



ACIP

Eufaula Primary School

Eufaula City Board of Education

Mrs. Emily Jackson, Principal
520 Pump Station Road
Eufaula, AL 36027

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Eufaula Primary School includes the Eufaula Early Learning Center (ELC) and is located at the Central Office Building located at 333 State Docs Road. The main campus of Eufaula Primary School is located at 520 Pump Station Road. The K-2 campus has an enrollment of 594 students. The demographics include: 272 males (46%), 322 females (54%). The ethnicity breakdown is 3 Asians, 351 African Americans, 1 Native American, 178 Caucasians, and 61 Hispanics. This includes 435 (73%) free and reduced and 159 (27%) paid.

Eufaula Primary School has a total of 46 certified staff and 19 support staff. The ethnicity breakdown of certified staff is 78% Caucasian and 22% African American and breakdown of support staff is 32% Caucasian and 68% African American.

Eufaula has a population of 12, 688 people with a median age of 35.8 and a median household income of \$33, 362. Between 2015 and 2016 the population of Eufaula declined from 12, 809 to 12, 688, a 0.94% decrease and its median household income grew from \$32, 845 to \$33, 362, a 1.57 increase. The population of Eufaula is 50% Black/African American, 43% Caucasian, and 5.59% Hispanic. The median property value is \$126, 900, and the homeownership rate is 55.1%.

The economy of Eufaula, AL employs 4,800 people. The largest industries in Eufaula, AL are manufacturing (1, 091), Education Services (659), and Retail Trade (614), and the highest paying industries are Agriculture, Forestry, Fishing, and Hunting (\$45,000), Utilities (\$45,000), and Education Services (\$38, 571). From 2015 to 2016, employment in Eufaula grew at a rate of 5.01% from 4,571 to 4,800.

Within our community we are currently challenged with ways to adequately address mental health. Students within our school have limited exposure and struggle academically, socially, and emotionally. The lack of parental involvement is also a challenge. Due to parents' work schedule, educational background, and economic status many parents are reluctant to engage in their child's education. Student attendance is also a challenge.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Eufaula Primary School is to provide students with a safe and positive learning environment where students are empowered to become motivated, life-long learners. These students will then be able to rely on their strong foundation to become caring, productive citizens ready to take on real world challenges. Our purpose is to develop well-rounded and well-disciplined children who will one day be ready to positively to our world.

Eufaula City Schools ensures the safety of the students by requiring each school have a safety plan for severe weather, fire, intruder situations. Each school has recently installed the RAPTOR system to monitor visitors within the school. It provides all visitors with a pass by generated by swiping their photo id.

Students are provided quality instruction and are held to high expectations for academics and behavior. Our school's purpose is carried out through programs such as Eureka Math and targeted small group instruction through Guided Reading. Using the fall screener proficiency levels published by Classworks, second grade students identified as being two or more years below grade level academically are referred to the Problem Solving Team (PST) for Dyslexia screening and placed in Reading Horizons. Once screened, results are taken back to the PST for review and further recommendations. Additional students in kindergarten and first grade are also sent to the PST for academic and/or behavioral issues as identified by the classroom teacher through formative assessments and observations. Through this process students receive the instruction they need to develop a strong foundation in reading and math.

With the understanding of the faculty's impact on each child's academic success, we strive to provide enriching and engaging learning experiences that are aligned with the Alabama Course of Study and the College and Career Readiness Standards daily. With a system focus on teaching and assessing grade level standards, our faculty is implementing STEAM activities, Eureka Math, Numbers Talks, Daily 5 and CAFE'. Support for educator growth in the area of guided reading will continue.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Eufaula Primary School's enrollment exceeds 600 for the Kindergarten through Second Grade School. Eufaula Primary School's notable achievements include the following:

-32 of 46 teachers are trained in Alabama Math, Science, and Technology Initiative (AMSTI)

- 30 of 46 teachers are trained in Code.org. This is an instructional program promoting computer science with the belief that it should be part of the core curriculum.

-2 teachers are trained and are implementing a plan of two twelve week sessions teaching students the strategies of chess with the support of the Alabama Chess in Schools Initiative.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

No additional information.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our Building Leadership Team, two parents and one community member compose our advisory committee. The advisory committee at Eufaula Primary School (EPS) meets for the purpose of revising the Title I ACIP. Committee representatives were selected because of their dedication and interest in the success of all students at EPS and their areas of expertise in core academic subjects. Committee members are made aware of meetings in a timely manner and are communicated with regularly so their input is included in all decisions. The advisory committee will meet quarterly. Selected members are responsible for any decision-making, program or financial, regarding the ACIP and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized.

Electronic ACIP is reviewed and monitored throughout the school year at advisory committee meetings and at faculty/grade level meetings. Goals and progress are communicated to faculty, parents, students, and stakeholders through faculty meetings, school parent meetings, local media, websites, and newsletters so that there is a shared commitment for a quality education for all students attending EPS.

To be sure there are no barriers for English Language (EL) Learner parents to be involved in all aspects of our educational program, an interpreter is employed for meetings as needed. Written products are translated into their native language and a Language Line is available at all times in the school office.

The ACIP is distributed to the faculty at a faculty meeting where it is reviewed and explained. It is also available for review by parents and community representatives as well as any other interested stakeholder in the Media Center, front office, and the parenting center as well as on the school website.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Emily Jackson, Principal

Tameka Hicks, Assistant Principal

Constance Scott-Haynes, Kindergarten Teacher

Carmen McDaniel, Kindergarten Teacher

Abby Lewis, 1st Grade Teacher

Jessica Henderson, 2nd Grade Teacher

Lisa Sells, Second Grade Teacher

Tracey Gullledge, Guidance Counselor

Stephanie Wortz, EL Instructional Coach

Deltonya Warren, Director of Federal Programs

Stacey Turvin, Federal Programs Specialist

Mitzi Clayton, Public Relations

Julie Bailey, Parent

CeCe Horne, Parent

Sam Weathers, Parental Involvement Liaison

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school advisory committee will meet quarterly to evaluate the strategies associated with our goals to make informed decisions regarding the effectiveness of the actions put in place. Any progress and/or recommended changes will be communicated to all stakeholders after a school advisory committee meeting. Each grade level/special area member of the BLT will meet with their constituents. BLT minutes will be emailed to all faculty and staff. Newsletters and parent calendar will be sent home to parents. The community will be informed by way of the Eufaula City Schools website.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Beginning of the Year Classworks Data Analysis	BOY Classworks Analysis

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Students in grades first and second performed above the expected level of performance on the Developmental Reading Assessment (DRA), a standardized reading test used to determine a student's instructional level on reading, at the beginning of the 2018-2019 school year.

Describe the area(s) that show a positive trend in performance.

According to the beginning of the year DRA baseline data 72% of 1st grade students entered the 18-19 school year on/above grade level (3+). In comparison to Fall 2017 (67%) this is a 5% increase. The beginning of the year second grade DRA baseline data indicates that 38.5% of students entered 2nd grade on/ave grade level (16+). This is a 5.5% increase from Fall 2017.

First Grade DRA	Fall 2017	Fall 2018
On/Above (3-4)	67%	72%
Below (2)	20%	20%
Far Below (1-A)	13%	8%

2nd Grade DRA	Fall 2017	Fall 2018
On/Above (16+)	33%	38.5%
Below (14-12)	25%	23%
Far Below (10-)	42%	38.5%

Classworks Universal Screener: 1st grade students continue to maintain consistency in growth on the Classworks BOY Universal Math screener. 33% of the students met the BOY scaled score benchmark of 250.

1st Grade 2018-2019 (Mathematics) Target: 250

Scaled Score Number of Students (195 Tested) Percentage		
200	48	25%
210	24	12%
220	28	14%
230	31	16%
250+	64	33%

Which area(s) indicate the overall highest performance?

According to the beginning of the beginning of the year DRA baseline data 72% of 1st grade students entered the 18-19 school year on/above grade level (3+). In comparison to Fall 2017 (67%) this is a 5% increase. The beginning of the year second grade DRA baseline data indicates that 38.5% of students entered 2nd grade on/ave grade level (16+). This is a 5.5% increase from Fall 2017.

First Grade DRA	Fall 2017	Fall 2018
On/Above (3-4)	67%	72%
Below (2)	20%	20%
Far Below (1-A)	13%	8%

2nd Grade DRA	Fall 2017	Fall 2018
On/Above (16+)	33%	38.5%
Below (14-12)	25%	23%
Far Below (10-)	42%	38.5%

Which subgroup(s) show a trend toward increasing performance?

According to the beginning of the beginning of the year DRA baseline data 72% of 1st grade students entered the 18-19 school year on/above grade level (3+). In comparison to Fall 2017 (67%) this is a 5% increase. The beginning of the year second grade DRA baseline data indicates that 38.5% of students entered 2nd grade on/ave grade level (16+). This is a 5.5% increase from Fall 2017.

First Grade DRA	Fall 2017	Fall 2018
On/Above (3-4)	67%	72%
Below (2)	20%	20%
Far Below (1-A)	13%	8%

2nd Grade DRA	Fall 2017	Fall 2018
On/Above (16+)	33%	38.5%
Below (14-12)	25%	23%
Far Below (10-)	42%	38.5%

Between which subgroups is the achievement gap closing?

According to the beginning of the year DRA baseline data 72% of 1st grade students entered the 18-19 school year on/above grade level (3+). In comparison to Fall 2017 (67%) this is a 5% increase. The beginning of the year second grade DRA baseline data indicates that 38.5% of students entered 2nd grade on/ave grade level (16+). This is a 5.5% increase from Fall 2017.

First Grade DRA	Fall 2017	Fall 2018
On/Above (3-4)	67%	72%
Below (2)	20%	20%
Far Below (1-A)	13%	8%

2nd Grade DRA	Fall 2017	Fall 2018
On/Above (16+)	33%	38.5%
Below (14-12)	25%	23%
Far Below (10-)	42%	38.5%

Which of the above reported findings are consistent with findings from other data sources?

According to the beginning of the year second grade DRA baseline data indicates that 38.5% of students entered 2nd grade on/ave grade level (16+). This is a 5.5% increase from Fall 2017.

2nd Grade DRA	Fall 2017	Fall 2018
On/Above (16+)	33%	38.5%
Below (14-12)	25%	23%
Far Below (10-)	42%	38.5%

These findings are also consistent with the beginning of the year Classworks results. Second grade students also showed an increase of 9% on the BOY ELA Classworks Universal Screener.

2nd Grade Classworks Universal Screener

BOY on Target 2017- 28% BOY on Target 2018- 37%

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Students in grades first and second grade performed below level in the ELA on the Classworks Universal Screener in comparison to 2017-2018.

2018-2019 Classworks BOY Data Analysis

1st Grade 2018-2019 (Reading) Target: 260

Scaled Score	Number of Students (197 Tested)	Percentage
200	60	30%
210	28	14%
220	28	14%
230	24	12%
240	25	13%
250	13	7%
260+	19	10%

(90%-178 did not meet the benchmark 10%-19 students met the benchmark)

2nd Grade 2018-2019 (Reading) Target: 290

Scaled Score	Number of Students (220 Tested)	Percentage
200	18	8%
210	15	7%
220	15	7%
230	10	5%
240	24	11%
250	14	6%
260	13	6%
270	14	6%
280	15	7%
290+	82	37%

(63%-139 students did not meet the benchmark 37%- 82 students met the benchmark)

2018-2019 Classworks BOY Mathematics Data Analysis

1st Grade 2018-2019 (Mathematics) Target: 250

Scaled Score	Number of Students (195 Tested)	Percentage
200	48	25%

210	24	12%
220	28	14%
230	31	16%
250+	64	33%

(67%- 131 students did not meet the benchmark 33%-64 students met the benchmark)

2nd Grade 2018-2019 (Mathematics) Target: 290

Scaled Score	Number of Students (221 Tested)	Percentage
200	19	9%
210	15	7%
220	12	5%
230	16	7%
250	22	10%
260	19	9%
270	22	10%
280	12	5%
290+	84	38%

(61%-136 students did not meet the benchmark 39%- 86 students met the benchmark)

Describe the area(s) that show a negative trend in performance.

2018-2019 Classworks BOY Mathematics Data Analysis

1st Grade 2018-2019 (Mathematics) Target: 250

Scaled Score	Number of Students (195 Tested)	Percentage
200	48	25%
210	24	12%
220	28	14%
230	31	16%
250+	64	33%

(67%- 131 students did not meet the benchmark 33%-64 students met the benchmark)

2nd Grade 2018-2019 (Mathematics) Target: 290

Scaled Score	Number of Students (221 Tested)	Percentage
200	19	9%
210	15	7%
220	12	5%
230	16	7%
250	22	10%

260	19	9%
270	22	10%
280	12	5%
290+	84	38%

(61%-136 students did not meet the benchmark 39%- 86 students met the benchmark)

Mathematics in grades first and second show negative trends in performance.

Which area(s) indicate the overall lowest performance?

The overall area of lowest performance is reading on the Classworks Universal Screener.

1st Grade 2018-2019 (Reading) Target: 260

Scaled Score	Number of Students (197 Tested)	Percentage
200	60	30%
210	28	14%
220	28	14%
230	24	12%
240	25	13%
250	13	7%
260+	19	10%

(90%-178 did not meet the benchmark 10%-19 students met the benchmark)

2nd Grade 2018-2019 (Reading) Target: 290

Scaled Score	Number of Students (220 Tested)	Percentage
200	18	8%
210	15	7%
220	15	7%
230	10	5%
240	24	11%
250	14	6%
260	13	6%
270	14	6%
280	15	7%
290+	82	37%

(63%-139 students did not meet the benchmark 37%- 82 students met the benchmark)

Which subgroup(s) show a trend toward decreasing performance?

Students in second grade continue to show a decrease in performance on both Classworks and the DRA.

Classworks Reading- 63%-139 below benchmark

DRA- 61.5%- were below or far below the DRA beginning of the year benchmark

Between which subgroups is the achievement gap becoming greater?

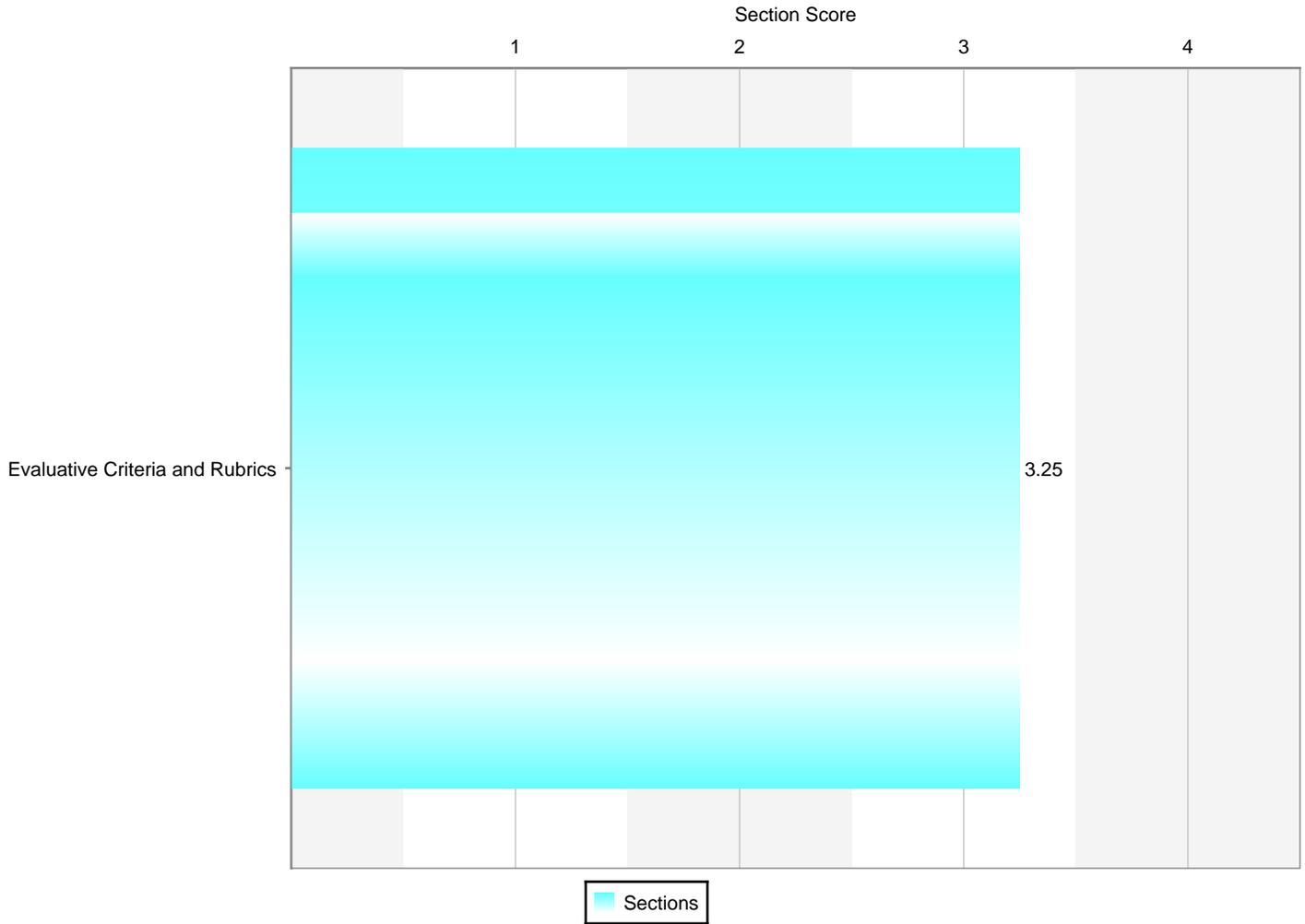
The achievement gap is becoming greater in second grade math. There is a 5% decrease in performance from the 2017-2018 school year in comparison to 2018-2019 beginning of the year data.

Which of the above reported findings are consistent with findings from other data sources?

Findings regarding ELA are consistent according to the Classworks and DRA data.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Committee Members

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The Eufaula City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Deltonya Warren Interim Superintendent 333 State Docks Road Eufaula, AL 36027 (334) 687-1100	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent_Family Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	2018-2019 Parent Compact attached	EPS Parent Compact 18-19

2018-2019 Goal Plan

Overview

Plan Name

2018-2019 Goal Plan

Plan Description

Reading, Mathematics, Behavior, and Discipline School Wide Goals

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To support and assist students in transitioning from one grade level to the next.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
2	All stakeholders will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
3	By Spring 2019, Eufaula Primary School students will show measurable growth in reading language arts as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$13154
4	By Spring 2019, Eufaula Primary School students will show measurable growth in mathematics as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: To support and assist students in transitioning from one grade level to the next.

Measurable Objective 1:

collaborate to provide support for students to transition successfully from one grade level to another. by 05/24/2019 as measured by successful transitioning from one building to another with minimal withdrawals for other educational options in the school district area..

Strategy 1:

Grade Orientation - There will be grade orientation for each grade level at Eufaula Primary School (EPS).

Category: Develop/Implement Learning Supports

Activity - Registration Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level orientation will include levels of academic proficiency and curriculum as well as the registration process.	Academic Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	All faculty and staff as well as support personnel at the Central Office.

Strategy 2:

Open House - Open House in English and Spanish for students and parents.

Category: Develop/Implement Learning Supports

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is an orientation held prior to the start of school for grades K through 2. The students and parents are able to visit their new classroom, teacher and visit with their peers.	Academic Support Program	08/01/2018	08/10/2018	\$0	No Funding Required	All faculty and staff including support personnel from the Central Office.

Strategy 3:

Annual Title I Meeting - Title I Annual Meeting held at the beginning of the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Annual Title 1 Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Eufaula Primary School

Annual Title I Meeting is held at the beginning of the school year and provides parents and students insight into the programs and curriculum offered at EPS/	Policy and Process	08/28/2018	08/28/2018	\$0	No Funding Required	Administration of EPS/
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Strategy 4:

School Tours - School Tours will be held for students who are transitioning in or out of the building.

Category: Develop/Implement Learning Supports

Activity - School Tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School tours will be conducted for students who are transitioning from one building to another in the district.	Academic Support Program	03/01/2019	05/24/2019	\$0	No Funding Required	Administration of Schools involved.

Goal 2: All stakeholders will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.

Measurable Objective 1:

collaborate to decrease school discipline through the incorporation of positive behavior interventions and support by 10% by 05/31/2019 as measured by a decrease in student referrals according to the annual ISS data report.

Strategy 1:

EPS Discipline & Positive Supports - Teaching Good Choices: Staff will guide children in how to be students by teaching them about good and bad choices. All faculty and staff will be provided strategies for dealing with students' habitual misbehavior.

Eufaula Primary will implement school-wide discipline expectation and procedures. Each classroom will utilize the same five-step discipline plan.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Supports (PBIS)

Activity - Character Counts Lesson (Guidance)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly students will participate in a one hour guidance class led by the counselor. Strategies for improving behavior throughout the school will be taught. Classes will concentrate on good character, making good choices, and improving behavior. Guidance classes will also discuss bullying, ways to make friends, controlling your anger, respecting differences in others, and working cooperatively. Monthly scheduled classes will be sent via Google calendar.	Behavioral Support Program	08/08/2018	05/31/2019	\$0	No Funding Required	All

Activity - Student of the Month & Most Improved Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Once per month selected students who have exhibited all character traits and followed all school wide expectations will be recognized during a program. The students, parents, and community are invited. Students receive a certificate and an incentive bag. Students are also recognized during announcements, publicized on the school web page, school monitor, Twitter, and Facebook.</p> <p>Positive recognition will help to decrease discipline in the areas in school-wide expectations have been set (hallway, restroom, lunchroom, and arrival expectations). Parents will be invited to attend the celebration.</p>	Behavioral Support Program	09/01/2018	05/31/2019	\$500	Other	School Counselor, Tracey Gullede (Lead) All Staff
Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and members of the committee develop an intervention plan to target behavior and academics. Parents, teachers, and students are familiar with the plan and the outcome.</p> <p>This team will help to identify students who may have potential discipline issues and take preventative measures.</p>	Other	09/01/2018	05/31/2019	\$0	No Funding Required	Tracey Gullede Emily Jackson Tameka Hicks Homeroom Teacher Stephanie Wortz (EL)

Goal 3: By Spring 2019, Eufaula Primary School students will show measurable growth in reading language arts as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.

Measurable Objective 1:

achieve college and career readiness using English Language Arts benchmarks taught to mastery. by 05/31/2019 as measured by the grade specific common assessment, end of nine weeks assessments, and Scantron Performance Series. .

Strategy 1:

College & Career Readiness Standards - Teachers will implement the College and Career Readiness Standards using English Language Arts benchmarks taught to mastery. Teachers will emphasize strategies taught via the ARI module.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Alabama Reading Initiative (ARI)

Kindergarten, 1st Grade, 2nd Grade COS

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Activity - Guided Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize small group reading groups based on students instructional levels. Small group instruction will focus on teaching grade level benchmark skills.	Direct Instruction	08/13/2018	05/31/2019	\$0	No Funding Required	All Certified Staff Administration
Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>The Accelerated Reader program is a comprehensive literacy program that motivates students to increase their reading and vocabulary comprehension and to develop independent readers.</p> <p>Goals:</p> <ul style="list-style-type: none"> • help students develop a love for reading by having access to books that are on their independent reading level • to build vocabulary and comprehension • to recognize student and class accomplishments when goals are met • reinforce the EPS Reading Success Plan <p>School wide Expectations:</p> <ul style="list-style-type: none"> • Kindergarten students will not be assessed using STAR; however, independent kindergarten students are encouraged to participate in AR. Independent readers can take AR test with or without audio at the teacher's discretion. • Teachers should give the start test to all students by the time their classes come to the library starting the week of September 5. • Students should read and test on a minimum of 2 books each time they come to the library. Students will be able to select AR books on their level from the teacher's library, media center, public library, and home. (If a student selects a book outside of their range, they should be praised. However, they will not be required to take an AR test on the book. If the book is too difficult the teacher should offer a more level appropriate alternative.) • Students in first and second grade will take the STAR test at the end of each nine weeks to provide up to date ZPD (zone proximal development) and GE (grade equivalent score). • Test scores will not be erased to allow students to retest on books not passed. <p>Incentives:</p> <ul style="list-style-type: none"> • Each class will recognize their top boy and girl reader at the end of the nine weeks based on the number of points earned. These readers will be honored at the Student of the Month Celebration closest to the end of the nine weeks. • Each time students earn 5 points, they will be recognized over the intercom during morning announcements. • As students reach the 5-point marks (with 80 % accuracy), they will be added to the AR Wall of Fame. • At the end of each nine weeks, students who meet the eight-point goal (with 80% accuracy) will have a special celebration in the library. (ex. – popsicle party, dance party, etc.) <p>Teacher/Administration Accountability:</p> <ul style="list-style-type: none"> • Administration/Media Center staff will check STAR/AR reports monthly to determine if students are meeting the required number of tests. • In order for students to be recognized as the class reader of the month, teachers must have students take at least 10 tests per nine weeks. 	<p>Academic Support Program</p>	<p>08/23/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Staff Administration</p>
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<p>teachers must have students take at least 10 tests per nine weeks.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Students must follow an established procedure before taking a quiz. You want to make sure that students have read the books they want to quiz on, and have equal and timely access to Ipads. • Instruct students to come to you before quizzing and show you their reading log. You review the student's reading history with the book he's ready to quiz on and check to see if it's reasonable. If the student must go out of the room to quiz, initial the log or otherwise indicate on the log that it's okay for him to take a quiz. Tell students that they must not take the book with them when they quiz, just their log. • At NO time will ANY student be allowed to take a "practice" test for any AR book. The Teacher Preview feature for tests are a resource for teachers ONLY!!!! • Other information: Home Connect letters need to go home with each student as soon as they begin taking AR test. These letters can be printed from the Renaissance Place website. <p>Parental Engagement:</p> <ul style="list-style-type: none"> • EPS Goal: To assist parents in becoming active partners within the school to support their child's literacy growth. • Parent Goal: To support the EPS Reading Success Plan by participating in activities, meetings, communication, and assignments regarding their child's progress. • Encourage nightly reading at home for at least 20-30 minutes. • Encourage parents to read to student; student read to parent; parent and student reading collaboratively • The child's parent/guardian will monitor and read with their students daily • The child or parent/guardian will record date, title of book, and pages read on the monthly AR log. • Parent will sign log upon completion and return to teacher. All parts of the reading log must be filled out to receive the schoolwide incentive. • AR Parent Kickoff Workshop (November 29th @ 5:30pm)- Explanation of Accelerated Reader, schoolwide goal, and information about progress reports to be sent home each grading period • Parents will be provided information about the AR Social Media Recognition Campaign (Hashtag #ReadingSuperpower_theEPSway) 						
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>EPS teachers will participate in collaborative learning communities to analyze and improve their classroom practice in foundations of reading and guided reading. PLC topics will focus on the following: foundations of learning, assessment, intervention, phonemic awareness, phonics, fluency, oral language and vocabulary, comprehension, and guided reading. Teachers will utilize strategies learned to improve reading achievement in all grades.</p>	Professional Learning	08/23/2018	05/31/2019	\$0	No Funding Required	All Certified Teachers Special Education Teachers Administration Instructional Coach

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia is a research proven program which provides explicit, systematic, personalized learning in six areas of reading instruction. Each area targets gaps as they emerge, providing teachers with the data and student-specific resources need for individual small group instruction. Students will have access to the program before, during, and after school. Students will receive a minimum of 45-60 of Lexia instruction each week.	Academic Support Program	09/03/2018	05/31/2019	\$8500	State Funds	All Certified Staff Administration Media Specialist Instructional Coach
Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year. *Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946. * Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0	No Funding Required	All Certified Staff Administration Media Specialist Instructional Coach
Activity - Primary Comprehension Toolkit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Comprehension Toolkit Series has all of the language, teaching moves, and re-usable resources to build students' reading comprehension in ways that are visible and audible and helps to show evidence of developing students' thinking over time. As an active literacy learning framework, The Comprehension Toolkit can be implemented as part of a literacy block or within a curriculum lesson such as science and history. This supplemental resource will be used to support every instructional setting including whole group, ELL support, small group, independent practice, and intervention.	Academic Support Program	01/04/2019	05/31/2019	\$4654	Title I Schoolwide	Certified Homeroom Teachers Instructional Coach Administrators

Goal 4: By Spring 2019, Eufaula Primary School students will show measurable growth in mathematics as demonstrated by quarterly benchmarks, common assessments, Performance

Series, and/or other measures.

Measurable Objective 1:

demonstrate a proficiency of 70% by 05/31/2019 as measured by mastery of mathematics benchmarks on common assessments, Classworks, and Performance Series.

Strategy 1:

Classroom & Small Group Instruction - All activities and professional development will support the improvement of student achievement in mathematics. All activities listed under this strategy will be monitored and reevaluated to make the necessary changes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACOS Mathematics

Activity - Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson. All teachers will utilize this program to provide math instruction in both the whole group and small group setting. Focus areas will include: computation, estimation, probability, basic facts (+/-), content vocabulary, and conceptual math. Additional support will be available online for parent and teacher support.	Academic Support Program	08/07/2018	05/31/2019	\$0	Other	All Certified Staff Administration Instructional Coach
Activity - Math Daily 3/Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction, modeling, practice, repetition, and review throughout the year. General content vocabulary will include defining, modeling, creating examples, and using vocabulary in context. Math Daily 3, a structured form of small group, will also be incorporated. Math Daily 3 will also provide a system to teach students to be independent with math choices, using the ten steps of independence, and structured math block (60-90 minutes).	Direct Instruction	08/08/2018	05/31/2019	\$0	No Funding Required	All Certified Staff
Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year. *Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946. * Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0	No Funding Required	All Certified Staff Administration Instructional Coach Media Specialist
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Eureka Math	Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson. All teachers will utilize this program to provide math instruction in both the whole group and small group setting. Focus areas will include: computation, estimation, probability, basic facts (+/-), content vocabulary, and conceptual math. Additional support will be available online for parent and teacher support.	Academic Support Program	08/07/2018	05/31/2019	\$0	All Certified Staff Administration Instructional Coach
Student of the Month & Most Improved Celebration	Once per month selected students who have exhibited all character traits and followed all school wide expectations will be recognized during a program. The students, parents, and community are invited. Students receive a certificate and an incentive bag. Students are also recognized during announcements, publicized on the school web page, school monitor, Twitter, and Facebook. Positive recognition will help to decrease discipline in the areas in school-wide expectations have been set (hallway, restroom, lunchroom, and arrival expectations). Parents will be invited to attend the celebration.	Behavioral Support Program	09/01/2018	05/31/2019	\$500	School Counselor, Tracey Gullede (Lead) All Staff
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Daily 3/Small Group	Small group instruction, modeling, practice, repetition, and review throughout the year. General content vocabulary will include defining, modeling, creating examples, and using vocabulary in context. Math Daily 3, a structured form of small group, will also be incorporated. Math Daily 3 will also provide a system to teach students to be independent with math choices, using the ten steps of independence, and structured math block (60-90 minutes).	Direct Instruction	08/08/2018	05/31/2019	\$0	All Certified Staff

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Annual Title 1 Meeting	Annual Title I Meeting is held at the beginning of the school year and provides parents and students insight into the programs and curriculum offered at EPS/	Policy and Process	08/28/2018	08/28/2018	\$0	Administration of EPS/
Professional Learning Communities	EPS teachers will participate in collaborative learning communities to analyze and improve their classroom practice in foundations of reading and guided reading. PLC topics will focus on the following: foundations of learning, assessment, intervention, phonemic awareness, phonics, fluency, oral language and vocabulary, comprehension, and guided reading. Teachers will utilize strategies learned to improve reading achievement in all grades.	Professional Learning	08/23/2018	05/31/2019	\$0	All Certified Teachers Special Education Teachers Administration Instructional Coach

<p>Accelerated Reading</p>	<p>The Accelerated Reader program is a comprehensive literacy program that motivates students to increase their reading and vocabulary comprehension and to develop independent readers.</p> <p>Goals:</p> <ul style="list-style-type: none"> • help students develop a love for reading by having access to books that are on their independent reading level • to build vocabulary and comprehension • to recognize student and class accomplishments when goals are met • reinforce the EPS Reading Success Plan <p>School wide Expectations:</p> <ul style="list-style-type: none"> • Kindergarten students will not be assessed using STAR; however, independent kindergarten students are encouraged to participate in AR. Independent readers can take AR test with or without audio at the teacher's discretion. • Teachers should give the start test to all students by the time their classes come to the library starting the week of September 5. • Students should read and test on a minimum of 2 books each time they come to the library. Students will be able to select AR books on their level from the teacher's library, media center, public library, and home. (If a student selects a book outside of their range, they should be praised. However, they will not be required to take an AR test on the book. If the book is too difficult the teacher should offer a more level appropriate alternative.) • Students in first and second grade will take the STAR test at the end of each nine weeks to provide up to date ZPD (zone proximal development) and GE (grade equivalent score). • Test scores will not be erased to allow students to retest on books not passed. <p>Incentives:</p> <ul style="list-style-type: none"> • Each class will recognize their top boy and girl reader at the end of the nine weeks based on the number of points earned. These readers will be honored at the Student of the Month Celebration closest to the end of the nine weeks. • Each time students earn 5 points, they will be recognized over the intercom during morning announcements. • As students reach the 5-point marks (with 80 % accuracy), they will be added to the AR Wall of Fame. • At the end of each nine weeks, students who meet the eight-point goal (with 80% accuracy) will have a special celebration in the library. (ex. – popsicle party, dance party, 	<p>Academic Support Program</p>	<p>08/23/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>All Staff Administration</p>
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celebration in the library. (ex. – popsicle party, dance party, etc.)

Teacher/Administration Accountability:

- Administration/Media Center staff will check STAR/AR reports monthly to determine if students are meeting the required number of tests.
- In order for students to be recognized as the class reader of the month, teachers must have students take at least 10 tests per nine weeks.

Assessments:

- Students must follow an established procedure before taking a quiz. You want to make sure that students have read the books they want to quiz on, and have equal and timely access to Ipads.
- Instruct students to come to you before quizzing and show you their reading log. You review the student's reading history with the book he's ready to quiz on and check to see if it's reasonable. If the student must go out of the room to quiz, initial the log or otherwise indicate on the log that it's okay for him to take a quiz. Tell students that they must not take the book with them when they quiz, just their log.
- At NO time will ANY student be allowed to take a "practice" test for any AR book. The Teacher Preview feature for tests are a resource for teachers ONLY!!!!
- Other information: Home Connect letters need to go home with each student as soon as they begin taking AR test. These letters can be printed from the Renaissance Place website.

Parental Engagement:

- EPS Goal: To assist parents in becoming active partners within the school to support their child's literacy growth.
- Parent Goal: To support the EPS Reading Success Plan by participating in activities, meetings, communication, and assignments regarding their child's progress.
- Encourage nightly reading at home for at least 20-30 minutes.
- Encourage parents to read to student; student read to parent; parent and student reading collaboratively
- The child's parent/guardian will monitor and read with their students daily
- The child or parent/guardian will record date, title of book, and pages read on the monthly AR log.
- Parent will sign log upon completion and return to teacher. All parts of the reading log must be filled out to receive the schoolwide incentive.
- AR Parent Kickoff Workshop (November 29th @ 5:30pm)- Explanation of Accelerated Reader, schoolwide goal, and information about progress reports to be sent home each grading period
- Parents will be provided information about the AR Social

	<ul style="list-style-type: none"> Parents will be provided information about the AR Social Media Recognition Campaign (Hashtag #ReadingSuperpower_theEPSway) 					
School Tours	School tours will be conducted for students who are transitioning from one building to another in the district.	Academic Support Program	03/01/2019	05/24/2019	\$0	Administrations of Schools involved.
Problem Solving Team	<p>Teachers and members of the committee develop an intervention plan to target behavior and academics. Parents, teachers, and students are familiar with the plan and the outcome.</p> <p>This team will help to identify students who may have potential discipline issues and take preventative measures.</p>	Other	09/01/2018	05/31/2019	\$0	Tracey Gulledge Emily Jackson Tameka Hicks Homeroom Teacher Stephanie Wortz (EL)
Registration Process	Grade level orientation will include levels of academic proficiency and curriculum as well as the registration process.	Academic Support Program	08/09/2018	05/24/2019	\$0	All faculty and staff as well as support personnel at the Central Office.
Performance Series Testing	<p>Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year.</p> <p>*Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946. * Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.</p>	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0	All Certified Staff Administration Instructional Coach Media Specialist
Guided Reading Instruction	Teachers will utilize small group reading groups based on students instructional levels. Small group instruction will focus on teaching grade level benchmark skills.	Direct Instruction	08/13/2018	05/31/2019	\$0	All Certified Staff Administration
Open House	This is an orientation held prior to the start of school for grades K through 2. The students and parents are able to visit their new classroom, teacher and visit with their peers.	Academic Support Program	08/01/2018	08/10/2018	\$0	All faculty and staff including support personnel from the Central Office.

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Performance Series Testing	<p>Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year.</p> <p>*Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946.</p> <p>* Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.</p>	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0	All Certified Staff Administration Media Specialist Instructional Coach
Character Counts Lesson (Guidance)	<p>Monthly students will participate in a one hour guidance class led by the counselor. Strategies for improving behavior throughout the school will be taught. Classes will concentrate on good character, making good choices, and improving behavior. Guidance classes will also discuss bullying, ways to make friends, controlling your anger, respecting differences in others, and working cooperatively.</p> <p>Monthly scheduled classes will be sent via Google calendar.</p>	Behavioral Support Program	08/08/2018	05/31/2019	\$0	All
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia	<p>Lexia is a research proven program which provides explicit, systematic, personalized learning in six areas of reading instruction. Each area targets gaps as they emerge, providing teachers with the data and student-specific resources need for individual small group instruction. Students will have access to the program before, during, and after school. Students will receive a minimum of 45-60 of Lexia instruction each week.</p>	Academic Support Program	09/03/2018	05/31/2019	\$8500	All Certified Staff Administration Media Specialist Instructional Coach
Total					\$8500	

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Primary Comprehension Toolkit	<p>The Comprehension Toolkit Series has all of the language, teaching moves, and re-usable resources to build students' reading comprehension in ways that are visible and audible and helps to show evidence of developing students' thinking over time.</p> <p>As an active literacy learning framework, The Comprehension Toolkit can be implemented as part of a literacy block or within a curriculum lesson such as science and history. This supplemental resource will be used to support every instructional setting including whole group, ELL support, small group, independent practice, and intervention.</p>	Academic Support Program	01/04/2019	05/31/2019	\$4654	Certified Homeroom Teachers Instructional Coach Administrator s
Total					\$4654	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	We used the eProve Surveys in My Journey.	Student Survey 2018 Staff Open-Ended Answers 2018 Parent Survey 2018 Staff Survey 2018

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Areas of Highest Satisfaction

Staff

Staff members use multiple sources of data to make decisions about teaching and learning.

Decisions are made in alignment with the school's values and mission.

Professional development focuses on teaching and learning.

Opportunities exist for staff members to observe peers and offer encouragement.

Staff members informally share ideas and suggestions for improving student learning.

Students

In my school, my principal and teachers want every student to learn.

In my school, my teachers want me to do my best work.

My teachers care about students.

My school has IPADS and other technology that help me learn.

Parents

Our students are most often listening to the teacher and thinking.

Our school's purpose statement is clearly focused on student success.

Our school provides opportunities for parents and community members to be involved in the school.

Our school provides a safe learning environment.

Our school ensures that facilities support student learning.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The areas that show a trend toward increasing stakeholder satisfaction or approval seem to be that students feel cared for, expectations are high, and the school is a safe environment.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The above findings are consistent with the findings in all three eProve surveys administered.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Areas of Lowest Satisfaction

Staff

Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority.

Staff members regularly share student work to guide overall school improvement.

The school facility is clean, attractive and inviting.

Selling ice cream and popcorn is a positive thing.

Students

In my school, students treat adults with respect.

Parents

Our school system's leadership does not interfere with the operation of the leadership of our school.

All of my child's teachers use a variety of teaching strategies and learning activities.

My child has up-to-date technology.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

There are two areas that shows a trend towards decreasing stakeholder satisfaction or approval and that is the one from parents and one from teachers:

- School's governing body does not interfere with the operation or leadership of the school. This is stated just a bit differently on the eProve survey from the survey done last year.

- School leaders hold themselves accountable for student learning. This is also stated just a bit differently in the above answer.

What are the implications for these stakeholder perceptions?

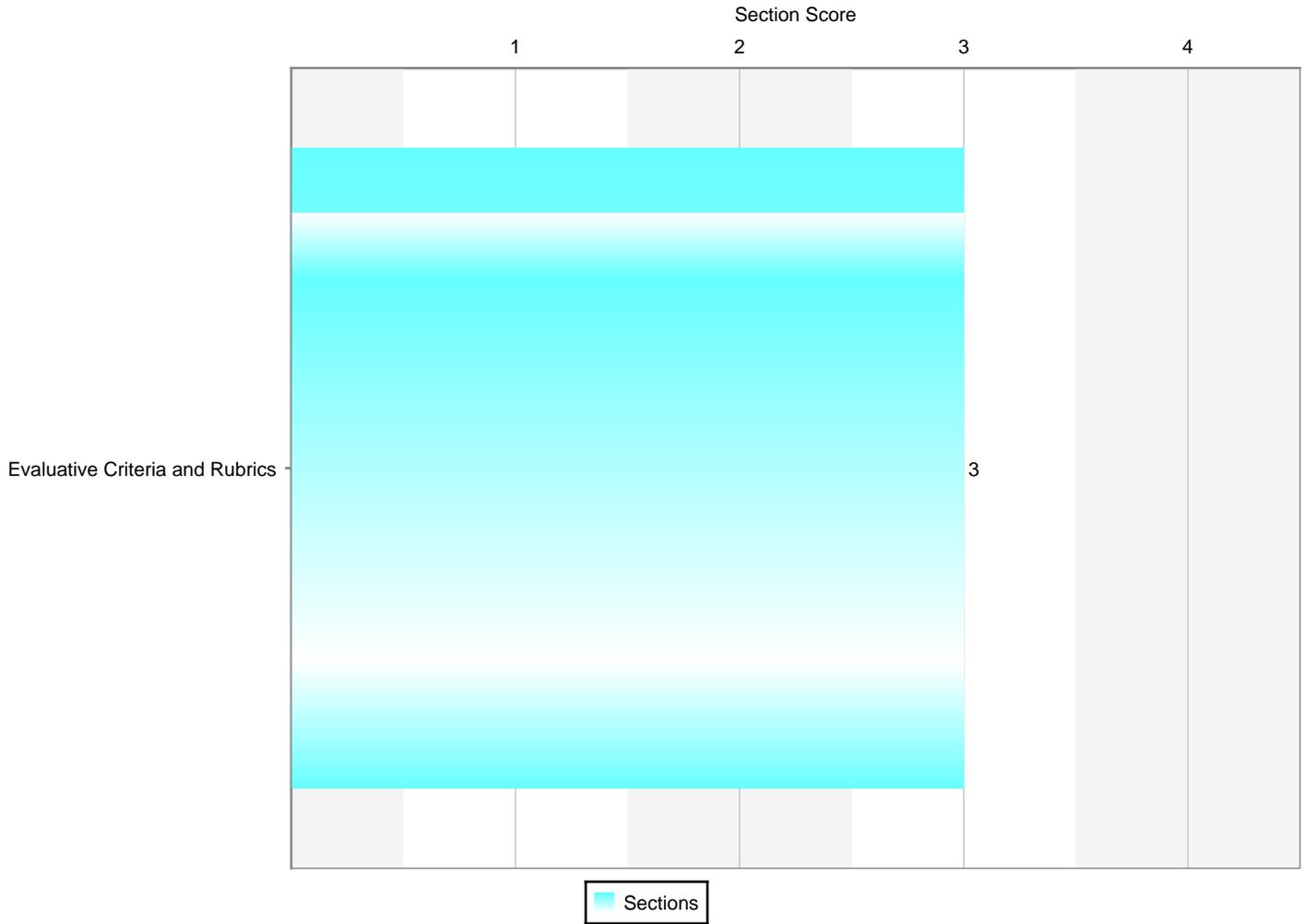
The implications for these stakeholder perceptions is to get some clarification on how the parents feel that the governing body of the school system interferes with the operations of the primary school. Also, we need to collect some information from teachers as to why they feel that there is not shared responsibility and accountability without evidence of imposed authority and power. We need to know what the evidence of this imposition is.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The reported findings are consistent with other stakeholder feedback sources from last year and the eProve surveys given this year.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The school advisory committee has the responsibility of conducting and analyzing the needs assessment, to include local and state student achievement data, survey results, plans for high-performing and at-risk students as well as EL, reflection and projection documents based on the effectiveness of the current ACIP to provide suggestions and modifications in revision of the ACIP. In addition, results of the state assessments are distributed and discussed at a faculty meeting. Also, assessment results are examined by each grade level and subject through data meetings. Mastery of standards are examined and addressed by the principal during each nine weeks. Each faculty member is given copies of the State Course of Study, local curriculum guides, ACCESS scores, objectives and WIDA standards. Teachers are responsible for teaching all objectives from the above mentioned documents. Alabama Alternate Assessment (AAA) is administered only when specified in the Individual Education Plan (IEP). Also, perception surveys are given to parents in order to identify school characteristics that they consider to be of importance and concern for EPS. The information gained from these surveys is tallied and areas of concern are addressed with parents, teachers and administration.

What were the results of the comprehensive needs assessment?

Eufaula Primary School students need to master the ELA Standards.

What conclusions were drawn from the results?

The conclusion drawn from the results is that Tier I ELA Instruction has to be strengthened in order for students to experience mastery with them.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

EPS teachers will continue to teach grade level standards to mastery and align assessments to the standards as standards as assessed on Classworks Universal Screener, common assessments, and formative assessments.

How are the school goals connected to priority needs and the needs assessment?

EPS goals for this year are for both reading and math based on the assessment sources and current reading and math data at the third grade level. The focus for our school is guided reading.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goals were developed based on the commonalities found in multiple data sources for reading and mathematics. Sources of data include Classworks Universal Screener, Developmental Reading Inventory (DRA), and common assessments.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals address the needs of the whole school population and disadvantaged students by implementing engaging strategies to improve proficiency in reading and math tied to real-world problems.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

To support and assist students in transitioning from one grade level to the next.

Measurable Objective 1:

collaborate to provide support for students to transition successfully from one grade level to another. by 05/24/2019 as measured by successful transitioning from one building to another with minimal withdrawals for other educational options in the school district area..

Strategy1:

Annual Title I Meeting - Title I Annual Meeting held at the beginning of the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Annual Title 1 Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual Title I Meeting is held at the beginning of the school year and provides parents and students insight into the programs and curriculum offered at EPS/	Policy and Process	08/28/2018	08/28/2018	\$0 - No Funding Required	Administration of EPS/

Strategy2:

Open House - Open House in English and Spanish for students and parents.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an orientation held prior to the start of school for grades K through 2. The students and parents are able to visit their new classroom, teacher and visit with their peers.	Academic Support Program	08/01/2018	08/10/2018	\$0 - No Funding Required	All faculty and staff including support personnel from the Central Office.

Strategy3:

School Tours - School Tours will be held for students who are transitioning in or out of the building.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - School Tours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School tours will be conducted for students who are transitioning from one building to another in the district.	Academic Support Program	03/01/2019	05/24/2019	\$0 - No Funding Required	Administrations of Schools involved.

Strategy4:

Grade Orientation - There will be grade orientation for each grade level at Eufaula Primary School (EPS).

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Registration Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level orientation will include levels of academic proficiency and curriculum as well as the registration process.	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	All faculty and staff as well as support personnel at the Central Office.

Goal 2:

All stakeholders will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.

Measurable Objective 1:

collaborate to decrease school discipline through the incorporation of positive behavior interventions and support by 10% by 05/31/2019 as measured by a decrease in student referrals according to the annual ISS data report.

Strategy1:

EPS Discipline & Positive Supports - Teaching Good Choices: Staff will guide children in how to be students by teaching them about good and bad choices. All faculty and staff will be provided strategies for dealing with students' habitual misbehavior.

Eufaula Primary will implement school-wide discipline expectation and procedures. Each classroom will utilize the same five-step discipline plan.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Supports (PBIS)

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and members of the committee develop an intervention plan to target behavior and academics. Parents, teachers, and students are familiar with the plan and the outcome. This team will help to identify students who may have potential discipline issues and take preventative measures.	Other	09/01/2018	05/31/2019	\$0 - No Funding Required	Tracey Gullede Emily Jackson Tameka Hicks Homeroom Teacher Stephanie Wortz (EL)

Activity - Student of the Month & Most Improved Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Once per month selected students who have exhibited all character traits and followed all school wide expectations will be recognized during a program. The students, parents, and community are invited. Students receive a certificate and an incentive bag. Students are also recognized during announcements, publicized on the school web page, school monitor, Twitter, and Facebook.</p> <p>Positive recognition will help to decrease discipline in the areas in school-wide expectations have been set (hallway, restroom, lunchroom, and arrival expectations). Parents will be invited to attend the celebration.</p>	Behavioral Support Program	09/01/2018	05/31/2019	\$500 - Other	School Counselor, Tracey Gullede (Lead) All Staff

Activity - Character Counts Lesson (Guidance)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Monthly students will participate in a one hour guidance class led by the counselor. Strategies for improving behavior throughout the school will be taught. Classes will concentrate on good character, making good choices, and improving behavior.</p> <p>Guidance classes will also discuss bullying, ways to make friends, controlling your anger, respecting differences in others, and working cooperatively.</p> <p>Monthly scheduled classes will be sent via Google calendar.</p>	Behavioral Support Program	08/08/2018	05/31/2019	\$0 - No Funding Required	All

Goal 3:

By Spring 2019, Eufaula Primary School students will show measurable growth in reading language arts as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.

Measurable Objective 1:

achieve college and career readiness using English Language Arts benchmarks taught to mastery. by 05/31/2019 as measured by the grade specific common assessment, end of nine weeks assessments, and Scantron Performance Series. .

Strategy1:

College & Career Readiness Standards - Teachers will implement the College and Career Readiness Standards using English Language Arts benchmarks taught to mastery. Teachers will emphasize strategies taught via the ARI module.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Alabama Reading Initiative (ARI)

Kindergarten, 1st Grade, 2nd Grade COS

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year.</p> <p>*Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946.</p> <p>* Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266.</p> <p>*Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.</p>	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration Media Specialist Instructional Coach

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Lexia is a research proven program which provides explicit, systematic, personalized learning in six areas of reading instruction. Each area targets gaps as they emerge, providing teachers with the data and student-specific resources need for individual small group instruction. Students will have access to the program before, during, and after school. Students will receive a minimum of 45-60 of Lexia instruction each week.</p>	Academic Support Program	09/03/2018	05/31/2019	\$8500 - State Funds	All Certified Staff Administration Media Specialist Instructional Coach

Activity - Guided Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize small group reading groups based on students instructional levels. Small group instruction will focus on teaching grade level benchmark skills.</p>	Direct Instruction	08/13/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>EPS teachers will participate in collaborative learning communities to analyze and improve their classroom practice in foundations of reading and guided reading. PLC topics will focus on the following: foundations of learning, assessment, intervention, phonemic awareness, phonics, fluency, oral language and vocabulary, comprehension, and guided reading. Teachers will utilize strategies learned to improve reading achievement in all grades.</p>	Professional Learning	08/23/2018	05/31/2019	\$0 - No Funding Required	All Certified Teachers Special Education Teachers Administration Instructional Coach

Goal 4:

By Spring 2019, Eufaula Primary School students will show measurable growth in mathematics as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.

Measurable Objective 1:

demonstrate a proficiency of 70% by 05/31/2019 as measured by mastery of mathematics benchmarks on common assessments, Classworks, and Performance Series.

Strategy1:

Classroom & Small Group Instruction - All activities and professional development will support the improvement of student achievement in mathematics. All activities listed under this strategy will be monitored and reevaluated to make the necessary changes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACOS Mathematics

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year. *Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946. * Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: - 1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration Instructional Coach Media Specialist

Activity - Math Daily 3/Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction, modeling, practice, repetition, and review throughout the year. General content vocabulary will include defining, modeling, creating examples, and using vocabulary in context. Math Daily 3, a structured form of small group, will also be incorporated. Math Daily 3 will also provide a system to teach students to be independent with math choices, using the ten steps of independence, and structured math block (60-90 minutes).	Direct Instruction	08/08/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff

ACIP

Eufaula Primary School

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson. All teachers will utilize this program to provide math instruction in both the whole group and small group setting. Focus areas will include: computation, estimation, probability, basic facts (+/-), content vocabulary, and conceptual math. Additional support will be available online for parent and teacher support.	Academic Support Program	08/07/2018	05/31/2019	\$0 - Other	All Certified Staff Administration Instructional Coach

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

To support and assist students in transitioning from one grade level to the next.

Measurable Objective 1:

collaborate to provide support for students to transition successfully from one grade level to another. by 05/24/2019 as measured by successful transitioning from one building to another with minimal withdrawals for other educational options in the school district area..

Strategy1:

School Tours - School Tours will be held for students who are transitioning in or out of the building.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - School Tours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School tours will be conducted for students who are transitioning from one building to another in the district.	Academic Support Program	03/01/2019	05/24/2019	\$0 - No Funding Required	Administrations of Schools involved.

Strategy2:

Grade Orientation - There will be grade orientation for each grade level at Eufaula Primary School (EPS).

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Registration Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level orientation will include levels of academic proficiency and curriculum as well as the registration process.	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	All faculty and staff as well as support personnel at the Central Office.

Strategy3:

Open House - Open House in English and Spanish for students and parents.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an orientation held prior to the start of school for grades K through 2. The students and parents are able to visit their new classroom, teacher and visit with their peers.	Academic Support Program	08/01/2018	08/10/2018	\$0 - No Funding Required	All faculty and staff including support personnel from the Central Office.

Strategy4:

Annual Title I Meeting - Title I Annual Meeting held at the beginning of the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Annual Title 1 Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual Title I Meeting is held at the beginning of the school year and provides parents and students insight into the programs and curriculum offered at EPS/	Policy and Process	08/28/2018	08/28/2018	\$0 - No Funding Required	Administration of EPS/

Goal 2:

All stakeholders will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.

Measurable Objective 1:

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Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Supports (PBIS)

ACIP

Eufaula Primary School

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<p>Teachers and members of the committee develop an intervention plan to target behavior and academics. Parents, teachers, and students are familiar with the plan and the outcome.</p> <p>This team will help to identify students who may have potential discipline issues and take preventative measures.</p>	Other	09/01/2018	05/31/2019	\$0 - No Funding Required	Tracey Gullledge Emily Jackson Tameka Hicks Homeroom Teacher Stephanie Wortz (EL)

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Activity - Student of the Month & Most Improved Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Once per month selected students who have exhibited all character traits and followed all school wide expectations will be recognized during a program. The students, parents, and community are invited. Students receive a certificate and an incentive bag. Students are also recognized during announcements, publicized on the school web page, school monitor, Twitter, and Facebook.</p> <p>Positive recognition will help to decrease discipline in the areas in school-wide expectations have been set (hallway, restroom, lunchroom, and arrival expectations). Parents will be invited to attend the celebration.</p>	Behavioral Support Program	09/01/2018	05/31/2019	\$500 - Other	School Counselor, Tracey Gullledge (Lead) All Staff

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Research Cited: Alabama Reading Initiative (ARI)

Kindergarten, 1st Grade, 2nd Grade COS

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Goal 4:

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Measurable Objective 1:

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Strategy1:

Classroom & Small Group Instruction - All activities and professional development will support the improvement of student achievement in mathematics. All activities listed under this strategy will be monitored and reevaluated to make the necessary changes.

Category: Develop/Implement College and Career Ready Standards

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Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

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Measurable Objective 1:

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Activity - Guided Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize small group reading groups based on students instructional levels. Small group instruction will focus on teaching grade level benchmark skills.	Direct Instruction	08/13/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research proven program which provides explicit, systematic, personalized learning in six areas of reading instruction. Each area targets gaps as they emerge, providing teachers with the data and student-specific resources need for individual small group instruction. Students will have access to the program before, during, and after school. Students will receive a minimum of 45-60 of Lexia instruction each week.	Academic Support Program	09/03/2018	05/31/2019	\$8500 - State Funds	All Certified Staff Administration Media Specialist Instructional Coach

ACIP

Eufaula Primary School

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year.</p> <p>*Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946.</p> <p>* Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.</p>	<p>Other - Assessment (Benchmark)</p>	<p>12/18/2018</p>	<p>05/31/2019</p>	<p>\$0 - No Funding Required</p>	<p>All Certified Staff Administration Media Specialist Instructional Coach</p>

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EPS teachers will participate in collaborative learning communities to analyze and improve their classroom practice in foundations of reading and guided reading. PLC topics will focus on the following: foundations of learning, assessment, intervention, phonemic awareness, phonics, fluency, oral language and vocabulary, comprehension, and guided reading. Teachers will utilize strategies learned to improve reading achievement in all grades.	Professional Learning	08/23/2018	05/31/2019	\$0 - No Funding Required	All Certified Teachers Special Education Teachers Administration Instructional Coach

Goal 4:

By Spring 2019, Eufaula Primary School students will show measurable growth in mathematics as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.

Measurable Objective 1:

demonstrate a proficiency of 70% by 05/31/2019 as measured by mastery of mathematics benchmarks on common assessments, Classworks, and Performance Series.

Strategy1:

Classroom & Small Group Instruction - All activities and professional development will support the improvement of student achievement in mathematics. All activities listed under this strategy will be monitored and reevaluated to make the necessary changes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACOS Mathematics

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year. *Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946. * Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: - 1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration Instructional Coach Media Specialist

Activity - Math Daily 3/Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction, modeling, practice, repetition, and review throughout the year. General content vocabulary will include defining, modeling, creating examples, and using vocabulary in context. Math Daily 3, a structured form of small group, will also be incorporated. Math Daily 3 will also provide a system to teach students to be independent with math choices, using the ten steps of independence, and structured math block (60-90 minutes).	Direct Instruction	08/08/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson. All teachers will utilize this program to provide math instruction in both the whole group and small group setting. Focus areas will include: computation, estimation, probability, basic facts (+/-), content vocabulary, and conceptual math. Additional support will be available online for parent and teacher support.	Academic Support Program	08/07/2018	05/31/2019	\$0 - Other	All Certified Staff Administration Instructional Coach

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

To support and assist students in transitioning from one grade level to the next.

Measurable Objective 1:

collaborate to provide support for students to transition successfully from one grade level to another. by 05/24/2019 as measured by successful transitioning from one building to another with minimal withdrawals for other educational options in the school district area..

Strategy1:

Annual Title I Meeting - Title I Annual Meeting held at the beginning of the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Annual Title 1 Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual Title I Meeting is held at the beginning of the school year and provides parents and students insight into the programs and curriculum offered at EPS/	Policy and Process	08/28/2018	08/28/2018	\$0 - No Funding Required	Administration of EPS/

Strategy2:

Grade Orientation - There will be grade orientation for each grade level at Eufaula Primary School (EPS).

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Registration Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level orientation will include levels of academic proficiency and curriculum as well as the registration process.	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	All faculty and staff as well as support personnel at the Central Office.

Strategy3:

Open House - Open House in English and Spanish for students and parents.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an orientation held prior to the start of school for grades K through 2. The students and parents are able to visit their new classroom, teacher and visit with their peers.	Academic Support Program	08/01/2018	08/10/2018	\$0 - No Funding Required	All faculty and staff including support personnel from the Central Office.

Strategy4:

School Tours - School Tours will be held for students who are transitioning in or out of the building.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - School Tours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School tours will be conducted for students who are transitioning from one building to another in the district.	Academic Support Program	03/01/2019	05/24/2019	\$0 - No Funding Required	Administrations of Schools involved.

Goal 2:

All stakeholders will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.

Measurable Objective 1:

collaborate to decrease school discipline through the incorporation of positive behavior interventions and support by 10% by 05/31/2019 as measured by a decrease in student referrals according to the annual ISS data report.

Strategy1:

EPS Discipline & Positive Supports - Teaching Good Choices: Staff will guide children in how to be students by teaching them about good and bad choices. All faculty and staff will be provided strategies for dealing with students' habitual misbehavior.

Eufaula Primary will implement school-wide discipline expectation and procedures. Each classroom will utilize the same five-step discipline plan.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive Behavior Supports (PBIS)

Activity - Student of the Month & Most Improved Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Once per month selected students who have exhibited all character traits and followed all school wide expectations will be recognized during a program. The students, parents, and community are invited. Students receive a certificate and an incentive bag. Students are also recognized during announcements, publicized on the school web page, school monitor, Twitter, and Facebook.</p> <p>Positive recognition will help to decrease discipline in the areas in school-wide expectations have been set (hallway, restroom, lunchroom, and arrival expectations). Parents will be invited to attend the celebration.</p>	Behavioral Support Program	09/01/2018	05/31/2019	\$500 - Other	School Counselor, Tracey Gullede (Lead) All Staff

Activity - Character Counts Lesson (Guidance)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Monthly students will participate in a one hour guidance class led by the counselor. Strategies for improving behavior throughout the school will be taught. Classes will concentrate on good character, making good choices, and improving behavior.</p> <p>Guidance classes will also discuss bullying, ways to make friends, controlling your anger, respecting differences in others, and working cooperatively.</p> <p>Monthly scheduled classes will be sent via Google calendar.</p>	Behavioral Support Program	08/08/2018	05/31/2019	\$0 - No Funding Required	All

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers and members of the committee develop an intervention plan to target behavior and academics. Parents, teachers, and students are familiar with the plan and the outcome.</p> <p>This team will help to identify students who may have potential discipline issues and take preventative measures.</p>	Other	09/01/2018	05/31/2019	\$0 - No Funding Required	Tracey Gullede Emily Jackson Tameka Hicks Homeroom Teacher Stephanie Wortz (EL)

Goal 3:

By Spring 2019, Eufaula Primary School students will show measurable growth in reading language arts as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.

Measurable Objective 1:

SY 2018-2019

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achieve college and career readiness using English Language Arts benchmarks taught to mastery. by 05/31/2019 as measured by the grade specific common assessment, end of nine weeks assessments, and Scantron Performance Series. .

Strategy1:

College & Career Readiness Standards - Teachers will implement the College and Career Readiness Standards using English Language Arts benchmarks taught to mastery. Teachers will emphasize strategies taught via the ARI module.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Alabama Reading Initiative (ARI)

Kindergarten, 1st Grade, 2nd Grade COS

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia is a research proven program which provides explicit, systematic, personalized learning in six areas of reading instruction. Each area targets gaps as they emerge, providing teachers with the data and student-specific resources need for individual small group instruction. Students will have access to the program before, during, and after school. Students will receive a minimum of 45-60 of Lexia instruction each week.	Academic Support Program	09/03/2018	05/31/2019	\$8500 - State Funds	All Certified Staff Administration Media Specialist Instructional Coach

Activity - Guided Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize small group reading groups based on students instructional levels. Small group instruction will focus on teaching grade level benchmark skills.	Direct Instruction	08/13/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EPS teachers will participate in collaborative learning communities to analyze and improve their classroom practice in foundations of reading and guided reading. PLC topics will focus on the following: foundations of learning, assessment, intervention, phonemic awareness, phonics, fluency, oral language and vocabulary, comprehension, and guided reading. Teachers will utilize strategies learned to improve reading achievement in all grades.	Professional Learning	08/23/2018	05/31/2019	\$0 - No Funding Required	All Certified Teachers Special Education Teachers Administration Instructional Coach

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year.</p> <p>*Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946.</p> <p>* Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: -1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.</p>	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration Media Specialist Instructional Coach

Goal 4:

By Spring 2019, Eufaula Primary School students will show measurable growth in mathematics as demonstrated by quarterly benchmarks, common assessments, Performance Series, and/or other measures.

Measurable Objective 1:

demonstrate a proficiency of 70% by 05/31/2019 as measured by mastery of mathematics benchmarks on common assessments, Classworks, and Performance Series.

Strategy1:

Classroom & Small Group Instruction - All activities and professional development will support the improvement of student achievement in mathematics. All activities listed under this strategy will be monitored and reevaluated to make the necessary changes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACOS Mathematics

Activity - Math Daily 3/Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction, modeling, practice, repetition, and review throughout the year. General content vocabulary will include defining, modeling, creating examples, and using vocabulary in context. Math Daily 3, a structured form of small group, will also be incorporated. Math Daily 3 will also provide a system to teach students to be independent with math choices, using the ten steps of independence, and structured math block (60-90 minutes).	Direct Instruction	08/08/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance Series is a web-based, computer-adaptive test that is used for instructional purposes and for monitoring each student's academic growth over time. Students in first and second grade will be administered the test. Monitoring areas will include math, reading, and reading foundations. These tests are administered three times per year. *Reading Foundations Goal: -1st Grade: 70% of all students will benchmark a scaled score in the range of 1536-1845. -2nd Grade: 70% of all students will benchmark a scale score in the range of 1762-1946. * Reading Goal- 70% of all second grade students will benchmark a scaled score in the range of 1807-2266. *Math Goals: - 1st Grade: 70% of all first grade students will benchmark in the scaled score range of 1713-1923. -2nd Grade: 70% of all second grade students will benchmark in the scaled score range of 1932-2166.	Other - Assessment (Benchmark)	12/18/2018	05/31/2019	\$0 - No Funding Required	All Certified Staff Administration Instructional Coach Media Specialist

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson. All teachers will utilize this program to provide math instruction in both the whole group and small group setting. Focus areas will include: computation, estimation, probability, basic facts (+/-), content vocabulary, and conceptual math. Additional support will be available online for parent and teacher support.	Academic Support Program	08/07/2018	05/31/2019	\$0 - Other	All Certified Staff Administration Instructional Coach

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Most assessments used currently that are state-mandated come with interpretive guides that are in the Native Language needed and scores can be requested in the language as well. We have two dedicated EL teacher/Coaches that work with the students and their families to explain the assessment results both at the state and school level so that parents understand progress or the lack of. We have also purchased a program called ELlevation where EL student data will be maintained as a system so that results can be easily accessed and used to help with student success to reach a level 4.8 in the seven years as prescribed by the state of Alabama Department of Accountability

and Assessment.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have two teachers who are seeking to complete all the necessary steps for certification.	

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

In the process of screening employment applications, it is routine practice to "screen in" only those applications for certified positions that have met all certified qualification. Only if the applicant pool lacks certified applicants does the principal include those who are not currently certified. In this scenario, the principal, along with the superintendent looks closely at the teacher's status with ALSDE and then employment recommendations are made. Should a non-certified applicant become hired, administrators from EPS and central office will continuously check the progress of certification status.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

For 2017-2018, there were four turnovers: three retirements and one resignation. This would be a 12% turnover rate.

What is the experience level of key teaching and learning personnel?

Eufaula Primary School has a 46 certified personnel and 19 support staff members.

Certified staff members have the following years of experience:

- 1-3 years of experience (8 teachers)
- 4-10 years of experience (13 teachers)
- 11 or plus years of experience (25 teachers)

** Two staff members are not certified in education, but have at least 1-4 years of private education experience.

Certified staff members have the following degrees:

- Bachelor (17 teachers)
- Masters (23 teachers)
- Educational Specialist (6 teachers)

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

We do not consider 12% turnover a high turnover rate. However, the state has reinstated the mentoring program. New and novice teachers are assigned a mentoring teacher to provide a nurturing and supportive framework for growth. New teachers are given the opportunity to observe other classroom teachers and participate in new teacher meetings on Mondays.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Each year data is analyzed to determine the needs of both students and staff. Based on the data critical areas of instruction that need to be improved across a broad group of teachers is a central focus. Data is used to differentiate training and needed support throughout the year.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

NAPE Roadshow

Daily 5

Raz Kids/Reading A to Z

Rigorouss Curriculum Design

Eureka Math

Number Talks

Educator Effectiveness

Guided Reading (PLC)

OGAP Training

AMSTI

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New or novice teachers are assigned a mentoring teacher to provide a nurturing and supportive framework for growth. Teachers and mentors are given time to meet and collaborate. New teachers are also given opportunities to observe in the classrooms of mentors. Newly hired teachers participate in summer orientation, ongoing orientation at EPS with administrators bi-weekly, and participate in book studies. Mentors provide support throughout the year by giving new teachers assistance with parent conferences, curriculum, assessments, data collection, and instructional ideas. Every teacher at EPS has a planning partner whether new or old. Professional development opportunities are available to strengthen skills/improve knowledge and effective practices utilized in the classroom.

Describe how all professional development is "sustained and ongoing."

Teachers are exposed to new learning and strategies throughout the year. Professional development is ongoing and sustained through faculty meetings and grade level meeting. All professional development allows teachers the opportunities to implement learning, assess teacher implementation of the professional learning, and to participate in follow up sessions throughout the year.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

To support and assist students in transitioning from one grade level to the next.

Measurable Objective 1:

collaborate to provide support for students to transition successfully from one grade level to another. by 05/24/2019 as measured by successful transitioning from one building to another with minimal withdrawals for other educational options in the school district area..

Strategy1:

Open House - Open House in English and Spanish for students and parents.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an orientation held prior to the start of school for grades K through 2. The students and parents are able to visit their new classroom, teacher and visit with their peers.	Academic Support Program	08/01/2018	08/10/2018	\$0 - No Funding Required	All faculty and staff including support personnel from the Central Office.

Strategy2:

Grade Orientation - There will be grade orientation for each grade level at Eufaula Primary School (EPS).

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Registration Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level orientation will include levels of academic proficiency and curriculum as well as the registration process.	Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	All faculty and staff as well as support personnel at the Central Office.

Strategy3:

Annual Title I Meeting - Title I Annual Meeting held at the beginning of the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Eufaula Primary School

Activity - Annual Title 1 Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual Title I Meeting is held at the beginning of the school year and provides parents and students insight into the programs and curriculum offered at EPS/	Policy and Process	08/28/2018	08/28/2018	\$0 - No Funding Required	Administration of EPS/

Strategy4:

School Tours - School Tours will be held for students who are transitioning in or out of the building.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - School Tours	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School tours will be conducted for students who are transitioning from one building to another in the district.	Academic Support Program	03/01/2019	05/24/2019	\$0 - No Funding Required	Administrations of Schools involved.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Input from teachers at EPS is used to determine how the results of student assessment will be utilized to improve student learning and teacher instruction. Teachers administer assessments to determine if students have met certain standards and/or mastered the required standards. Teachers collaborate to determine what procedures will be best for the child if standards are not met. The following are ways that teachers utilize assessment data, anecdotal notes, observations, etc. to determine instruction:

- Each grade level students the dissaggregated data and results from the state assessments as well as data from the previous year to determine the needs to current students as well as the instructional weaknesses and/or strengths.

- Teachers meet to determine the instructional needs of students in a particular area.

- The Response to Instruction Team (Rtl) meets quarterly to discuss particular students who are experiencing difficulty. Four-week meetings are held with a member of the administrative team to monitor progress on these students.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Input from teachers at Eufaula Primary is used to determine how the results of student assessments will be utilized to improve student learning and teacher instruction. Teachers administer assessments to determine if students have met certain standards and/or mastered the required skills. Teachers collaborate to determine what procedures will be best for the child if skills are not mastered. The following are various ways that teachers utilize assessment data, anecdotal notes, observation, etc. to determine instruction:

- Each grade level studies the disaggregated data and results from the state assessments as well as data from the previous year to determine the needs of current students as well as instructional weaknesses and/or strengths.
- Teachers meet to determine the instructional needs of students in a particular area.
- The Response to Instruction Team meets as needed to discuss particular students who are experiencing difficulty.
- The EPS Advisory Committee reviews strategies in the ACIP quarterly to determine if students are experiencing difficulty or success in using certain strategies.
- Informal grade level meetings are held to determine the progress of students and reform measures to be taken to improve performance of students experiencing difficulty in certain areas.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Additional assistance is provided to students who are experiencing difficulty mastering standards through the utilization of the Problem Solving Team (PST) and Tier II intervention. Those involved in the PST process will adhere to the following procedures:

1. Classroom teacher will complete data charts to be turned in to administrators via Canvas and shared during PST meetings
2. Students who are experiencing difficulty in various areas or who have a significantly low DRA are referred to PST
3. The PST team will review current data, set an intervention goal, and discuss interventions and strategies to be implemented for eight weeks.
4. Teachers will receive a letter explaining RTI for Eufaula City Schools and the Eufaula Primary School PST process.
5. Classroom teachers will maintain documentation and progress of the student in RTI Rails. RTI Rails will serve as a digital intervention portfolio.
6. Administrators will meet with their assigned teacher every four weeks to perform mid-checks.

School wide PST meetings will be held at the end of each nine weeks. Administrators will meet with teachers to discuss progress. If the student is not making adequate progress toward the intervention goal, the Problem Solving Team will reconvene. During this meeting, new intervention goals will be established for the particular student. Students who have needs that need to be addressed between PST meeting times will be discussed every four weeks between the teacher and administrator.

Teachers are encourage to regularly inform parents of the growth their child is making during the problem solving process. Teachers can

request an administrator or the counselor attend these meetings. At the end of each nine weeks, the Problem Solving Team will meet to review the intervention goals and determine if adequate progress has made. At this time the team can decide to continue interventions, dismiss from PST or make a referral to Special Education. A letter will be sent to inform them of their child's progress toward the intervention goal.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

The following opportunities are available beyond the regular school day:

1. Volunteers (parents and community volunteers)
2. Use AR software to enhance reading skills and raise reading levels
3. Use of Learning A to Z, EPIC, and RAZ Kids to improve reading
4. Teachers will provide daily fluency folders
5. Classworks
6. Lexia (online reading and Dyslexia support)
7. Boys's and Girl's Club utilized by Eufaula Primary School Students
8. Eagle's Nest

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

ECS admission procedures are in place for the school designee in cooperation with the Director of Federal Programs to identify, register, and enroll special population students. Each new student enrolled is administered the SDE Employment Survey to identify migrant students and the Home Language Survey to identify English Learners. All parents are provided the opportunity to submit an application for free and reduced meals. Presently there are not local institutions for neglected and/or delinquent students located in the ECS attendance zone. An important component of the planning process is identifying the needs of diverse student body and making reasonable accommodations to help all students meet proficient and advanced levels of student academic achievement on state content standards. ECS receives designated state or federal funding for special populations: EL, economically disadvantaged, and special education. All students including homeless, minority, immigrant/migrant, have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. These special population are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Title I and Title X (if applicable) funds are available for homeless populations as necessary. Additional supports include the Department of Human Resources, the Department of Mental Health, and various community resources provide students with necessary school supplies, food, clothing, shelter, and medical needs, etc. ECS services include LPC, Parental Involvement Liaison, Public Information Liaison, and Speech, Physical, and Occupational Therapy and other allocated resources to meet the needs of subgroups. English Learners are identified using the home language survey and are administered the WIDA screener placement test. Classroom teachers and the EL Coach will complete a classroom accommodations checklist for each identified EL student. Specific services provided for these students are found in the Eufaula City Schools Limited English Proficient Guidelines and Procedures. EPS provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Special Education Resources Consultant tracks referrals and notices to parents concerning eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of parents, and the academic, developmental, and functional needs of the child.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Eufaula Primary School uses the following:

1. Classworks as the Universal Screener three times a year for the first and second grade. Classworks sis pad for locally.
2. Achievement and Performance Series is still available for use and this is a service provided to us by the State of Alabama.
3. Eureka Math has been purchased in full.
4. Substitutes have been paid for when Rigorous Curriculum Design planning has been scheduled, instructional peer observations, and other alternate professional development days needed.
5. Federal funds have been primary used for personnel and parenting.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

November 27

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

The school evaluates the implementation of the school wide program quarterly. At those points, we look to see if data is moving in the projected direction of our school wide goals and reflect on what we might need to modify or strengthen. Our goal this year is to make projections and reflections that are our guide as we go into the summer months and that we return to add relevant data and make any necessary changes at the beginning of the 2019 school year.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Data meetings are held to look at all of the data we have available to us (Performance Series, Classworks, Third Grade ACT Aspire, grade reports) to determine areas of notable achievement and areas of improvement. This is done to look at school level, grade level, and classroom level areas. These results are then used to plan and implement instruction.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The checkpoints are used to see if progress is being made with advancement of projection towards goal. This could be reflected in the number of Rigorous Curriculum units developed, Classworks screening data updates, and possible retention based on grade reports.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The EPS Advisory Committee reviews strategies in the A-CIP quarterly to determine if students are experiencing difficulty or success in using certain strategies. The EPS Building Leadership Team will also meet on a regular basis to discuss any revisions that need to be made based on the current data that is available.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	40.71

Provide the number of classroom teachers.

40.71

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2738385.0

Total

2,738,385.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	1252826.01

Total

1,252,826.01

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	90097.31

Total

90,097.31

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	83973.76

Total

83,973.76

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	73883.08

Total

73,883.08

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	14082.0

Total

14,082.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4224.6

Total

4,224.60

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.5

Provide the number of EL Teachers.

.5

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	41231.04

Total

41,231.04

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	25650.95

Total

25,650.95

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4512.81

Total

4,512.81

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	160458.24

Provide a brief explanation and breakdown of expenses.

\$41,231.40 = For a 0.5 unit EL Coach

\$8,556.15 = Renaissance Learning Educational Software

\$3,000.00 = School Site Material and Supplies

\$30,500.00 = Reading Program

\$268.04 = TI Teacher Material and Supplies

\$361.49 = TI Teachers Substitutes

\$56,198.52 = Instructional Coaches

\$20,342.73 = Summer Enrichment Program

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	132157.0

Provide a brief explanation and a breakdown of expenses.

Held at the District level

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	18633.0

Provide a brief explanation and a breakdown of expenses.

Used at the District level

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Used at the District level

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.17

Provide a brief explanation and breakdown of expenses.

\$9,182.00 = Teacher Unit

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Annually, the school convenes a parent meeting that encourages parent attendance for the purpose of informing parents about the school wide program and Title I requirements and offerings. This meeting is usually held early in the year during August. At this meeting, a discussion is held about the school wide plan, the school's curriculum, student assessments, student expectations for success, the 1% Title I allocation for parent and family engagement, and the parent's right to be involved in how this money is spent. The Title I Parent Advisory Committee meets annually to decide how to spend the parent and family engagement portion of the Title I budget. Generally, this money is spent for parenting workshops, parenting newsletters and events and activities to support the parenting program. All parents will be involved in decisions

concerning expenditure of funds by discussions and input at PTO meetings and by parent surveys that will be given at the end of the school year. Parents are encouraged to support their children and to be involved in school activities. Copies of the parent involvement policy and plan are made available to all parents. Parent Compacts, Parents Right to Know documents, and SDE Employment Surveys are distributed to all parents. Signed letters of receipt are retained with the classroom teacher or in the cumulative folder.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) Flexible scheduling for parent conferences will be made available to afford parents the opportunity to attend according to their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news media, flyers, e-mail, web pages, etc. Babysitting, attendance awards, door prizes and other incentives will be utilized when possible. Translators will be provided for non-English speaking parents when possible. Eufaula Primary School maintains a list of translators in the main office, utilizes Language Line or utilizes teachers on staff fluent in Spanish or other languages. When feasible, written notification will be made in the family's native language. Individual needs of parents of all subgroups will be met to include translating into primary language, transportation, hearing impaired, etc. when possible.

2) Parents serve on all policy and plan development committees in the school. They are involved in the development of both policy and plan as well as being part of the approval process. Annually, parents are asked to review the plan and the compact and to recommend any changes they would like for consideration by the committee. Parents who serve on these committees share information from these meetings with all interested parents.

3) The Title I Parent Advisory Committee meets annually to decide how to spend the parent portion of the Title I budget. Generally, this money is spent for parenting workshops, parenting newsletters and events and activities to support the parenting program. All parents will be involved in decisions concerning expenditure of funds by discussions and input at PTO meetings and by parent surveys that will be given at the beginning and end of the school year.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The faculty and staff of Eufaula Primary School seek to provide parents and other caregivers information in a uniform and varied format at various times by the following methods:

- o A variety of communication tools, including website, newsletters, school marquee, e-mails, and a monthly school calendar of dates and events.
- o The Parent Handbook that provides information about programs, academic expectations, curriculum, academic assessments and other practical information about the school.
- o Sign-In sheets at Open House in which the parents may volunteer in their child's classroom, to serve on school committees, and/or system committees.
- o Parent surveys in which parents offer suggestions as to different workshop needs with a variety of opportunities for both participation and training in varied formats and at varied times.
- o Providing translators for parents of EL at all meetings and receipt of any school correspondence in a format and to the extent practical in a language that parents can understand.
- o Required parent conferences 1st nine weeks and at the beginning of the second semester to discuss expectations, student progress and interpretation and analysis of academic assessments.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The parent compact was developed to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. The compact is reviewed annually by the CIP Advisory Committee and reviewed and updated yearly. It is the desire of our school that the principal, parents, teachers and students share the responsibility for improved student achievement.

The school and parents are expected to build and develop a partnership to help all students achieve or exceed proficiency on state's academic content standards. Therefore, the compacts are retained in the classroom for quick reference in working with parents and students. In order to ensure that the standards of the compact at the forefront of parents' and teachers' minds, the compact will be initialed at each parent conference held throughout the school year.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

If a parent disagrees with any aspect or component of the Eufaula Primary Continuous Improvement Plan, Parent and Family Engagement Plan, Eufaula City Schools Parent and Family Engagement Policy, and/or the LEA Consolidated Application for ESSA funds, that parent may contact the Principal. If not resolved, these written concerns will then be forwarded to the Eufaula City Schools' Director of Federal Programs at the Eufaula City Schools Central Office. If still dissatisfied, written concerns will then be forwarded to the Alabama State Department of Education Federal Programs Director.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Eufaula Primary School has adopted the National Standards for Parent and Family Engagement Programs: regular communication between home and school; promoting and supporting parenting skills; student learning; volunteering; school decision making and advocacy; and collaborating with the community. These quality indicators are evidence based and grounded in both sound philosophy and practical experience. At the beginning of each school year, Eufaula Primary School will hold an Annual Meeting of Title I Parents. It is at this meeting that we inform all parents that we are a Title I school, describe what services will be offered and how parents have the right to be involved in their child's education, as well as all requirements of Title I. Parents are also encouraged to attend Open House, PTO meetings, and grade specific meetings where state testing requirements and how to monitor their child's progress throughout the school year will be discussed. The school's principal, assistant principal(s), academic coaches, and guidance counselor are also available to discuss state and local academic assessments with parents. Follow-up individual conferences with parents are held with homeroom teachers.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

- a. Parent seminars/workshops on effective parenting skills and parental support are offered to support student learning on a quarterly basis at varied times during the day.
- b. Parenting workshops are held periodically to help parents deal with parenting issues based on survey results.
- c. A parent lending library, as well as a parenting center, are available for parent/family information and resource materials.
- d. The school counselor/principal/classroom teacher or special area teachers will make home visits to discuss the needs of students when needed.
- e. The parent computer center is available for parent use to assist parents in improving their technology skills and monitor his/her child's academic achievement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

- a. Use a variety of communication tools, including system and school web page, monthly and weekly newsletters; monthly school calendar of important dates and events. Tools will include: Twitter, Remind 101, Facebook, and Instagram
- b. A parent handbook is distributed to parents to provide positive, practical information about our school.
- c. Clear information is provided regarding student placement, school activities, student services, and optional programs.
- d. Parents are required to pick up student report cards at the end of the 1st nine weeks at their parent conference and again at the beginning of the first semester.
- e. An informational board is provided in the Parenting Center for parents on topics of interest.
- f. Parent/School Compacts, Employment Surveys, Parents Right to Know documents, and the ECS and EPS Parent and Family Engagement Plans are distributed and signed at the beginning of each school year and located with the classroom teacher or in the cumulative folders.
- g. Forms and newsletters are available in English and in Spanish to the extent practicable.
- h. Transportation will be provided (as needed) for parents to attend conferences, meetings, and programs.
- i. A Parenting Center is available during school hours and includes: Parenting magazines, pamphlets on areas of concern, supplies to help children with projects, computer and printer, and materials needed to strengthen academic areas.
- j. Monthly meetings will be held and calendars of events will be provided to parents.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

- a. Translators are available for scheduled parent conferences and parent meetings paid for by Title I funds, if needed.
- b. Conference times are varied to meet the needs of our working parents (morning, afternoon, and evening).
- c. Newsletters, school forms, and fliers are translated into a language our parents can understand and are sent home for their review.
- d. Community transportation system will be available to parents as requested and scheduled by EPS employees.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Eufaula Primary makes every effort to work with parents in meeting their requests to become involved in all school activities and important meetings. The information obtained through the yearly parent surveys give us the information needed to accommodate the parents' requests. (For example: workshop topics, state testing, homework concerns, and assistance with discipline) Parents also give suggestions to EPS faculty and staff members throughout the school year

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Eufaula Primary makes it a priority to provide opportunities for parental participation with limited English proficiency and parents with disabilities. All parent notifications are sent to these parents in a language they can understand to the extent practicable. Translators are provided for scheduled conferences and school activities. This is possible through the utilization of Title I funds. EPS strives to accommodate the individual needs of parents of all sub-groups through providing a handicapped -- accessible building, transportation, hearing/vision services, etc. for all school activities. Special accommodations will be provided for home bound parents by phone or home visits.