

**Campus Improvement Plan
2015-2016
Elementary/Intermediate Campus: Austin
Rating: Improvement Required**

Goal 1: Student Achievement and Post-Secondary Success

Austin Elementary 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, 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 quartile of campus comparison group in performance on Index 3*

1.3 Successful Completion of High School

- *Index 4: Post-secondary Readiness* **Attendance Rate; STAAR** % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
Core Analysis	<p>Austin Elementary 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. SW 1</p>
CISD Curriculum	<p>Austin Elementary 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.</p> <ul style="list-style-type: none"> • The Reading/ELA curriculum, <i>CISD Reads</i>, 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, <i>CISD Solves</i>, 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. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process. • The Social Studies curriculum, <i>CISD Remembers</i>, 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.
CISD Best Practices	<p>Austin Elementary 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

	<p>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.</p> <ul style="list-style-type: none"> • 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 OBJECTIVES</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 and STAAR Alternate; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 70% in the 2015-2016 school year, 80% by the 2016-2017 school year and 90% 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 5 Science <i>Community and School Engagement (CaSE):</i> 2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.
<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 and Math, earning an Index 2 score of 35.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. 2. Will meet AADD indicator for greater than expected growth in Reading 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) <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic only) will meet the weighted performance Level II and III, earning an Index 3 score of 30.</i> <i>Distinctions:</i> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Monitor progress of all students through RTI, and AMI/ARI data meetings. SW 9 • Provide specific interventions to students according to INOVA data chart. • Provide intervention/enrichment time within the school day for teachers to meet with small groups of students based on identified areas of remediation. SW 2 • Ensure that ELL students are receiving appropriate language and vocabulary acquisition instruction. SW 10 • Implement attendance conferences with parents whose students have inadequate attendance to ensure 97 % attendance. • Ensure that students meet attendance requirements of 95% on testing days (participation) • Provide new student orientation for incoming students SW 7 • Incorporate “A Day in Kindergarten” to assist in the transition of pre-k students to kindergarten. SW 7

	<ul style="list-style-type: none"> • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. SW 7 • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG) • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education and current and monitored ELL students. (DSG) • Implement Tier 1 Best practices with fidelity and Tier II and III interventions to facilitate academic improvement for identified students (CSG)
READING/ELA Performance Objectives	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 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 70% in the 2015-2016 school year, 80% by the 2016-2017 school year and 90% by the 2017-2018 school year</i>; 18% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Categories 1-3: Understanding and Analysis Across Genres, Understanding and Analysis of Literary Texts, Understanding and Analysis of Informational Texts Reading Performance Safeguard Target: Economically Disadvantaged and ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning using Kilgo Question stems within each component of CISD READS. • Address comprehension as the focus of guided reading. • Address rigor in the differentiated literacy classroom. • Focus team planning and PLC’s on discussion of best practices and instructional strategies that promote rigor. • Use Lead4ward documents to assist in identifying units of study that are students are not being successful on, and determine what the underlying cause is. SW 8 • Continue the integration of Elementary Language Arts into the Social Studies content K-6. • ELA District coach will provide training to staff on delivering the DRA and how to use the data to drive instruction during small group guided reading. • Ensure that teachers are implementing strategies to build language acquisition and vocabulary development (7 steps and Marzano). • Provide intensive, systematic intervention for at-risk students during the school day. (CSG) • Provide Focused intervention for STAAR testing during extended day.
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 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 60% in the 2015-2016 school year, 75% by the 2016-2017 school year and 90% by the 2017-2018 school year</i> and 15% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Categories 1-3: Composition, Revision and Editing Writing Performance Safeguard Target: All, His, White, ED, ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • Continue to focus on daily writing in all classrooms K-4 in both fiction and nonfiction genres, bridging from the genre study implementation. • Continue the coaching cycle for teachers with campus and district coaches in writing, to ensure the implementation of Writer’s Workshop. • Explicitly teach grammar and conventions within the context of the CISD READS Writer’s Workshop model. • Provide 4th grade teachers with staff development focusing on the STAAR writing rubric to score benchmark writing. • Ensure that students have the opportunity to write expository text across the curriculum. • Implement 7- steps to a Language Rich Interactive Classroom to target language acquisition for ELL

	<p>students. (CSG)</p> <ul style="list-style-type: none"> • Ensure that teachers are implementing Marzano’s Vocabulary strategies to increase vocabulary development for all student groups. (CSG) • Provide intense, systematic intervention for at-risk students during the school day and monitor their progress through progress monitoring meetings. SW 8 • Provide Focused intervention for STAAR testing during extended day.
MATH Performance Objectives	<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 by the 2017-2018 school year. Incremental growth will occur over a three year period with 70% in the 2015-2016 school year, 80% by the 2016-2017 school year and 90% by the 2017-2018 school year; 10% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 1-4: Numerical Representations and Relationships; Computation and Algebraic Reasoning; Geometry and Measurement; Data Analysis and Personal Finance</p>
Focus Strategies	<ul style="list-style-type: none"> • District Coach will provide training for all new to CISD teachers on CISD Solves. • Provide strategies for the use of age appropriate algebra readiness skills • Teachers will attend district guided math training in order to meet the individual academic needs of all students, and the use of differentiated instruction within the groups. • Develop and implement campus and common formative assessments to assist in monitoring achievement, including matching the rigor of the questions to the requirements of the TEKS. • Implement collaborative data teams to provide teachers with extended time to analyze data in order to plan enrichment and intervention. • Provide staff development in the understanding and importance of integrating Math Process standards into daily Math Instruction. • Ensure that teachers are increasing student engagement by having students work in collaborative groups to construct multiple representations of learning including the use of models and manipulatives. • Continue the emphasis on small group Math instruction in guided math, tracking individual progress using anecdotal notes and implementation of effective tutoring. • Ensure that all students expect and encourage all students to construct multiple representations of learning in math including the use of manipulative models. • Provide continual training for all staff on the implementation of the new Math TEKS. • Provide strategies and staff development in the integration of the mathematics process standards in daily math instruction. • Provide intense, systematic intervention for at-risk students during the school day and monitor their progress through progress monitoring meetings. SW 8 • Provide Focused intervention for STAAR testing during extended day.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>80% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level; 12% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 1: History, all student groups</p>
Focus Strategies	<ul style="list-style-type: none"> • Focus on student engagement through student centered instructional strategies based on History Alive. • Integrate content literacy strategies with pre-reading, during reading, and after reading support from the socials studies manual • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information • Ensure that teachers implement the social studies scope and sequence. • Emphasize writing expository pieces based on events in history.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>75% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 80% in the 2015-2016 school year, 85% by the 2016-2017 school year and 90% by the</p>

	2017-2018 school year; 10% will meet Level III: Advanced Performance Level. Target Reporting Categories 1-4: Matter and Energy; Force, Motion and Energy; Earth and Space; Organisms and Environment
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned Science lessons using STEMscopes. • Improve vocabulary by utilizing Science word walls and the use of Marzano Words • Train teachers in the use of STEMscopes 5E model lessons. • Encourage and monitor Science instruction daily in grades K-4. • Ensure that teachers are requiring students to utilize a science interactive notebook as part of their learning process.
HEALTH Performance Objectives	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"> • Ensure students are well informed of physical activity that can be performed outside of the PR classroom in order to keep them physically active throughout their lifetime. • Trace and evaluate students' personal level of health related fitness through student-developed short term and long term foals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. • Coordinate lesson plans that have students involved in Moderate to Vigorous Physical Activity (MVPA) for at least 65% of class time. • Develop lesson that allow students to participate in MVPA for a minimum of 75% of class time. • Provide maximum space for students to actively engage in the lesson and to maximize learning.
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 20% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined over all subject areas. <i>Distinctions:</i> <ol style="list-style-type: none"> 1. Reading/ELA and Math: 50% of measures will be in top quartile 2. Increase Attendance Rate from 96.2% to 96.5% 3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group;
Focus Strategies	<ul style="list-style-type: none"> • Reward student attendance at 9-week awards ceremonies • Create classroom and school wide incentives to increase daily attendance with the goal of increasing yearly attendance. • Promote students as "Future CISD High School Students" through activities within feeder and district, including pep rallies, student visits, reading, etc. • Implement attendance intervention plan for student experiencing attendance problems.
Financial Resources	Campus budget SCE, Title I, 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, OLSAT, Logramos 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 Assistant 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 professionals and paraprofessionals. SW 3, 5 • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW 5 • Provide mentor support for beginning teachers • Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. • Provide opportunities to teachers to attend GT training to maintain HQ status in the area of GT • Provide opportunities for teachers to acquire their ESL certification. SW 5
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, Assistant 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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, program, meetings, etc. through a variety of media including campus website and Facebook page, email, newsletters, blackboard connect and other sources. • Provide opportunities for parent participation at school including but not limited to PTO, volunteering, Watch Dogs SW 6 • Provide opportunities for parents to learn about teaching and learning in the school including curriculum nights, open house, parent education nights • Develop plans for assisting students in transition to better adjust to the next educational level. • Increase the number of active PTO members. • Utilize the campus and PTO Facebook pages to advertise school events and provide information to parents and community members. • Ensure that information sent from the school is sent in both English and Spanish and ensure that all presentations have been translated or have a translator present.
Financial Resources	Campus budget, Title I
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, current and accurate website information
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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Safety.</i>
Focus Strategies	<ul style="list-style-type: none"> • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID

	<p>and to wear a visitor's badge while on campus.</p> <ul style="list-style-type: none"> • Implement bullying prevention and intervention strategies. • Involve parents and community members in activities that support a safe school environment. • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Implement foundations training on the campus to ensure system wide processes for student behavior. SW 4 • Ensure that all staff has completed online training modules for safe schools.
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, Assistant 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. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology in the classroom. • Ensure that technology application TEKS are met. • Provide training in the use of new and existing technology hardware and software. SW 4 • Build teacher capacity to fully implement technology in instruction. • Ensure staff and students utilized technology as a tool and resources within curriculum and assessment. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget Title I, Title III
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, Assistant 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.

**Resources Allocated for State Compensatory Education Program
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Reading Strategy 10, Writing Strategy 8, and Math Strategy 12	Academic Tutorials	\$3,300	.06
Reading Strategy 10, Writing Strategy 8, and Math Strategy 12	Instructional Materials for At-Risk Students	\$9,291	.00
Math Strategy 5	Substitute for academic planning	\$3,105	.00
Reading Strategy 10, Writing Strategy 8, and Math Strategy 12	Teachers for At-Risk Students	\$1,021,601	20.00
	TOTAL SCE	\$1,037,297	20.06

**Resources Allocated for Intervention Funds
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Reading strategy 10 , Writing Strategy 8, Math Strategies 5 and 12	Instructional Materials for Interventions	\$3,200	.00
	TOTAL IF	\$3,200	.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Reading Strategies, 2,3,4,5,6,7; Writing Strategies 1,2,4,5,6 and Math Strategies 2,4,6,7,8,9,10,11,12	Instructional Support – Instructional Coaches/Teachers	\$256,655	4.67
Reading Strategy 11, Writing Strategy 9, and Math Strategy 13	Extra Duty Tutorials	\$8,800	.16
Reading strategy 10 , Writing Strategy 8, Math Strategies 5 and 12	Instructional Materials	\$21,874	.00
Mastering Rigorous Standards Strategy 10,11; Recruit and Retain HQ teachers Strategy 4; Writing Strategy 3;Math Strategy 5	Staff Development	\$4,000	.00
Parent Involvement Strategies 2, 3	Parent Involvement	\$2,913	.00
	TOTAL Title IA	\$294,242	4.83
Title III LEP			
Reading Strategy 11, Writing Strategy 9, and Math Strategy 13	Technology	\$2,000	.00
Reading Strategy 10 , Writing Strategy 8, Math Strategies 5 and 12	Instructional Materials	\$4,000	.00
Reading Strategy 10	Books	\$500	.00
	TOTAL Title III LEP	\$6,500	.00

Strategy	Program/Service	Funds Budgeted	FTEs
Title III IMM			
Reading Strategy 10 , Writing Strategy 8, Math Strategies 5 and 12	Extra Duty Tutorials	\$200	.00
	TOTAL Title III IMM	\$200	.00