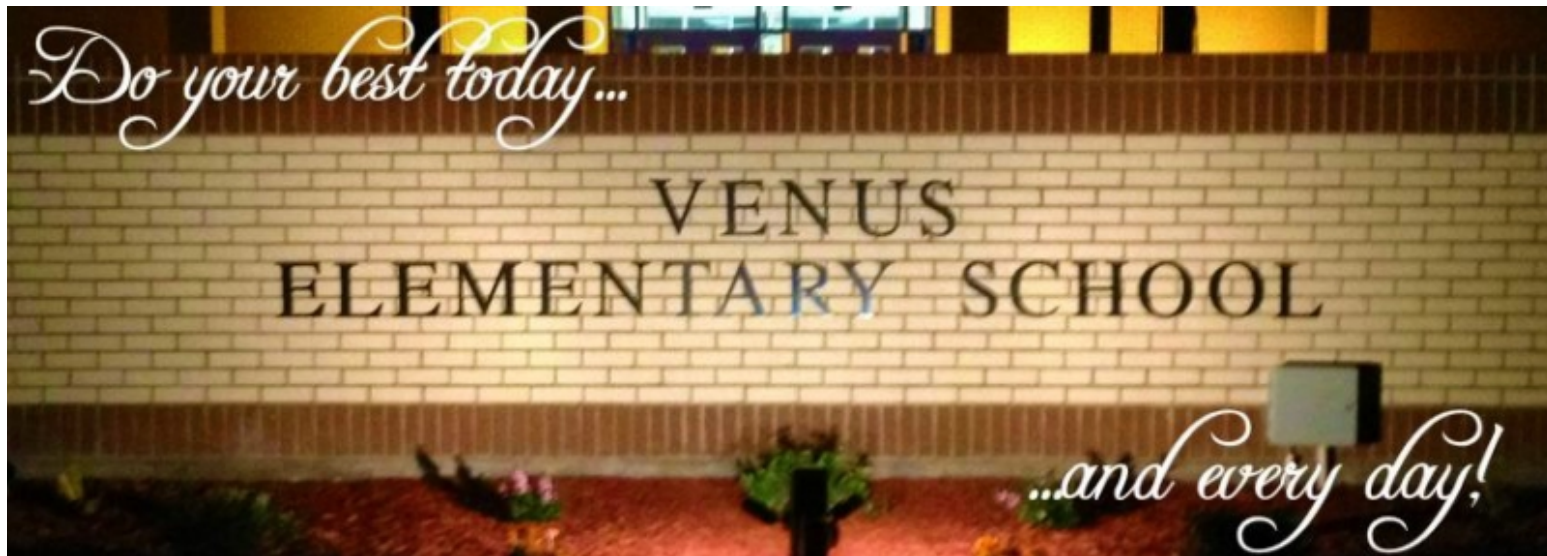


**Venus Independent School District**  
**Venus Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

The mission of Venus Elementary is to foster future leaders by finding and building on the strengths of our students through dedication, a positive attitude, encouragement, and respect for others.

# Vision

The vision of Venus ISD is to provide educational excellence to all students through Pride, High Expectations and 21st Century Learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Venus Elementary is a 2<sup>nd</sup>-5<sup>th</sup> grade campus. we currently have 659 students.

The campus percentages are as follows:

Ethnic Distribution:

Hispanic-55.7%

White-39.6%

American Indian-0.5%

Asian-1.1%

Two or More Races-1.6%

Subgroups: 74.8% Economically Disadvantaged, 32.1% English Language Learners

Attendance rate was 97.2% for 2014-15 and 2015-16.

Mobility rate was 12.2% in 2014-2015.

### Demographics Strengths

Hispanic and White subgroups are equal for "all subjects" and between 0%-2% difference in each subject area for STAAR 2015-16.

We have monthly staff development to review best practices for ELL students, which are beneficial to all. Teacher identify and track CBA data by subgroups each six weeks.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our White and Special Ed subgroups have lower attendance than the other sub groups.

**Problem Statement 2:** While Hispanic and White subgroups are equal for "All Subjects" for the campus, 4th grade an 8% difference in reading and a 13% difference in math between the two subgroups.

## Student Achievement

### Student Achievement Summary

Venus Elementary "Met Standard" and received a Distinction in Post Secondary Readiness. Index 1=75 (target was 60), Index 2=42 (target was 30), Index 3=41 (target was 28) and Index 4=37.7 (Target was 12).

### Student Achievement Strengths

3rd grade Reading and Math, and 5th grade Reading, Math and Science were all above the state average.

Student groups that met or exceeded 80%:

Reading:

5th grade-All-82%, Hispanic-82%, White-80%, Econ Dis -80%

Math:

3rd grade-All-81%, Hispanic-84%

5th grade-All-95%, Hispanic-97%, White-92%, Econ Dis-96%, ELL-96%

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 4th grade Reading, Math and Writing were all below the state averages.

**Problem Statement 2:** Special Ed performance improved but there are a large gaps between Special Ed students and "All" students in all subjects and grade levels.

**Problem Statement 3:** ELL performance improved but there are still large gaps between ELL and the "All" students in all subjects and grade levels.

## **School Culture and Climate**

### **School Culture and Climate Summary**

We will continue our theme of "We Want You at Venus Elementary". This applies to students, parents and staff.

Students and staff are encouraged to wear their VES spirit shirt on the same day each week.

Staff receives treats or item in their box once a week.

Students and staff receive popcorn for months VES has a higher attendance rate than the other three campuses.

### **School Culture and Climate Strengths**

Our campus is known for being safe and secure. Parents feedback is that they know their children are safe.

We have a high attendance rate for students, indicating that they want to be at school.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Our staff attendance rate is lower than desired. We are often short on substitutes.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our staff is comprised of the following:

75.9% Teachers, 20% Paraprofessional staff, 4% Administration

22.1% Minority staff: 5% African American, 16% Hispanic

97.3% females, 2.7% males

0% Beginning Teachers, 20.5% with 1-5 years of experience, 32% 6-10 years of experience, 37.3% 11-20 years experience and 10.2% with over 20 years experience.

### **Staff Quality, Recruitment, and Retention Strengths**

The 80% of our teachers have 6 or more years of experience. 47.5% have 10+ years.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** We need additional Bilingual Teachers.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

At the beginning of each six-weeks, parents receive a volunteer form to indicate which activities they would like to volunteer for during that period. We have had a good response and a greater number of new parents volunteering, starting this year.

Each grade performs a music program. Parent involvement events include Meet the Teacher, Open House, Fall Carnival, Family Math Night, Family Science Night, Mother/Son Ice Cream Social, Daddy/Daughter Dance and Field Day.

Venus Elementary has an annual canned food drive for the local food pantry.

### **Family and Community Involvement Strengths**

Venus Elementary has a strong attendance for all grade level performances.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Parent turn-out is low for academic nights, such as STAAR information and homework helper nights.

# **Technology**

## **Technology Summary**

Each grade level class has 2-3 student computers, a teacher laptop, teacher desk top computer, LCD projector, Elmo and a Promethean Board. Bilingual classes have 6 Ipads. Each second grade class has 8 Chromebooks. The campus has 3 COWs (computer on wheels). The Learning Lab has 35 computers, 2 teacher computers, 12 Moby Max tablets and 10 I-Pads for special education. We have 7 sets of free response clickers and 6 slates that are shared by the teachers. LCD projectors were mounted in the 4th and 5th grade classrooms. Each staff member received a Chrome book at the beginning of the year.

## **Technology Strengths**

The Learning Lab is open during intervention time each day so teachers can sign up for additional computer time. 2nd grade classes each have 8 Chromebooks. There is a "COW" in each grade level 3rd-5th.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

# Goals

## Goal 1: Effective communication with parents that encourages involvement at all grade levels.

**Performance Objective 1:** We will increase parent involvement.

**Evaluation Data Source(s) 1:** Sign-in sheets

### Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Each six-weeks, a volunteer form will be sent home with the list of events for that six-weeks that parents can volunteer for. This will include picture days, PE activities, sorting supplies and fundraiser items, helping in the library, creating props for music programs, helping with the fall carnival, helping with the Santa Shop, etc.</p>	1.0, 2.0, 5.0, 6.0, 10.0	Principal, Counselor, Teachers	We will see an increase in the number of parents who are volunteering and we will have new volunteers.				
Funding Sources: Local - \$0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Effective communication with parents that encourages involvement at all grade levels.

**Performance Objective 2:** We will increase and enhance communication with our parents, to be more effective.

**Evaluation Data Source(s) 2:** Feedback from parents and involvement in school events.

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) We will continue to monitor and improve our communication with parents through the following: VES webpage, VES Facebook, teacher webpages, weekly Bulldog (Monday) Folder, marquee, newsletters, Great Barkers, Positive Postcards, and the Skylert messenger system.</p>	1.0, 2.0, 6.0, 7.0, 10.0	Principal, Teachers	Increased parent awareness about school activities, increased attendance, and feedback from parents through campus survey.				
Funding Sources: Local - \$0.00							
2) All materials will be sent home in both Spanish and English.	6.0, 10.0	Bilingual staff	Increased communication with our Spanish speaking parents, increased attendance				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Effective communication with parents that encourages involvement at all grade levels.

**Performance Objective 3:** We will increase our communication with our parents so that they know who the staff members are and who to contact if they need to.

**Evaluation Data Source(s) 3:** Increased recognition of the staff by parents and students.

**Summative Evaluation 3:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 CSF 7  1) We will select one teacher and one support staff member each month and recognize them on the VES Facebook page and district events.	5.0, 6.0	All staff	Parents will be able to recognize staff and what are they work in.				
Funding Sources: Local - \$0.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							



**Goal 2: Assessed student and family needs to provide the available resources necessary for post-graduation success.**

**Performance Objective 1:** Increase student awareness of colleges and trade schools that they could attend and the importance of continuing their education.

**Evaluation Data Source(s) 1:** Students will be aware of a variety of colleges and how continuing their education will benefit them.

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) Career Day will be held in the Spring. Presenters will be invited to share information about their career choices a the steps they took to get there.	1.0, 6.0, 10.0	Counselor	Students will be more aware of various career choices.				
	Funding Sources: Local - \$0.00						
2) High school Seniors and/or recent graduates will present information on which college or branch of service they will/are attending, why they picked that college or branch of service, and what career path they have chosen.	1.0, 10.0	Counselor	Students will become more aware of the various colleges and universities.				
	Funding Sources: Local - \$0.00						
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 2:** Assessed student and family needs to provide the available resources necessary for post-graduation success.

**Performance Objective 2:** We will have at least one parent night each month to provide activities and suggestions for how parents can be more involved their children.

**Evaluation Data Source(s) 2:** Students academic achievement will improve.

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 7</p> <p>1) Bilingual teachers will attend training then host a 10 week Family Literacy program for the parents of our ESL and Bilingual students. Parents will be taught strategies to do at home with their children.</p>	1.0, 3.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0	Bilingual teachers, ESL/Bilingual Coordinator	ELL students will have increased academic success in reading.				
Funding Sources: Title III - \$0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Increase opportunities for parents to be on campus: family movie nights, Mother/Son ice cream social, Daddy/Daughter Dance, STAAR Informational nights/Homework Helper Nights for 3rd-5th grades, Bilingual Family Literacy program, Scholastic Book Fair and Science Night, grade level programs and Open House night, which will include Title I Components and how to access computer programs at home, (Moby Max, I-Station, Prodigy and the Accelerated Reading program.)</p>	2.0, 5.0, 6.0, 9.0, 10.0	Teachers, Principal, Counselor	Increased student participation on those programs.				
Funding Sources: Local - \$0.00							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Goal 2:** Assessed student and family needs to provide the available resources necessary for post-graduation success.

**Performance Objective 3:** Provide smoother transitions between the campuses.

**Evaluation Data Source(s) 3:** Teachers will be more aware of the incoming students' needs.

**Summative Evaluation 3:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Through ARDs and campus visits teachers will share information with the VMS staff, to help students transition more smoothly.</p>	1.0, 2.0, 4.0, 8.0, 9.0, 10.0	Principal, Counselor, Diag., Teachers	Teachers will share strengths and areas of concern regarding students who are moving on to VMS.				
Funding Sources: Local - \$0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							













**Goal 3: Provided instruction to all students regardless of setting in a way that best prepares them for K-12 and post-graduation success while maximizing each individual student's abilities.**

**Performance Objective 1:** Staff and programs will be scheduled so that the needs of each student are met.

**Evaluation Data Source(s) 1:** Increased student academic success.

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) We will increase the number of Bilingual teachers as our ELL population increase.</p>	1.0, 3.0, 5.0, 9.0, 10.0	ESL/Bilingual coordinator, Principal, HR, Supt.	ELL students will have the language support they need. Students will improve performance on TELPAS, STAAR and CBAs and decrease the gap compared to the "All" population.				
Funding Sources: Title III - \$0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Special Ed teachers and Aides will be scheduled to maximize inclusion and resource support, based on each students' needs. Inclusion time of self-contained special ed students in the general ed classroom will increase.</p>	1.0, 3.0, 4.0, 5.0, 8.0, 9.0	Principal, Special Ed teacher, Special Ed Director	Special Ed students will improve performance on STAAR, report cards and CBAs, as the gap compared to the "All" population decreases.				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) STAAR practice and grade level materials will be purchased to provide teacher resources during daily Intervention, small group instruction, after school tutorials in the Spring and whole group instruction. (Measuring Up Express workbooks, Math TEKSING CD, STAAR Master, Count Down to STAAR, Moby Max, Coach workbooks, Forde-Ferrier workbooks, and Motivational workbooks) Groups will be determined based on assessment data.</p>	1.0, 2.0, 3.0, 5.0, 8.0, 9.0, 10.0	Principal, Teachers	Student performance will improve on STAAR, report cards and six-week tests.				
Funding Sources: Title I - \$0.00							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Student writing will improve through use of Thinking Maps and the addition of open ended questions on each six-weeks assessment. Thinking Maps will be displayed in each grade level.</p>	<p>1.0, 2.0, 4.0, 9.0, 10.0</p>	<p>Principal, Assistant Principal, Teachers</p>	<p>Student writing performance will improve on STAAR Writing, TELPAS Writing, six-weeks assessments and daily work.</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Phonics will continue to be used in 2nd and 3rd grades. Edmark will be used during reading intervention to help TIER III reading students.</p>	<p>1.0, 2.0, 3.0, 4.0, 6.0, 9.0</p>	<p>Principal, Teachers</p>	<p>Student reading performance will improve on I-Station, STAAR and TELPAS Reading</p>				
<p>Funding Sources: Title I - \$0.00</p>							
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

**Goal 3:** Provided instruction to all students regardless of setting in a way that best prepares them for K-12 and post-graduation success while maximizing each individual student's abilities.

**Performance Objective 2:** Students will be able to participate in a variety of activities based on their interests and ability level.

**Evaluation Data Source(s) 2:** Increased student participation.

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Students will be nominated for GT testing in grades 3-5, will have the opportunity to try out for UIL events and to be on Student Council in 4-5 grades. Students at or above grade level will receive enrichment during intervention.</p>	3.0, 5.0, 8.0	Principal, Counselor, GT Coordinator, Teachers	Increased number of students participating.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Daily Intervention time will continue to be refined as we provided individualized instruction for students in GT, Dyslexia, ELL students, the Learning Lab and Special ed. Intervention time for GT students will increase.</p>	2.0, 3.0, 5.0, 9.0	Principal, Teachers, Support Staff	Master schedule will provide designated times. Students will receive instruction based on their needs.				
<p>3) Students will have increased technology time to become more proficient with Google docs, researching topics and creating products. Students will use free response system and chromebooks. Additional Chromebooks will be purchased.</p>	1.0, 2.0, 5.0, 9.0	Principal, Teachers, Support Staff	Students will demonstrate technology skills.				
Funding Sources: Local - \$0.00							
Funding Sources: Title I - \$0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Goal 4: Structured incentives and culture that appeals to potential recruits and retains quality personnel.

**Performance Objective 1:** Campus will work to increase staff attendance and appreciation.

**Evaluation Data Source(s) 1:** Decreased staff absences.

### Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Incentives will be provided to increase staff attendance. Staff will receive Bulldog Bucks for perfect attendance each month and prizes at the end of the year for perfect attendance.</p>	3.0, 5.0	Principal, secretary	Increased staff attendance.				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) Staff will be recognized on a weekly basis through the "Spotlight of the Week" and in the Kudos section of the "Blueprint for Success" weekly memo.</p>	5.0	Principal	Increased participation in staff nominations and feedback on weekly staff members of the month.				
<p>  = Accomplished               = Continue/Modify               = No Progress               = Discontinue         </p>							

**Goal 4:** Structured incentives and culture that appeals to potential recruits and retains quality personnel.

**Performance Objective 2:** Teachers will participate in meaningful staff development activities to help promote student success.

**Evaluation Data Source(s) 2:** Teachers will implement new learning into their classrooms.

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Teachers will meet in vertical groups once a month to share grade level activities, successes, concerns and discuss ways to improve instruction. Teachers will observe at least 2 teachers each semester and provide feedback to those teachers.</p>	1.0, 2.0, 4.0, 8.0, 9.0	Teachers, Principal	Teachers will implement new ideas in their lesson plans.				
<p>2) Teachers will participate in staff development targeted for specific STAAR subject content. Writing teachers: "Write to the Point" 3 part Webinar.</p>	1.0, 2.0, 4.0, 8.0, 9.0	Principal, Teachers	Teachers will implement new ideas in their lesson plans from the webinar, based on benchmark assessments and previous STAAR results.				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



## System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	3	STAAR practice and grade level materials will be purchased to provide teacher resources during daily Intervention, small group instruction, after school tutorials in the Spring and whole group instruction. (Measuring Up Express workbooks, Math TEKSING CD, STAAR Master, Count Down to STAAR, Moby Max, Coach workbooks, Forde-Ferrier workbooks, and Motivational workbooks) Groups will be determined based on assessment data.
3	1	4	Student writing will improve through use of Thinking Maps and the addition of open ended questions on each six-weeks assessment. Thinking Maps will be displayed in each grade level.
3	1	5	Phonics will continue to be used in 2nd and 3rd grades. Edmark will be used during reading intervention to help TIER III reading students.
4	2	1	Teachers will meet in vertical groups once a month to share grade level activities, successes, concerns and discuss ways to improve instruction. Teachers will observe at least 2 teachers each semester and provide feedback to those teachers.

# **Title I Components**

## **Schoolwide Program Plan**

### **Ten Schoolwide Components**

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**