HQ.	Local	Administrative Staff	Check files at end of the year, administrative summative evaluations, and certificates filed at the beginning of the next year.				
Provide appropriate staff development to maintain HQ status for all staff.	ESC 14 Workshops, Title I funds for HQ, ESC 14 contracted Funds	Teachers & administrative staff.	Designed in-service throughout the year, summer workshops, and completion certificates filed in administration office. Component 4				

 = Accomplished	 = Considerable Progress	 = Some Progress	 = No Progress	 = Discontinued			

2015-2016 Eula Elementary Schoolwide Campus Improvement Plan

Needs Assessment Process:

A survey written and updated by Eula Elementary teachers was sent to each household of Eula Elementary Students. (Spring 2015) Families were requested to return only one survey per household. 82 surveys were returned. All responses were tabulated in three categories: yes, no, and no opinion. A space was also provided for additional comments (Component 1 & 6).

The Elementary Site Base Decision Making Committee met on May 30, 2015 and reviewed the results. Parents like the communication that the school uses: teacher conferences, School Way App, and calendars. The October Conference Day could have been better if times would be adjusted to meet the needs for working parents. Parents feel that the communication is done well by the school. Parent involvement activities are listed in the CIP (Components 1 & 6).

It is required for the Site Base Decision Making Committee to review the Parent/School Compact for the 2015-2016 school year. They made additions and deletions. The compact was given to parents at the parent meeting on May 21st, 2015. Input from the parents was welcomed (Components 1 & 6).

The Site Base Decision Making Committee met on May 30th, 2015 and again on September 24th, 2015 to review test scores and information collected on Demographics, Curriculum, Assessments, and Achievement (Components 1, 2, & 10). Through examination of STAAR tests results and TPRI data and other assessments given, the committee identified areas needed improvement. The findings were Writing, Science, and Identified Special Education (Components 1, 2, 8, & 10).

In looking at the requirements for the comprehensive needs assessment, we found that a transition from Pre-K to Kindergarten is addressed by the setup of our campus. The Pre-K is in the same area as the elementary; therefore, Pre-K students attend classes with the Kindergarten to help ease the transition into this grade level. In the Spring, the Pre-K students get to visit the Kindergarten classes to get an idea of where they will be for the following year. An Early Childhood program has been implemented to better serve the needs of our students at an earlier age. Also, the 6th grade students have a scheduled time at the end of the year to visit the Secondary Campus (Component 7).

Eula Elementary Campus Improvement Plan was developed with the Site Base Decision Making Committee and presented to the Faculty for approval (Component 1).

Campus and Community:

Eula elementary is a campus of 240 students Pre-K through 6th grade. The staff of Eula Elementary includes 17 teachers, 7 paraprofessionals, school nurse, administrative assistant, special programs director, and principal. The majority of students ride on one of four bus routes. Eula community consists of three churches, volunteer Fire Department, and the Lions Club. The majority of the parents work in Abilene and other surrounding towns. The population is moderately mobile (20%) with a number of families moving into and out of the community on a continuous basis.

Title 1 Ten Components

1. Comprehensive Needs Assessment
2. Reform Strategies: Effective instructional strategies designed to increase student performance and are scientifically based.
3. Instruction by Highly Qualified Teachers.
4. High quality and ongoing professional development for teachers, principals, and paraprofessionals.
5. Strategies to attract highly qualified teachers.
6. Strategies to increase parental involvement.
7. Transition to different grade levels and schools (Pre-K in statue).
8. Involvement of teachers in testing decisions beyond the state.
9. Effective and timely assistance to students (monitor student mastery).
10. Coordination and integration of federal, state and local services and programs.