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

Goal 1: Student Achievement and Post-Secondary Success

Houser 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	**Houser 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.
CISD Curriculum	**Houser 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.
	• The Reading/ELA curriculum, *CISD Reads*, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing.
	• The Mathematics curriculum, *CISD Solves*, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. *CISD Solves* includes the use of math review, mental math, problem solving, poster method, and math fluency.
	• The Science curriculum, *CISD Investigates*, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and *Science Success*, the CISD science review process.
	• The Social Studies curriculum, *CISD Remembers*, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
CISD Best Practices	**Houser Elementary School** implements and supports the following CISD best practices:
	• The Curriculum and Instruction Model (**CISD Instructional Model**) accommodates for the needs of all student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD

	Instructional Model incorporates the foundational research of Gardner's Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano's Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the **TEKS**, the students' **Learning** process of the required curriculum, and the ongoing **Assessment** in which both teachers and students evaluate their learning.
	• Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom's Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRISS and Sheltered Instruction Using the SIOP Model.
	• Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student.

1.1 MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS 1.2 and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES	**Index 1: Student Achievement** **All subjects; all students; % met Level II standard** *85% 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 5% in the 2015-2016 school year, 10% by the 2016-2017 school year and 14% by the 2017-2018 school year.* *Distinctions:* 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science *Community and School Engagement (CaSE)*: 2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.
INDEX 2: STUDENT PROGRESS OBJECTIVES	**Index 2: Student Progress** **Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress** *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 48.* *Distinctions:* 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.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	**Index 3: Closing Performance Gaps** **All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)** Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (Hispanic and African American) will meet the weighted performance Level II and III, *earning an Index 3 score of 45.* *Distinctions:* Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Focus Strategies	• Provide intensive, systematic tutoring for identified at-risk students during the day and after school. SW 2, 9 • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. SW 2, 9 • Ensure that ELL students receive appropriate English language acquisition. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9 • As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1 • Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional

	performance (PLAAFP) statement which corresponds to student data. SW 4
	• Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describe the specially designed instruction necessary as a result of the student's disability related needs. SW 4 • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). SW 4 • Review, revise, and implement daily attendance procedures to meet 98% average attendance. • 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 students in special education, Hispanic students, African American students, and economically disadvantaged students in reading, math and writing. SW 2 (DSG)
READING/ELA Performance Objectives	**READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 85% 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 4% in the 2015-2016 school year, 3% by the 2016-2017 school year and 2% by the 2017-2018 school year*; 35% will meet Level III: Advanced Performance Level (for AADD). Target Reporting Category 1: Understanding and Analysis Across Genres; Reporting Category 2: Understanding and Analysis of Literary Texts; Reporting Category 3: Understanding and Analysis of Informational Texts Reading Performance Safeguard Target: African American and Special Education
Focus Strategies	• 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. SW 4 • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. Include training from the district level language arts coaches and coordinator. • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. SW 2 • 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. SW 8 • 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) • Provide RtI through Tier I research based best practices and Tier II and Tier III interventions for identified students in reading. Campus Safeguard Federal (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for reading. (CSG) • Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs. (CSG)
WRITING Performance Objectives	**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 *by the 2017-2018 school year Incremental growth will occur over a three year period with 10% in the 2015-2016 school year, 5% by the 2016-2017 school year and 4% by the 2017-2018 school year* and 35% will meet Level III: Advanced Performance Level indicator (for AADD).

	Target Reporting Category 1: Composition; Reporting Category 2: Revision; Reporting Category 3: Editing Writing Performance Safeguard Target: Hispanic, Economically Disadvantaged
Focus Strategies	- Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in K – 4. - Provide fourth grade teachers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW 4 - Continue to focus on daily writing in every grade level with the writer's workshop model in both fiction and nonfiction genres bridging the Genre Study implementation. - 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 - Provide staff development on the teaching of grammar and conventions through the use of Mentor Sentences. SW 4 - Provide staff development on the Units of Study by Lucy Calkins as the foundational resource. SW 4
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 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 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 5% by the 2017-2018 school year*; 35% will meet Level III: Advanced Performance Level (for AADD). Target Reporting Category 1: Numerical Representations and Relationships; Reporting Category 2: Computations and Algebraic Relationships; Reporting Category 3: Geometry and Measurement; Reporting Category 4: Data Analysis and Personal Financial Literacy
Focus Strategies	- 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. SW 8 - Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. - Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. SW 4 - Provide staff development on new TEKS objectives and how to integrate/create lessons with emphasis on Process Standards. SW 4 - 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) - Provide RtI through Tier I research-based best practices and Tier II and Tier III interventions for identified students in math. (CSG) - Provide intensive, systematic tutoring for identified at-risk students during the school day for math. (CSG)
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 90% of all students and student groups taking the *STAAR, STAAR A* or STAAR-L in **Social Studies** will meet Level II: Satisfactory Performance Level; 25% will meet Level III: Advanced Performance Level. Target Reporting Category 1: History - African American and Eco. Dis.; Reporting Category 2: Geography and Culture - African American; Reporting Category 3: Government and Citizenship - LEP, African American and Eco. Dis.
Focus Strategies	- Focus on engagement through student centered instructional strategies based on *Social* *Studies Alive!* - Ensure that teachers plan and implement social studies lessons based on the district

	scope and sequence CISD Remembers. • Utilize the instructional strategies provided in the Social Studies Strategies Manual as a source for ideas on how to integrate in to Language Arts curriculum.
SCIENCE Performance Objectives	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH** 90% 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 1% in the 2015-2016 school year, 2% by the 2016-2017 school year and 2% by the 2017-2018 school year*; 25% will meet Level III: Advanced Performance Level. Target Reporting Category 1: Matter and Energy - African American, LEP and Eco. Dis.; Reporting Category 2: Force, Motion and Energy - Hispanic, LEP and African American; Reporting Category 3: Earth and Space - LEP, African American & Eco. Dis.; Reporting Category 4: Organisms and Environment - African American, Hispanic and LEP
Focus Strategies	• Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. • Ensure that teachers plan and implement TEKS aligned science lesson using the 5-E lesson model.
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	• 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 last once each 6 weeks. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.
1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL **POST-SECONDARY READINESS (Index 4)** **CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**	
INDEX 4: POST-SECONDARY READINESS OBJECTIVES	**INDEX 4: POST-SECONDARY READINESS** 50% of all students and 7 race/ethnic groups will meet final level II standard on **two** or more tests combined over all subject areas. *Distinctions:* 1. Reading/ELA and Math: 50% of measures will be in top quartile 2. Increase Attendance Rate from 97% to 98% 3. Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group;
Focus Strategies	• Reward student attendance with the Perfect Attendance award and the NEAT (Never Ever Absent or Tardy) Club Award in each grading period, and all year. Announce classes that have received 17 days of Perfect Attendance and deliver rewards. • Keep the staff informed of our daily attendance rate in the staff newsletter. • Monitor student attendance by utilizing the early leaver iPad system. Notify parents when students have reached excessive tardies and/or absences. • Provide opportunities for students to explore post-secondary options including careers and colleges during Generation Texas Week. SW 7 • Partner with feeder schools and local universities to provide motivational activities for students including mentors and college days. SW 7 • Research-based best practices implemented for students to achieve Phase-in III. SW 2 • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8 • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	Campus budget

	SCE, Title I, Title III SW 10
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 professionals and paraprofessionals. SW 3 • Provide mentor support for beginning teachers. SW 4 • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5 • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. • Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, 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. *CaSE*: Will achieve a *CaSE* rating of Exemplary in Parent Involvement.
Focus Strategies	• Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources. SW 6 • Provide opportunities at school for parents to participate in academic and social events with students. SW 6 • Provide information nights, family reading and math nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. SW 6 • Provide communications in both English and Spanish. • Host parenting classes, Love and Logic, through the Parent Resource Center. SW 6
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, 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. *CaSE*: Will achieve a CaSE rating of Exemplary in Safety.
Focus Strategies	- Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level. - Maintain a campus committee to review, revise, and oversee the implementation of the district and campus safety plans. - Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. - Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. - Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources. - Implement school-wide discipline system including school-wide rules and expectations. - Implement new buzzer system to allow for a safer entryway. - Continue implementation the school-wide character education program. - Implement PBIS Foundations pilot process for behavior support.
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. *CaSE*: Will achieve a CaSE rating of Exemplary in Technology.
Focus Strategies	- Provide hands-on training in use of new technology hardware and software. - Assess technology inventory to determine needs for updating and replacing equipment. SW 1 - Purchase new equipment and devices to support instructional best practices to engage learners. - Build teacher capacity to fully implement technology in instruction. SW 4 - Increase student opportunities for utilizing technology across the curriculum areas.
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

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Achievement Gap: Strategy 5	General Education Teachers for At-Risk Students	$1,136,758	22.00
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 1	Academic Tutorials	$11,802	.21
	TOTAL SCE	**1,148,560**	**22.21**

Resources Allocated for Intervention Funds
2015-2016 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Close the Achievement Gap: Strategy 1 Math: Strategy 2	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			
Close the Achievement Gap: Strategy 6 Close the Achievement Gap: Strategy 1, 2, 3, 5	Instructional Support – Instructional Coaches/Teachers	$139,399	2.50
Close the Achievement Gap: Strategy 1, 3	Instructional Support – Paraprofessionals	$24,532	.40
Writing: Strategy 2 Math: Strategy 3 Reading: Strategy 1	Subs (Planning, Staff Development)	$4,658	.00
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Extra Duty (Tutoring)	$11,000	.20
Writing: Strategy 4 Reading: Strategy 3 Math: Strategy 6	Instructional Materials	$11,101	.00
Reading: Strategy 2 Writing: Strategy 2 Math: Strategy 3 - 6	Staff Development	$7500	.00
Parent Involvement: Strategy 2, 3, 5	Parent Involvement	$2,726	.00
	TOTAL Title IA	**$200,916**	**3.10**

Title III LEP			
Close the Achievement Gap: Strategy 1 Reading: Strategy 1 Math: Strategy 2	Extra Duty Tutorials	$2,000	.03
Technology: Strategy 2	Technology	$2,000	.00
Close the Achievement Gap: Strategy 4	Books	$750	.00
Close the Achievement Gap: Strategy 4	Instructional Materials	$750	.00
	TOTAL Title III LEP	**$5,500**	**.03**
Title III IMM			
Technology: Strategy 2	Extra Duty Tutorials	$250	.00
	TOTAL Title III IMM	**$250**	**.00**