

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

Goal 1: Student Achievement and Post-Secondary Success

Ford 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>Ford 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.</p>
CISD Curriculum	<p>Ford 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>Ford 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 3% in the 2015-2016 school year, 6% 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"> 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 50.</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 (African American and Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 50.</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"> • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas (SW 4). • Provide rigorous resources for teachers and students in the special education programs. • Continue our Enrichment/Intervention plan during school. • Introduce students to activities that promote college and career readiness, such as “Eagle War Challenge, Career Week, Etc. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area (SW 9). • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap (SW 9). • Provide training and support for teachers with various research based instructional strategies to

	<p>address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG)</p> <ul style="list-style-type: none"> • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
READING/ELA Performance Objectives	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the <i>STAAR</i>, <i>STAAR A</i> or <i>STAAR-L</i> 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 2% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year; 30% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 2: Understanding/Analysis of Literary Texts, Grade 3; Reporting Category 3: Understanding/Analysis of Informational Texts, Grade 3 and 4</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure differentiation of literacy strategies in all the grade levels through Tier I best practices. • Emphasize interactive lessons with higher thinking level questions while implementing the components of CISD READS. • Address the rigor in the classroom through higher level thinking strategies during strategic reading, shared reading, individual instruction and whole group instruction. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Continue to develop rigorous common assessments, continuous formative assessments, and using the data to collaborate and monitor student achievement (SW 1, 8). • Provide rigorous resources for teachers and students in the special education programs. • Continue our Enrichment/Intervention plan during school. • Introduce students to activities that promote college and career readiness, such as “War Eagle Challenge”, Career Week, Etc. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • 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 in all content areas (DSG) (SW 2). • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>80% of all students and student groups taking the <i>STAAR</i>, <i>STAAR A</i> or <i>STAAR-L</i> 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 3% in the 2015-2016 school year, 3% by the 2016-2017 school year and 2% by the 2017-2018 school year and 10% will meet Level III: Advanced Performance Level indicator (for AADD).</i></p> <p>Target Reporting Category 1: Composition</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure writing instruction in all grade levels PK-4 on a daily basis in both genres, expository and narrative. • Collaborate vertically to ensure the alignment and consistent use of the Lucy Calkins Writing Model. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in Writing (SW 4). • Implement mentor sentences to teach grammar and conventions in all grade levels. • Provide rigorous Writing resources for teachers and students in the special education programs. • Continue our Writing Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students

	<p>that are identified as needing improvement in any academic area.</p> <ul style="list-style-type: none"> • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • 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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
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. <i>Incremental growth will occur over a three year period with 3% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year; 20% will meet Level III: Advanced Performance Level (for AADD).</i></p> <p>Target Reporting Category 2: Computations and Algebraic Relationships; and Reporting Category 3: Geometry and Measurement</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide staff development on the implementation of CISD Solves and its components. • Implement the poster method and math review in all grade level classrooms from PK-4. • Continue to implement small group instruction and document the student progress through AMI to target the student needs. • Provide Math staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Implement iLearn and Accelerated math for at-risk students. • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in all content areas. • Provide rigorous resources for teachers and students in the special education programs. • Continue our Math Enrichment/Intervention plan during school. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in this academic area. • 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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Social Studies will meet Level II: Satisfactory Performance Level; 55% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category 1: African American and Eco. Dis.; Reporting Category 2: African American; Reporting Category 3: LEP, African American and Eco. Dis.</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide rigorous social studies resources for teachers and students in all grade levels. • Continue to integrate social studies during language arts instruction. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in this academic area. • Continue to use processing skills during social studies instruction to help student analyze information being presented. • 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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)

SCIENCE Performance Objectives	<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 1% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year</i>; 25% will meet Level III: Advanced Performance Level.</p> <p>Target Reporting Category: Reporting Category 1: African American, LEP and Eco. Dis.; Reporting Category 2: Hispanic, LEP and African American; Reporting Category 3: LEP, African American & Eco. Dis.; Reporting Category 4: African American, Hispanic and LEP.</p>
Focus Strategies	<ul style="list-style-type: none"> • Implement a school wide STEM challenge posted in a bulletin board. • Continue to implement the 5E lesson model in all grade levels. • Increase the exposure of science vocabulary through other content areas integration and interactive word walls in the classrooms (SW 7). • Provide staff development, support and resources for teachers based on instructional best practices to meet the needs of our African American, Hispanic and economically disadvantaged students in this content areas. • Provide rigorous resources for teachers and students in the special education programs. • 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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) (SW 7)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Teach students physical activities that they can continue to use outside of school to promote lifetime fitness. • Monitor students' level of fitness through fitnessgram and other programs to help students achieve their short and long term fitness goals. • Allow for exercise, games, and activities throughout the day.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>50% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined over all subject areas.</p> <p><i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Reading/ELA and Math: 50% of measures will be in top quartile 2. Increase Attendance Rate from 96.7% to 97% 3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group;
Focus Strategies	<ul style="list-style-type: none"> • Implement reward system for perfect attendance NEAT. • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Continue to implement our STAAR Pal program for at Risk students. • Continue to provide sheltered instruction to our English language learners. • Implement Tier 1 best practices and provide Tier II and Tier III interventions for those students that are identified as needing improvement in any academic area. • 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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	<p>Campus budget SCE, Title I, Title III</p>

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 that all teachers and paraprofessionals hired are certified and highly qualified to serve our students (SW 3). • Give new teachers a mentor teacher to support and help them (SW 5). • Provide opportunities for staff development for all teachers (SW 4). • Allow teachers to observe and be observed by peers to improve instruction. • Hold bi-weekly team leader meetings to ensure that communication and collaboration are part of their grade level learning community.
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</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
Focus Strategies	<ul style="list-style-type: none"> • Provide communication to parents about our activities, initiatives and different school programs through blackboard connect, the school website, monthly newsletter and grade level newsletters. • Provide education sessions for our English language learners' parents through our outreach program (SW 6). • Provide Title 1 nights, curriculum nights, after school academic family activities to provide our parents with academic resources (SW 6). • Develop campus plan that address communication to staff, parents, and our district communication office in case of an emergency, special events, and disaster. • Provide opportunities for our students to contribute to the community through our student council.
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:</i> Will achieve a CaSE rating of Exemplary in Safety.
Focus Strategies	<ul style="list-style-type: none"> • Allow students to participate in various ways through our safety patrol. • Scan students when they are dismissed to ensure they are tracked as they leave the building. • Provide opportunities to educate students in safety, drug and alcohol abuse. • Conduct faculty trainings through safe schools for bullying, hazardous material, sexual harassment, blood-borne pathogen, pest management and suicide. • Ensure that we have included crisis management, health services and safety control in our EOP.
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"> • Ensure the use of technology in all grade levels PK-4 by providing meaningful opportunities to access technology. • Emphasize the importance of integrating technology across content areas. • Providing staff development for our staff through our technology department. • Communicate technology initiatives to the staff • Integrate technology standards in the lessons when applicable.
Financial Resources	Campus budget Title I, Title III LEP & IMM (SW 10)
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans aligned with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal Technology Liason

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.

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4	Academic Tutorials	\$7,671	.13
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4	Teachers for At-Risk Students	\$1,297,893	24.50
Closing Performance Gap: Strategy 1, 2, 3, 10	Instructional Materials for At-Risk Students	\$5,671	.00
	TOTAL SCE	\$1,311,235	24.63

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

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention IF			
Closing Performance Gap: Strategy 1,4,5 Writing: Strategy 2,8 Math: Strategy 4	Subs for Tutorials	\$2,070	.04
Math: Strategy 7	Instructional Supplies	\$1,130	.00
	TOTAL Intervention	\$3,200	.04

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4	Instructional Support – Instructional Coaches/Teachers	\$132,363	2.00
Closing Performance Gap: Strategy 1, 2, 3, 10	Instructional Support – Paraprofessionals	\$36,585	1.50
Technology Strategy 1	Technology	\$2,000	.00
Reading Strategy 1-7	Books	\$2,000	.00
Closing Performance Gap: Strategy 1,2, 3, 10	Instructional Materials	\$6,000	.00
Closing Performance Gap: Strategy 1, 4, 5 Writing: Strategy 2 Math: Strategy 4	Staff Development	\$1,390	.00
Parents and Community Strategy 3	Parent Involvement	\$1,726	.00
	TOTAL Title IA	\$180,064	3.5
Title III LEP			
Closing Performance Gap: Strategy 1, 4, 5	Extra Duty Tutorials	\$2,500	.04
Technology Strategy 1	Technology	\$2,000	.00
Reading Strategy 1-7	Books	\$500	.00
Closing Performance Gap: Strategy 1, 2, 3, 10	Instructional Materials	\$1,500	.00
	TOTAL Title III LEP	\$6,500	.04

Strategy	Program/Service	Funds Budgeted	FTEs
Title III IMM			
Closing Performance Gap: Strategy 1, 4, 5	Extra Duty Tutorials	\$400	.01
	TOTAL Title III IMM	\$400	.01