

**Campus Improvement Plan  
2015-2016  
Elementary/Intermediate Campus: David Elementary School  
Rating: Met Standard**

**Goal 1: Student Achievement and Post-Secondary Success**

David 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; economically disadvantaged 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	
<b>Core Analysis</b>	<p><b>David Elementary School</b> 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.</p>
<b>CISD Curriculum</b>	<p><b>David Elementary School</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>CISD Best Practices</b>	<p><b>David Elementary School</b> implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> <li>• The Curriculum and Instruction Model (<b>CISD Instructional Model</b>) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and</li> </ul>

	<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 <b>TEKS</b>, the students’ <b>Learning</b> process of the required curriculum, and the ongoing <b>Assessment</b> in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.</li> </ul>
<p><b>1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS</b>  <b>1.2 and INDEX 3: CLOSING PERFORMANCE GAPS</b></p>	
<p><b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</b></p>	<p><b>Index 1: Student Achievement</b>  <b>All subjects; all students; % met Level II standard</b>  <i>98% 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 1% in the 2015-2016 school year 1% by the 2016-2017 school year and 1% by the 2017-2018 school year.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science Community and School Engagement (CaSE):</li> <li>2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.</li> </ol>
<p><b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b></p>	<p><b>Index 2: Student Progress</b>  <b>Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  <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 70.</i>  <i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>2. Will meet AADD indicator for greater than expected growth in Reading and Math.</li> </ol>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; economically disadvantaged and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>  <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic and White) will meet the weighted performance Level II and III, earning an Index 3 score of 70.</i>  <i>Distinctions:</i>  Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day.</li> <li>• Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 97.7% average attendance.</li> <li>• Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week, etc...</li> </ul>
<p><b>READING/ELA Performance Objectives</b></p>	<p><b>READING/ CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  98% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Reading/ELA</b> will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year; 65% will meet Level III: Advanced Performance Level (for AADD).</p>

	Target Reporting Category 2: Understand and Analyze Literary Texts
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.</li> <li>• 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.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• 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, gifted and talented and economically disadvantaged students in reading.</li> <li>• Focus on Word Study: new suggested scope/sequence, new resources and provide training with follow up vertical meetings.</li> <li>• Focus on development of instructional strategies to meet the needs of higher level and identified gifted and talented learners.</li> <li>• 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 all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>98% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Writing</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year Incremental growth will occur over a three year period with 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year</i> and 30% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Composition</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>• Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K-6 for fidelity and integration of higher level thinking practices.</li> <li>• Emphasize writing cross-curriculum in all subjects.</li> <li>• 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 all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>98% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Math</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year; 65% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 2: Computations and Algebraic Relationships</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> <li>• 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</li> <li>• Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of</li> </ul>

	<p>effective tutorial programs.</p> <ul style="list-style-type: none"> <li>• Provide staff development and follow through for all math teachers in grades K - 8 on the implementation of the new mathematics TEKS.</li> <li>• 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 all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Social Studies</b> will meet Level II: Satisfactory Performance Level; 40% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 1: History; Reporting Category 3: Government</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Integrate content literacy strategies K - 12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.</li> <li>• Design units based on enduring understandings that answer essential questions.</li> <li>• Implement and utilize new textbook adoption including digital and enrichment components.</li> <li>• 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 all content areas. (DSG)</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  99% of all students and student groups taking the STAAR, STAAR A or STAAR-L in <b>Science</b> will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 1% in the 2015-2016 school year, 1% by the 2016-2017 school year and 1% by the 2017-2018 school year</i>; 40% will meet Level III: Advanced Performance Level.</p> <p>Target: Reporting Category: 3 Earth and Space</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>• 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.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b>  95% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>• Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.</li> </ul>
<p><b>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL  POST-SECONDARY READINESS (Index 4)  CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b>  90% all students and 7 race/ethnic groups will meet final Level II standard on <b>two</b> or more tests combined over all subject areas.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> <li>1. Reading/ELA and Math: 50% of measures will be in top quartile</li> <li>2. Increase Attendance Rate from 97.6% to 97.7%</li> <li>3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group;</li> </ol> <p>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate: Special Education (DSG)</p>

<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Reward students with perfect attendance with the NEAT KID award each nine weeks.</li> <li>Communicate the importance of attendance to students and parents.</li> <li>Develop and implement a school-wide attendance plan for all students.</li> <li>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 all content areas. (DSG)</li> <li>Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III
<b>Additional Resources</b>	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
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>
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<b>Objective</b>	To recruit, retain and develop highly qualified teachers and staff for all students.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>Provide mentor support for beginning teachers.</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and training sessions.</li> </ul>
<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 3 PARENTS AND COMMUNITY</b>
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<b>Objective</b>	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> </ul>

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, current and accurate website information
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

<b>Goal 4 SAFE SCHOOLS</b>	
<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Safety.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <li>Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</li> </ul>
<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, quarterly reports of police activity and safety drills for campus
<b>Summative Evaluation</b>	Clean safety audit Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>	
<b>Objective</b>	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.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>Provide hands-on training in use of new technology hardware and software.</li> <li>Provide staff development on integration of technology across the curriculum.</li> <li>Build teacher capacity to fully implement technology in instruction.</li> </ul>
<b>Financial Resources</b>	Campus budget Title III
<b>Additional Resources</b>	Technology staff
<b>Monitoring Timeline</b>	Formative November, January Summative July
<b>Formative Evaluation</b>	Records of professional development in technology, Campus and District Technology Plans align with strategies
<b>Summative Evaluation</b>	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	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**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Closing the Performance Gap Strategy 1	Academic Tutorials	\$4,500	.08
	<b>TOTAL SCE</b>	<b>\$4,500</b>	<b>.08</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Closing the Performance Gap Strategy 1	Extra Duty	\$800	.01
Closing the Performance Gap Strategy 1, Math Strategy 1 and 3	Technology	\$500	.00
Closing the Performance Gap Strategy 1	Books	\$200	.00
Closing the Performance Gap Strategy 1, Math Strategy 1 and 3	Instructional Materials	\$500	.00
	<b>TOTAL Title III LEP</b>	<b>\$2,000</b>	<b>.01</b>
<b>Title III IMM</b>			
Closing the Performance Gap Strategy 1	Extra Duty Tutorials	\$250	.00
Closing the Performance Gap Strategy 1, Math Strategy 1 and 3	Technology	\$100	.00
Closing the Performance Gap Strategy 1	Books	\$100	.00
Closing the Performance Gap Strategy 1, Math Strategy 1 and 3	Instructional Materials	\$50	.00
	<b>TOTAL Title III IMM</b>	<b>\$500</b>	<b>.00</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
Closing Performance Gap Strategy 1	Academic Tutorials	\$2,381	.04
Close the Performance Gap: Strategy 1, Math Strategy 1 and 3	Instructional materials for at-risk students	\$2,619	.00
	<b>Total Intervention Funds</b>	<b>\$5,000</b>	<b>.04</b>