

**Campus Improvement Plan  
2017-2018  
Elementary/Intermediate Campus: Cryar Intermediate  
Rating: Met Standard**

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

*Cryar Intermediate School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.*

**Master Rigorous Academic Standards**

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
  - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
  - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
  - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Post-secondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
  - **Distinction** – 50% of Indicators are in the top quartile

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS</b>	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b></p> <p>Performance in 2016-2017 82% Approaching Grade Level Standards Goal for 2017-2018 86% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science</li> </ul>
<b><u>STUDENT PROGRESS OBJECTIVES</u></b>	<p><b>Student Progress</b></p> <p><b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects</b></p> <p>Performance in 2016-2017 57% of students met Expected or Accelerated Growth measures. 15% of students met Accelerated Growth measures only. Goal for 2017-2018 62% of students will meet Expected or Accelerated Growth measures. 18% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>• Will meet AADD indicator for Accelerated Growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 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.</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group,</li> </ul>

	<p>flexible small groups, and with individual students.</p> <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> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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>• Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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>• Implement the Interactive Student Notebook K-12.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• 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.</li> </ul>
<b><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></b>	<p><b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  76% scored Approaching Grade Level Standards  12% scored Mastering Grade Level Standards  Goal for 2017-2018:  80% will score Approaching Grade Level Standards  17% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  72% scored Approaching Grade Level Standards  13% scored Mastering Grade Level Standards  Goal for 2017-2018:  80% will score Approaching Grade Level Standards  16% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  79% scored Approaching Grade Level Standards  13% scored Mastering Grade Level Standards  Goal for 2017-2018:  86% will score Approaching Grade Level Standards  16% will score Mastering Grade Level Standards  Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ul>

<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide mentors to targeted at-risk students.</li> <li>• As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.</li> <li>• Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps.</li> <li>• Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG)</li> <li>• Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG)</li> <li>• Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> </ul>
<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  72% scored Approaching Grade Level Standards  12% scored Mastering Grade Level Standards  Goal for 2017-2018:  77% will score Approaching Grade Level Standards  15% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  69% scored Approaching Grade Level Standards  17% scored Mastering Grade Level Standards  Goal for 2017-2018:  79% will score Approaching Grade Level Standards  20% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  75% scored Approaching Grade Level Standards  13% scored Mastering Grade Level Standards  Goal for 2017-2018:  80% will score Approaching Grade Level Standards  16% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 5<sup>th</sup> and 6<sup>th</sup> grade- RC 1 The student will understand and analyze texts across genres.  Reading Performance Safeguard Target: Special Education</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 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.</li> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.</li> <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>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) Campus Safeguard (CSG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)</li> <li>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> <li>• Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  58% scored Approaching Grade Level Standards at Peet Junior High  5% scored Mastering Grade Level Standards at Peet Junior High  Goal for 2017-2018:  70% will score Approaching Grade Level Standards at Peet Junior High  10% will score Mastering Grade Level Standards at Peet Junior High</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  58% scored Approaching Grade Level Standards at Peet Junior High  2% scored Mastering Grade Level Standards at Peet Junior High  Goal for 2017-2018:  70% will score Approaching Grade Level Standards at Peet Junior High  10% will score Mastering Grade Level Standards at Peet Junior High</p> <p>Target Reporting Category: RC 1- The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.  70% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</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>• Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  84% scored Approaching Grade Level Standards  12% scored Mastering Grade Level Standards  Goal for 2017-2018:  89% will score Approaching Grade Level Standards  15% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  80% scored Approaching Grade Level Standards  11% scored Mastering Grade Level Standards  Goal for 2017-2018:  85% will score Approaching Grade Level Standards  15% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  87% scored Approaching Grade Level Standards  13% scored Mastering Grade Level Standards</p>

	<p>Goal for 2017-2018: 90% will score Approaching Grade Level Standards 16% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 5<sup>th</sup> Grade- RC 1 The student will demonstrate an understanding of how to represent and manipulate numbers and expressions. 6<sup>th</sup> Grade- The student will demonstrate an understating of how to perform operations and represent algebraic relationships. Math Performance Safeguard Target, if applicable: None</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</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>• Implement the Interactive Student Notebook K-12.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b> Performance in 2016-2017: 67% scored Approaching Grade Level Standards 10% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 62% scored Approaching Grade Level Standards 10% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 70% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: RC 1 The student will demonstrate an understanding of the properties of matter and energy and their interactions. Science Performance Safeguard Target, if applicable: Special Education</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>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (CSG)</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 95% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.</li> <li>Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POST-SECONDARY READINESS</b>	
<b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<p><b>POST-SECONDARY READINESS</b> Attendance rate will increase from 96.6% in 2016/17 to 97.6% in 2017/18.</p> <p><b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b> <i>50% of indicators will be in top quartile</i></p> <p><b>Meet Top 25% in Student Progress Distinction Designations</b> <i>Top quartile of campus comparison group in performance for student progress</i></p> <p><b>Meet Top 25% in Closing Performance Gaps Distinction Designations</b> <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p><b>Meet eligible Postsecondary Readiness Distinction Designations</b> <i>50% of indicators will be in top quartile</i></p> <p><b>Grade 3-12 Safeguard Indicators</b></p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</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> <li>Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.</li> <li>Provide new student registration for incoming students.</li> <li>Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)</li> <li>Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, 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, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, 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 passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<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>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</li> <li>• Provide mentor support for beginning teachers.</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>	
<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.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <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> <li>• Provide opportunities to parents to give input regarding the academic needs of students and programs.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<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, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<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.
<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> </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
<b>Project Manager(s):</b>	Principal, Assistant Principal

<b>Goal 5 TECHNOLOGY</b>
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<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.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I, 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
<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.



**State Compensatory Education Program  
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Closing the Performance Gap Strategy 3; Math Strategy 2; Reading Strategy 4	Academic Tutorials	6,210	.11
Closing the Performance Gap Strategies 2, 3, 4, 6; Math Focus Strategies 1, 2, 3; Reading Strategy 1, 2, 3, 4, 5, 6	Instructional Support- Instructional Coaches	111,140	2.00
Closing the Performance Gap Strategies 2, 3, 4, 5, 6; Reading 1, 2, 3, 4, 5, 6; Math Strategies 1, 2, 3; Science Strategies 1, 2, 3, 4	General Education Teachers for At-Risk Students	1,744,269	29.00
Closing the Performance Gap Strategies 2, 4, 6; Reading Strategies 1, 2, 3; Math Strategies 1, 2, 3; Science Strategies 1, 2, 3, 4	Instructional Materials for At-Risk Students	2,892	.00
<b>TOTAL SCE</b>		<b>1,864,511</b>	<b>31.11</b>

**Resources Allocated for Title I - III  
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title IA</b>			
Closing the Performance Gap Strategies 2, 3, 4, 6; Science Strategies 1, 2, 3, 4	Instructional Support – Instructional Coach	63,422	1.00
Closing the Performance Gap Strategies 2, 3, 4, 6; Science Strategies 1, 2, 3, 4	Substitutes	10,000	.18
Closing the Performance Gap Strategies 1, 2, 6; Technology Strategies 1, 2, 3	Technology	39,517	.00
Closing the Performance Gap Strategies 2, 3, 4, 5, 6; Reading Strategies 1, 2, 3	Books	5,000	.00
Closing the Performance Gap Strategies 1, 2, 3, 4, 5, 6; Reading Strategies 1, 2, 3, 4, 5, 6; Math Strategies 1, 2, 3; Science Strategies 1, 2, 3, 4, 5	Instructional Materials	21,882	.00
Closing the Performance Gap Strategies 2, 3, 4, 5, 6; Reading Strategies 1, 2, 3, 5, 6; Math Strategies 1, 2, 3; Science Strategies 2, 3, 4	Staff Development	16,000	.00
Parents and Community Strategies 1, 2, 3	Parent Involvement	3,097	.00
<b>TOTAL Title IA</b>		<b>158,918</b>	<b>1.18</b>
<b>Title III LEP</b>			
Closing the Performance Gap Strategies 2, 3, 4, 5, 6	Extra Duty Tutorials	2,000	.04
Technology Strategies 1, 2, 3	Technology	500	.00
Closing the Performance Gap Strategies 3, 5	Books	500	.00
Closing the Performance Gap Strategies 2, 3, 6	Instructional Materials	500	.00
<b>TOTAL Title III LEP</b>		<b>3,500</b>	<b>.04</b>