

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

Goal 1: Student Achievement and Post-Secondary Success

Grangerland 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>Grangerland 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>Grangerland 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>Grangerland 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 1.2</p>	<p>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 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>88% of All students combined over all subject areas will meet Phase 2 Level II performance standard on STAAR, STAAR A, STAAR Alternate, and STAAR L by the 2017-2018 school year; 84% by in the 2015-2016 school year, 86% by 2016-2017 school year, and 88% 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 38.</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 and White will meet the weighted performance Level II and III, earning an Index 3 score of 44.</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 the progress of all students and all student groups, identifying individual students needing intervention; and providing targeted students the appropriate instructional intervention as needed. (SW-8) • Provide intensive, systematic tutoring for identified at-risk students during the day and after school.(SW-2) (SW-9) • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. Campus Safeguard Federal (SW-10) • As a Title 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students and implement Tier I Best Practices. • Continue training our staff on Capturing Kids Hearts to give them tools for working with at-risk students. • Hold weekly team meetings and implement PLCs to ensure teacher collaboration within each department/grade. • Conduct a comprehensive needs assessment of the school based on student performance. (SW1)

<p>READING/ELA Performance Objectives</p>	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 88% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 84% by in the 2015-2016 school year, 86% by 2016-2017 school year, and 88% by the 2017-2018 school year. 19% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 3: Understanding and Analysis of Informational Texts</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text, bridging reading with writing. • Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups. • Emphasize higher level questioning within each component of CISD READS. • Implement classroom practices focused on the critical role of texts and the expert teaching in the process of reading. • Ensure greater emphasis on close reading and critical analysis of literary and informational texts. • Continue the integration of Elementary Language Arts into Social Studies content. • Ensure that differentiated instruction in reading is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building, student engagement, and management. • 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. District Safeguard Federal (DSG), SW-4 • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 80% 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</i> Incremental growth will occur over a three year period with 74% in the 2015-2016 school year, 76% by the 2016-2017 school year and 78% by the 2017-2018 school year and 15% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Composition; Reporting Category 2: Revision; Reporting Category 3: Editing</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model implementing Lucy Calkins. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. • 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. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 88 % 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 84% in the 2015 school year, 86% by the 2016-2017 school year, and 88% by the 2017-2018 school year. 20% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Numerical Representations and Relationships - Special Ed & Current and Monitored ELL Students; Reporting Category 2: Computation and Algebraic Relationships - Special Ed &</p>

	Current and Monitored ELL Students; Reporting Category 3: Geometry and Measurement - Special Ed & Current and Monitored ELL Students; Reporting Category 4: Data Analysis and Personal financial Literacy - Special Ed & Current and Monitored ELL Students;
Focus Strategies	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • 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. • Utilize TEKS based technology programs to reinforce student learning. • 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. District Safeguard (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 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 by the 2017-2018 school year. Incremental growth will occur over a three year period with 72% in the 2015 school year, 75% by the 2016-2017 school year, and 78% by the 2017-2018 school year. 12% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: History; Reporting Category 4: Economics, Science, Technology and Society</p>
Focus Strategies	<ul style="list-style-type: none"> • Implement the Interactive Student Notebook. • 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. • Focus on engagement through student centered instructional strategies based on <i>History Alive! or Social Studies Alive!</i> • 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. District Safeguard (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 88% 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 84% in the 2015 school year, 86% by the 2016-2017 school year, and 88% by the 2017-2018 school year. 12% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Category 1: Matter and Energy; Reporting Category 2: Force, Motion and Energy; Reporting Category 3: Earth and Space; Reporting Category 4: Organisms and Environment</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • 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. • Utilize Stem Scopes to meet the needs of various groups. • Build capacity of staff through staff development opportunities that encompass higher level

	<p>thinking and rigorous activities. (SW-4)</p> <ul style="list-style-type: none"> • Continue science events such as science related field trips to provide hands-on experiences. • 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)
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"> • Track and evaluate students’ personal level of health related fitness through student-developed short term and long term goals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. • Build capacity of our PE teachers by providing opportunities for staff development.
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS 90% 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>Distinctions:</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 95.7% to 97% 3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group;
Focus Strategies	<ul style="list-style-type: none"> • Reward student attendance with perfect attendance rewards and other incentives every 9 weeks and throughout the year. • Create weekly incentives to improve yearly attendance. • Promote the feeder high school and post-graduation success through “Education: Go Get IT!” Week. • Promote students as “Future CISD High School Students” through activities within feeder and district, including pep rallies, student visits, reading, etc. (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 in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
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	Ensure the appropriate certification and highly qualified requirements for professional and paraprofessional staff are met. (SW-3), (SW-5) Provide mentor support for beginning teachers. Improve the qualifications of teachers by providing opportunities to attend workshops and training sessions. (SW-4) Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. Provide encouragement activities for teachers and staff (12 Days of Christmas, faculty lunches, social events, etc.).
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, programs, meetings, and activities through a variety of media, including campus website, e-newsletters, email announcements, mail outs, campus meetings, and other sources. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. (SW-6) • Implement Watch Dog program to provide parents with an active role in the school community.
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, 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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Safety.</i>
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members through Safe School courses. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management, health services, and provide staff training for emergency procedures (including fire extinguisher

	<p>training).</p> <ul style="list-style-type: none"> • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and to wear visitor badges within the school building. • Provide programs for student and staff awareness of sexual abuse, bullying, and the dangers of drugs, alcohol, and tobacco through programs such as Red Ribbon, Get Real about Violence, and school wide assemblies. • Provide student education in personal safety/wellness through implementation of programs on character development, conflict resolution, and life/coping skills such as Efficacy, Why Try, and Social Skills. • Provide opportunities for students to get involved in clubs at school (Student Council, Student Advisory Committee, Art Club, Photography Club, Destination Imagination, Yearbook, Honor Choir, and Robotics).
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 across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Build teacher capacity by providing hands-on training in the use of new technology and implementation of technology in instructional practices. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within the curriculum and assessment.
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 aligned 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.

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Academic Tutorials- Extra Duty	\$16,289	.30
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Teachers for at-risk students	\$2,034,670	37.00
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Classroom Reduction Teacher	\$50,161	1.00
	TOTAL SCE	\$2,101,120	38.30
Intervention Funds			
Close Performance Gap Strategy 1	Supplies	\$3,200	0.00

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Instructional Support – Instructional Coaches/Teachers	\$224,016	4.07
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Instructional Support – Paraprofessionals	\$82,072	4.10
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Staff Development Materials & Travel	\$7,237	.00
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Parent Involvement	\$2,726	.00
	TOTAL Title IA	\$316,051	8.17
Title III LEP			
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Extra Duty Tutorials	\$2,000	.03
Math Strategy 4, Science Strategy 3	Technology	\$2,000	.00
Math Strategy 6, Reading Strategy 9; Writing Strategy 2	Books	\$750	.00
Math Strategy 6, Reading Strategy 8 & 9, Writing Strategy 2	Instructional Materials	\$750	.00
	TOTAL Title III LEP	\$5,500	.03
Title III IMM			
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Extra Duty Tutorials	\$300	.00
	TOTAL Title III IMM	\$300	.00