

**Campus Improvement Plan
2015-2016
Secondary Campus: DAEP/JJAEP/JDC
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

DAEP/JJAEP/JDC School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

1.1 Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Writing, Math, Science, and Social Studies.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

1.2 Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top 25% of campus comparison group in Closing Performance Gaps on Index 3*

1.3 Successful Completion of High School

- *Index 4: Post-secondary Readiness* **Attendance Rate**; 4-year / 5-year **Graduation Rates** (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, SP Ed; **RHSP/DAP** annual rates, all students, 7 racial/ethnic groups; **SAT/ACT, AP, Algebra 1; STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS

Core Analysis

DAEP/JJAEP/JDC School disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.

CISD Curriculum

DAEP/JJAEP/JDC School implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.

- The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.
- The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
- The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process.
- The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.

<p>CISD Best Practices</p>	<p>DAEP/JJAEP/JDC School implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> • The Curriculum and Instruction Model (CISD Instructional Model) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning. • Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.
<p>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</p>	
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>90% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A, STAAR Alternate and STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 8 Science and EOC Biology, and Grade 8 Social Studies and EOC US History. 2. Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1. 3. Science will meet AADD indicators for performance and participation in ACT, AP. 4. Social Studies will meet AADD indicators for performance and participation in AP. <p><i>Community and School Engagement (CASE):</i> Will achieve a CASE rating of Exemplary in Fine Arts, GT and ELL.</p>
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading, Writing and Math, earning an Index 2 score of 90%.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing and Math. 2. Will meet AADD indicator for greater than expected growth in Reading, Writing and Math.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (2014 and 2015) will meet the weighted performance Level II and III, <i>earning an Index 3 score of 25.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day school. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to work with dyslexic at-risk students. • Work with the student’s Campus ARD Committee to determine the most appropriate test levels

	<p>for students with disabilities taking the STAAR Alternate test.</p> <ul style="list-style-type: none"> • Work with students with disabilities to increase time doing more independent practice during learning lab and work stations so that they may be eligible to be assessed at a higher level of STAAR Alt. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. District Safeguard State (DSG) • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.(DSG) • General Education teachers provide differentiated instructional strategies to improve the achievement of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas and all at-risk students. Review, revise, and implement daily attendance procedures to meet 95% average attendance.
READING/ELA Performance Objective	<p>READING/ELA CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90 % of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year; 25% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target: Reporting Category: <i>Reporting Category 1 – 3rd Grade LEP and Hispanic; Reporting Category 2 – 3rd Grade LEP and Eco. Dis.; Reporting Category 3 – 3rd Grade LEP</i></p> <p>Reading/ELA Performance Safeguard Target (if applicable): Special Ed</p>
Focus Strategies	<ul style="list-style-type: none"> • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students • Re-examine effectiveness and depth of Guided Reading in the 1-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading
WRITING Performance Objective	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year and 20% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Writing/ELA Reporting Category: <i>1/Personal Narrative – 4th Grade All Students; Expository – 4th Grade All Students; Reporting Category 2 – 4th Grade Hispanic and Eco. Dis.</i></p>
Focus Strategies	<ul style="list-style-type: none"> • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in <ul style="list-style-type: none"> ○ Grades 1-6 and the Lucy Calkins CISD Writing Calendars for Grades 1-4 • Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. • Maintain use of rubrics, such as those utilized in the Traits models, AP courses, and by TEA for STAAR essays and EOC short answer questions. • Continue book studies for secondary campuses and Cadres using current professional books on adolescent literacy • Focus on the daily practice of writing in every classroom as a means of synthesizing learning

MATH Performance Objective	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year</i>; 20% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Math Reporting Category: 1 – 3rd Grade LEP and Eco. Dis.; Reporting Category 2 – 3rd Grade Eco. Dis.; Reporting Category 5 – 4th Grade all students</p> <p>Math Performance Safeguard Target (if applicable) Distinctions: Reporting Category 5 – 4th Grade all students</p>
Focus Strategies	<ul style="list-style-type: none"> • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.
SOCIAL STUDIES Performance Objective	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 20% by the 2016-2017 school year and 5% by the 2017-2018 school year</i>; 5% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Social Studies Reporting Category: 8th Gr. African American and Eco. Dis. Social Studies Performance Safeguard Target, if applicable: 8th Gr. African American and Eco. Dis.</p>
Focus Strategies	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Performance Objective	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year</i>; 90% will meet Level III: Advanced Performance Level.</p> <p>Target Science Reporting Category: Hispanic and Eco. Dis Science Performance Safeguard Target, Hispanic and Eco. Dis</p>
Focus Strategies	<ul style="list-style-type: none"> • Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. • Implement CISD Science Success, an intervention strategy to help close achievement gaps within

	student groups through the review of science process skills and reinforcement of science concepts identified on assessments.
HEALTH Performance Objective	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Coordinate lesson plans that have students involved in MVPA for at least 65% of class time. • Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitness gram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS 1. Post-secondary Readiness Standard: 90% all students and 7 race/ethnic groups will meet final Level II standard on two or more tests combined over all subject areas. Distinctions 1. Post-secondary Readiness Distinction HS: Performance at least 33% of indicators in top quartile Additional AADD Indicators: Increase Attendance Rate from 90% to 92% Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate(if applicable): Safeguard Target for Federal Graduation Rate(if applicable):
Focus Strategies	<ul style="list-style-type: none"> • Create weekly incentives to improve yearly attendance, but with more frequent intervals • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of Special Education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG)
Financial Resources	Campus budget SCE, Title I D, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at 70% passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
Project Manager(s):	Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.

	<ul style="list-style-type: none"> Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR , HQ Report to TEA
Project Manager(s):	Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. Develop plans for assisting students in transition to better adjust to the next educational level. Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. Hold weekly team meetings to ensure teacher collaboration within each department/grade.
Financial Resources	Campus budget Title I D
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CASE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. CASE: Will achieve a CASE rating of Exemplary in Safe Schools.
Focus Strategies	<ul style="list-style-type: none"> Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff

	Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit Meet Performance Indicators for CASE
Project Manager(s):	Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. CASE: Will achieve a CASE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Monthly team meetings to review district technology (websites, Eduphoria, View It), ensuring consistency across the campus and confidence with the programs. • Provide hands-on training in use of new technology hardware and software. • Build teacher capacity to fully implement technology in instruction • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas.
Financial Resources	Campus budget Title I D
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CASE
Project Manager(s):	Principal Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2015-2016 School Year**

Strategy	SCE Program/Service	Funds Budgeted	FTEs
SCE			
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	General Education Teachers for At-Risk Students	\$674,835	12.27
Close the Achievement Gap: Strategy 5, 6 Reading: Strategy 2 Math: Strategy 1 Writing: Strategy 1	General Education Administration for At-Risk Students	\$57,539	1.00
Close the Achievement Gap: Strategy 1, 3	At-Risk Paraprofessionals	\$14,549	0.73
	TOTAL SCE	\$746,913	14.00

**Resources Allocated for Title I D
2015-2016 School Year**

Title ID			
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Instructional Support	\$9,000	.16
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Software License/Renewal	\$25,342	.00
Writing: Strategy 1 Reading: Strategy 2	Instructional Materials	\$40,000	.00
Technology: Strategy 2, 4	Staff development	\$5,000	.00
Technology: Strategy 2, 4	Technology	\$ 2,000	.00
	TOTAL Title ID	\$81,342	.16

**Resources Allocated for Title III
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading: Strategy 2 Writing: Strategy 1	Instructional Support	\$600	.01
Technology Strategy 6	Technology	\$500	.00
Reading/ELA Strategy 9	Books	\$200	.00
Reading: Strategy 2 Writing: Strategy 1	Instructional Materials	\$490	.00
	TOTAL Title III LEP	\$1,790	.01
Title III IMM			
Reading/ELA Strategy 3	Reading Materials	\$150	.00
	TOTAL Title III	\$150	.00