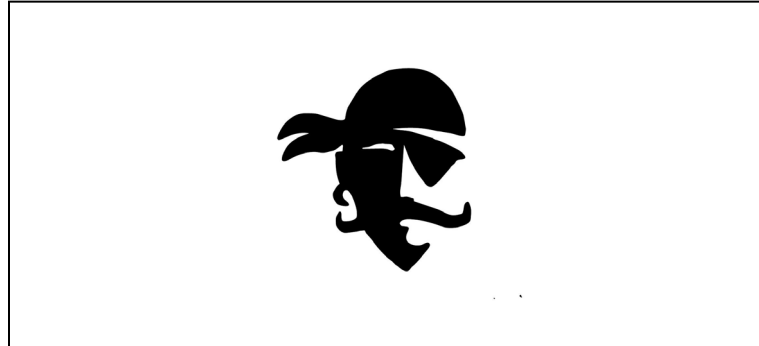


Eula Independent School District

Eula Elementary School

2018-2019 Campus Improvement Plan

Goals/Performance Objectives and Strategies



Site Base Decision Making Committee Team Members:

Tim Kelley	District Superintendent	Shawna Flatt	Faculty Member
Cody Bob Williams	Campus Principal & Title I Coordinator	Maggie Meers	Faculty Member
Danette Price	Curriculum Coordinator	Angela Roberson	Faculty Member
David Turner	Technology Director	Joye Fuller	Faculty Member
Katey Fostel	Campus Counselor	Brad Gray	Community Member
Mika Damron	Faculty Member	Jay Odom	Parent Member
Jessica Farmer	Faculty 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.

Core Beliefs

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 family engagement 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	Cody Bob Williams	Sign in sheets and parent meeting agenda. Dessert and Discussion opportunities Target date(s): Jan. 29 th , 2019 and April 30 th , 2019. Component 6				
Opportunity to join and participate in ETAPP related activities.	ETAPP	Jessica Rister and ETAPP officers	PTA meetings minutes and membership role. ETAPP Fall Membership Drive. Target date(s): Open House Sept. 18 th , 2018 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): September 18 th , 2018. Component 6				
Teachers will conduct parent conferences.	Eula Elementary Staff	Teachers	Parent Sign-in sheets and teacher conference notebooks. Target date(s): October 15 th , 2018, Feb. 18 th , 2019 and throughout the year. Component 6				





SchoolWay App and Class Dojo 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 & Class Dojo. 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, 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 Grandparents day, Donuts with Dad, Muffins with Mom, and Thanksgiving lunch.	ETAPP Funds and Elementary Activity Funds \$200 for Dads \$150 for Moms Donations Sam's	Cody Williams, Jessica Farmer Katey Fostel, ETAPP, and Teachers	Parent/Guardian sign-in sheets. Target date(s): Grandparents Day Sept. 14 th , Donuts for Dad Nov. 2 nd , Thanksgiving Lunch Nov. 13 th , and Muffins for Mom April 26 th , 2019 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 97% for each six-weeks.
Evaluation Design:	End of year PEIMS and TAPR reports from TEA.

Strategy Description:	Resources:	Person(s) Responsible:	Evidence that Demonstrates Success:	Formative Reviews (Assessed Quarterly)			
				Sept.	Dec.	March	May
Perfect attendance students will have the opportunity to Spin the Wheel of Perfect Attendance each six-weeks for prizes.	Elementary Activity Fund \$400.00	Karen Smith, Katey Fostel, and Cody Bob Williams.	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.	Elementary Activity Fund \$100.00	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 21st, 2019. 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 two \$25 gift cards each semester.	Donations And Elementary Activity Fund \$100	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 Component 6				

 = 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 \$100	Cody Bob Williams	Door plates in place above classroom doors. Target date(s): August 13 th , 2018.	✓	✓	✓	✓
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 1 st & 2 nd grades will receive certificates and grades 3 rd -6 th will receive homework passes each six-weeks.	Elementary Supplies	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 Supplies	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.	Courtney Sasin, Allison Baze, 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 complete tasks throughout the year to help improve campus culture and student involvement.	No cost.	Cody Bob Williams and Karen Smith	Student leadership records. Target date(s): Throughout the year				
Each week a student from each class is chosen for the Excellent Explorer 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: 2017-18 STAAR/2018 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
2018 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 Danette Price, and Campus Staff.	Reports, teacher resources, 2018 STAAR results and subsequent reports. Target date(s): Fall of 2018 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, Melanie Edwards-SpEd, Katey Fostel and Danette Price, Paige Prince -SpEd.	Academically At-Risk list and STAAR practice tests, TPRI, Special Ed. Reports, Reports from Lexia and Reading Plus. Target Date(s): Sept. 2017, January 2018 and May 2018. 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.	Danette Price, Cody Williams, Melanie Edwards Paige Prince, & Katey Fostel.	Academically At-Risk list seeing academic progress. Target date(s): Throughout the year. Components 2, 3, 9, & 10				

Each identified Economically Disadvantaged Student will be monitored and provided extra or accelerated instruction when needed.	Title IV Funds	Danette Price, Cody Williams, Katey Fostel, & Teachers.	Economically disadvantaged records and Eduphoria. Target date(s): Throughout the year. Components 2, 3, 9, 10				
Each sub-population will be universally screened to determine academic needs and program placement.	Title I Funds	Danette Price, Cody Williams, Katey Fostel, 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 sub-population student determined to be academically at risk will be tutored and monitored for progress.	Compensatory Funds, Title IV Funds, and Special Education Funds.	Danette Price, Cody Williams, Katey Fostel, and Teachers	Ethnicity list and Eduphoria. Target date(s): Throughout the year. Components 2, 3, 9, & 10				
Supplemental benchmarking, STAAR and RTI workbooks/material Mentoring Minds 2-6.	Title IV Funds	Danette Price, Cody Williams, Katey Fostel and Teachers	Students will use material to aide in benchmarking data for RTI grouping and addressing TEK specific deficiencies in Math, Reading, Science, and Writing. Components 2, 3, 9, & 10				
Six-weeks TEKS Core subject target testing will be completed and data compiles to drive learning objectives.	District Funds and Eduphoria	Danette Price, Cody Williams, Katey Fostel, and Teachers.	Teachers will give assessments each six-weeks that are derived from the YAG in the TEKS Resource System over the TEKS covered in their class for that period. Teachers will submit data and will desegregate.				

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







Long Range Goal: Our Campus will Meet Standards

Needs Assessment Summary: 2018 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, Melanie Edwards, Paige Prince, 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 individual needs based on LRE.	Special Ed. Funds	Cody Williams, Melanie Edwards, Paige Prince, and Teachers	Progress reports Target date(s): Throughout the year. Components 2, 3, 9, & 10				
Each referred student will be evaluated to determine their needs and placement in the program.	Compensatory Funds, Title I Funds, Gifted/Talented Funds.	Katey Fostel	Identified Gifted and Talented Students. Target date(s): April 2019. Components 2, 8, & 9				
All qualified students will be instructed with advanced differentiated curriculum in their qualified area of need.	Compensatory Funds, Title I Funds, Gifted/Talented Funds.	Cody Williams, Katey Fostel, and Teachers	Identified Gifted and Talented Students and reports/surveys. Target date(s): Throughout the year. Components 2, 3, 9, & 10				

<p>Gifted and Talented students and parents will be aware of program components.</p>	<p>Gifted/Talented Funds.</p>	<p>Katey Fostel</p>	<p>Handbooks for students, parents, and teachers. Target date(s): January 2018 Components 2, 6, & 9</p>				
<p>Meeting Students needs though additional instruction and small group instruction by hiring part-time staff to address RTI and individual student needs.</p>	<p>Title I Funds \$18,000.00</p>	<p>Tim Kelley, Josh Fostel, and Cody Williams</p>	<p>Students identified as needed accelerated and small group instruction through benchmarks getting targeted specific instruction. Target date(s); Throughout the year.</p>				

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

Long Range Goal:	Our Campus will Meet Standards
Needs Assessment Summary:	2018 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.	Katey Fostel, Tatum Cauthen, Mika Damron, 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.	Katey Fostel, Tatum Cauthen, Mika Damron, 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 STAAR summer academy program will be provided for any student who is identified as Academically At-Risk in Grade 5.	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 3 rd - June 20 th , 2019. Components 2, 3, 9, & 10				

<p>Instructional Programs including TEKS Resource System, Lexia Core 5, Saxon Phonics, Reading Street, Reading Counts, and RI will be integrated with the regular classroom curriculum. MI, Star Fall, Imagine Math, 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, Title IV 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, RI, MI 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, Danette Price Teachers, and ESC 14 Staff Janet Samford, Tammie Nickell, Angela Roberson, and Mika Damron.</p>	<p>Completed Staff Development Records Region 14 Records Writing Extravaganza 2019 Empowering Writers Summer and Fall 2018 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): Fall and Spring Semesters.</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 Math, Writing, and Science.</p>	<p>Eduphoria, Mentoring Minds, and TEKS Resource System.</p>	<p>Danette Price, Cody Williams, Katey Fostel, 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 March.</p> <p style="text-align: right;">Components 2, 3, 8, 9, 10</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.	Elementary Funds and Title I Funds	Cody Williams, Danette Price, Mika Damron and Teachers	Mentoring Minds workbooks, Empowering Writers, Benchmark and Target tests Target dates(s): Throughout the year. Components 9 & 2				
A reading inventory will be given to every student in Kindergarten, 1 st , and 2 nd grades to identify current reading level and potential deficiencies.	Texas Primary Reading Inventory (TPRI)	Linda Barr and Jessica Farmer	September 2018, January 2019, and May 2019. Components 2, 3, 8, 9, & 10				
Pre-Kindergarten and Kindergarten will be give CLI inventory over core subjects to begin the year with Pre-K also doing a MOY and EOY.	Children's Literacy Institute Engage Platform (CLI)	Linda Barr	September/October 2018 for Pre-K and Kindergarten. Pre-K MOY January/February 2019, and EOY May 2019. Components 2, 3, 8, 9, & 10				
Hiring Personnel to implement Reading Remediation & Acceleration	Fountas & Pinnell, Small group instruction	Dana Ancell & Linda Barr	Dana Ancell with remediate with Fountas and Pinnell Program. Mrs. Barr will accelerate young emerging readers.				
Graduating Seniors will line up and walk the elementary halls before graduation practice. This hopes to excite, and give students aspire to in their future.	No Cost	Wayland Damron, Kortni Collins, Katey Fostel, and Cody B. Williams	May 2019 Kindergarten and elementary School. Component 7				

= 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 2018-2019 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.

2018-2019 Eula Elementary Schoolwide Campus Improvement Plan

Campus Needs Assessment Process:

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, active recruitment at job fairs and facilitating student teachers on our campus. Components 4 & 5				
Use teacher mentoring in order to retain HQ staff.	Local	All staff members and Administration	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. Component 4				
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				
Spring PLC Book study with elementary teachers <u>Teach Like a Champion</u> .	District Funds and Title IV Funds.	Danette Price, Cody Williams, & Staff.	Designed to examine instructional techniques, create a culture of using data to drive instruction, and elevate student engagement. Component 4 (CRS 1)				

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

A survey written and updated by Eula Elementary Site Based Decision Making Committee was distributed by email via the electronic communication and via paper at the End of the year Elementary Field Day to the households of Eula Elementary students (Spring 2018). Families were requested to fill out a survey via Survey Monkey and submit their responses online. 38 households submitted surveys online. 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 June 20th, 2018 and reviewed the results. Parents felt like the communication that the school uses: teacher conferences, School Way App, Class Dojo, Captain's Log, and calendars were more than adequate. Overall, parents felt that the school provides the opportunity for parent feedback quite well. One area that the school does need to improve on is providing better information on our Title I programs and goals. The majority of our parents receive communication by electronic means so this will be an area we continue to monitor our improvement on to better reach our parents. For the second year in a row we worked to make our conference day more accessible to working parents having conferences from 1:00 pm to 6:00 pm. The majority of parents felt the campus culture was positive, safe, and students were academically prepared for the next grade. The survey was very positive but the committee and campus does need to look at ways to continue to make the stakeholders feel more welcomed and invited in participating in campus activities. (Components 1 & 6).

It is required for the Site Base Decision Making Committee to review the Parent/School Compact for the 2018-2019 school year. The committee reviewed the two different compacts and made grade specific adjustments to address ESSA requirements. The compacts were broken into grades PK-2 and 3-6. The compact was reviewed by the committee and teachers at the beginning of the year and it was sent out to parents in August of 2018. One area that was addressed in both the compacts and the campus needs assessment survey was to look at the language used to make it more language friendly and assessable by all by eliminating education jargon. (Components 1 & 6).

The Site Base Decision Making Committee met on June 20th, 2018 and again on November 8th, 2018 to review the CIP and hear any suggestions for the coming year. (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 the 3rd grade (4th grade 2018-19) needs to be addressed in the areas of Writing. The campus's RTI program needs to be reviewed and adjust to new student needs and demands; as well as, working with our identified Special Education (Components 1, 2, 8, & 10).

A full day Early Childhood program has been implemented to better serve the needs of our students at an earlier age. For two years now we have had a graduation walk through the elementary to show our students the finished product here at Eula I.S.D. (Component 7).

Eula Elementary Campus Improvement Plan was developed with the Site Base Decision Making Committee and will be presented to the Faculty and the Eula I.S.D. School Board for approval at the November School Board meeting. (Component 1).

Campus and Community:

Eula elementary is a campus of 266 students Pre-K through 6th grade. The staff of Eula Elementary includes 20 teachers, 7 paraprofessionals, 4 cafeteria staff, 1 janitor, school nurse, administrative assistant, counselor, curriculum coordinator and principal. The majority of students ride on one of four bus routes. Eula community consists of three churches, Volunteer Fire Department, Water Department and the Lions Club. The majority of the parents work in Abilene and other surrounding towns. The population is moderately mobile (19%) with a number of families moving into and out of the community on a continuous basis; as well as, economically disadvantaged population at 58%.

10 Components of a Title I, Part A Schoolwide Program

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.
5. Strategies to Attract Highly Qualified Teachers.
6. Strategies to Increase Family Engagement.
7. Transition.
8. Teacher Decision-Making Regarding Assessments.
9. Effective and Timely Assistance to Students Experiencing Difficulty.
10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds.

Commissioners' Strategic Priorities

1. Recruit, Support, and retain teachers and principals.
2. Build a foundation of reading and math.
3. Connect high school to career and college
4. Improve low-performing schools