

**Campus Improvement Plan
2017-2018
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.

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/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

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| GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS | |
| MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS | |
| <u>STUDENT ACHIEVEMENT OBJECTIVES</u> | <p>Student Achievement - All Students/All Subjects Performance in 2016-2017 82% Approaching Grade Level Standards Goal for 2017-2018 85% Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science |
| <u>STUDENT PROGRESS OBJECTIVES</u> | <p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 72% of students met Expected or Accelerated Growth measures. 36% of students met Accelerated Growth measures only. Goal for 2017-2018 75% of students will meet Expected or Accelerated Growth measures. 38% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math. |
| READING Strategies | <p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing • 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

- Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices
- 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
- Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.
- Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of African American Students (AA) in all content areas (Campus Safeguard)
- 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 (District Safeguard)
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
- 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)
- 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)
- 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)
- 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)
- Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)
- Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)
- Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
- Targeted individualized reading instruction for our

Recommended Professional Learning Opportunity Strands

- Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading will take place in July/August for teachers new to CISD, new to a grade level, or teachers needing a "refresher."
- Components of CISD READS will be addressed in specific sessions at the August District Wide Staff Development.
- Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text.
- The Coordinator of Elementary Language Arts and District Instructional Literacy Coaches will provide
- Training on the BAS, DRA and other District Literacy Assessments and how to use data gleaned from these assessments to guide small group Guided Reading instruction.
- Collaboration of professional development between ELA and Bilingual/ESL departments
- Bilingual focus on early native language literacy skills through Leer Mas II training

Recommended Resources

- Genre Study by Fountas and Pinnell
- The Comprehension Toolkit by Stephanie Harvey

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| | <ul style="list-style-type: none"> • The Prompting Guide Parts 1 and 2 by Fountas and Pinnell • CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars • Campus Guided Reading literacy libraries • Guided Reading by Fountas and Pinnell • Literacy Continuum by Fountas and Pinnell • Reading Strategies by Jennifer Serravallo • Canciones y Cuentos • El Sabelotodo • 7 Steps to a Language Rich Interactive Classroom by John Seidlitz • 38 Great Academic Language Builders by John Seidlitz • Literacy Teacher’s Playbook K-2 and 3-6 |
| <p>WRITING Strategies</p> | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</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 • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • 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. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level • 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) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • 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) • 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) • 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) |

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| | <p>Recommended Professional Learning Opportunity Strands</p> <ul style="list-style-type: none"> • Writing will be addressed in specific sessions at the August District Wide Staff Development. • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on the use of the Writing Workshop format to support writing in all genres. • Staff development will be provided at the Homegrown Writing Institute in July to train on the Writer’s Workshop approach to teaching writing using the Lucy Calkins Units of Study. • Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences and other research based best practices. • The Coordinator of Elementary Language Arts and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year. • Collaboration of professional development between ELA and Bilingual/ESL departments • Bilingual focus on supporting both English and Spanish writers in grades 2-4 <p>Recommended Resources</p> <ul style="list-style-type: none"> • Genre Study by Fountas and Pinnell • Units of Study In Opinion, Information and Narrative by Lucy Calkins • Mechanically Inclined and Everyday Editing by Jeff Anderson • CISD READS on-line resources in CANVAS including the ELA Scope and Sequence and Word Study Calendars • Writing Workshop by Ralph Fletcher • Teaching the Qualities of Writing by Ralph Fletcher • Writing Strategies by Jennifer Serravallo • Phonics Lessons by Fountas and Pinnell • Words Their Way • Canciones y Cuentos • El Sabelotodo • Estudio de palabras • Palabras a su paso • Enciclopedia de ortografía de la lengua española |
| <p>MATH Strategies</p> | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide professional learning opportunities 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. • Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of 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 using anecdotal notes and implementation of effective tutorial programs for teachers. • 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. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. |

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| | <p>Recommended Professional Learning Opportunity Strands</p> <ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Guided Math • Grade Level Team Meetings • Process Standards |
| <p>SOCIAL STUDIES Strategies</p> | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on History Alive! /Social Studies Alive! • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project. • 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) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • 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) • 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) • 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) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) <p>Recommended Professional Learning Opportunity Strands</p> <ul style="list-style-type: none"> • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending Social Studies Alive! • Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending History Alive! |

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| | <ul style="list-style-type: none"> Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Elementary Teachers. Professional learning opportunities will be provided to the campus in the focus area of engagement from the Social Studies Model by attending The Interactive Student Notebook for Secondary Teachers. The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training. The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards through training on the Social Studies Instructional Strategy Manual. Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products <p>Recommended Resources</p> <ul style="list-style-type: none"> Social Studies Alive! History Alive! World Cultures Alive! Government Alive! Economics Alive! World Connections Alive! Social Studies Weekly Time for Kids Scholastic News Brain Pop United Streaming National Geographic for Kids Mastering the TEKS – Jarrett Social Studies Model CISD Tier I Best Practices Social Studies Instructional Strategy Manual Grade Level Scope and Sequence Documents |
| <p>SCIENCE Strategies</p> | <p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <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) Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity Ensure that teachers require all students utilize a science interactive notebook as part of their learning process 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 Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. <p>Recommended Professional Learning Opportunity Strands</p> <ul style="list-style-type: none"> Professional learning opportunities on Science Interactive Word Walls to science teachers by Dr. Julie Jackson, professor at Texas State University. Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction. The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano’s Six Step Process for Building Academic Vocabulary during summer and afterschool Professional learning opportunities. Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings. Professional learning opportunities will be provided to campuses by a Science Instructional Coach |

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| | <p>in the area of common assessment writing during teacher planning meetings.</p> <ul style="list-style-type: none"> • The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Leadership Teams meetings. • The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during the Science Leadership Teams meetings. • The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific Make-n-Take professional learning opportunities. • The Science Department Chair will attend safety trainings provided by the Science Coordinator and will provide campus safety trainings to all teachers in the department. • Campuses will learn how to begin a robotics program at their school by attending the afterschool staff development - Robotics-I've Got My Robotics Team-Now What? • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. <p>Recommended Resources</p> <ul style="list-style-type: none"> • Region 4 Educational Service Center- Gateways to Science - 1st – 8th grades • Science Lessons in Canvas under Science Scope and Sequences- resources provided for all grade levels/subjects by weeks • Rice STEMscopes for K – 4th Grade. • TEA Biology End-of Course Success Training and Resources • Page Keeley- Science Formative Assessments • Robert Marzano- Building Background Knowledge • Robert Marzano- Classroom Instruction that Works |
| <p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p> | <p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 81% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 83% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 83% scored Approaching Grade Level Standards 32% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 68% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math. |
| <p>Program Focus Strategies</p> | <p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. |

- Provide mentors to targeted at-risk students and subgroups AA, Hispanic and Eco Dis (CSG).
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.
- Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
- As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Ensure that students meet AYP attendance expectations of 95% on testing days (participation).
- 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.
- Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.
- Provide new student registration for incoming students.
- Integrate specially designed instruction (SDI) into lesson planning and consider SDI when creating learning activities, assignments, assessments and projects.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
- Provide for increased practice turns and feedback during instruction.
- Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps.
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities
- Recommended Professional Learning Opportunity Strands
- 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)
- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
- 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)
- 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)
- 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)
- 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)
- Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)
- Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)
- Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)

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| | <ul style="list-style-type: none"> • Training and onsite support will be offered to classroom teachers serving students with disabilities in the following areas: <ul style="list-style-type: none"> o Effective Accommodations o Technology to Support Learning o Positive Behavior Supports o Collaborative Teaching o Structured Teaching o Differentiating Instruction and High Yield Strategies o Specially Designed Instruction o Transition Planning o Writing Quality IEP's o Disability specific strategies o Data Collection and Progress Monitoring o Working with Paraprofessionals o Principles of Universal Design for Learning • Training will be provided to support classroom teachers on the basics of dyslexia as well as reading characteristics often observed in students with dyslexia: <ul style="list-style-type: none"> o Dyslexia Identification in Grades K-2 o Dyslexia Identification in Grades 3-6 o Dyslexia Identification in Grades 7-12 • Training will be offered to assist campuses in serving dyslexia students in Section 504 as well as discussions about accommodations. <ul style="list-style-type: none"> o Serving Dyslexia Students in Section 504 • Professional learning opportunities will be provided to support classroom teachers on the basics of dysgraphia as well as characteristics often observed in students with dysgraphia: <ul style="list-style-type: none"> o Dysgraphia in Elementary and Intermediate Classrooms o Dysgraphia in Secondary Classrooms <p>Recommended Resources</p> <ul style="list-style-type: none"> • Region 4 Educational Service Center: Inclusive Strategies for Diverse Learners • Texas Education Agency and Region 20 Educational Service Center: Co-Teaching – A How-to Guide: Guidelines for Co-Teaching in Texas • Texas Education Agency and Region 20 Educational Service Center: Working with Paraprofessionals – A Resource for Teachers of Students with Disabilities • N2yinc – news-2-you and Unique Learning Systems • Diane Heacox – Differentiating Instruction in the Regular Classroom: How to Reach and Teach all Learners • Barbara Blackburn – Rigor for Student with Special Needs • Richard A Villa, Jacqueline S. Thousand – Creating an Inclusive School • Mitchell-Panter – Expanding Horizons: Adult Transition Services • Texas Education Agency (2014). The Dyslexia Handbook, Revised 2014: Procedures Concerning Dyslexia and Related Disorders. • Sally Shaywitz – Overcoming Dyslexia • Virginia Berninger and Beverly Wolf – Dyslexia, Dysgraphia, OWL LD, and Dyscalculia: Lessons from |
| <p>READING Performance Objectives</p> | <p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 79% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 29% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic</p> <p>Performance in 2016-2017: 84% scored Approaching Grade Level Standards</p> |

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| | <p>31% scored Mastering Grade Level Standards Goal for 2017-2018: 87% will score Approaching Grade Level Standards 33% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 55% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 57% will score Approaching Grade Level Standards 23% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 3 Reading Performance Safeguard Target, if applicable: African American</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing • 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 • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices • 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 • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. |
| <p>WRITING Performance Objectives</p> | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 70% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards Goal for 2017-2018: 73% will score Approaching Grade Level Standards 13% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 65% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 67% will score Approaching Grade Level Standards 12% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 55% scored Approaching Grade Level Standards 9% scored Mastering Grade Level Standards Goal for 2017-2018: 58% will score Approaching Grade Level Standards 12% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 1 and 3 Writing Performance Safeguard Target, if applicable: All safeguards met for our target groups</p> |

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| | 78% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards. |
| Focus Strategies | <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 • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices • 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. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • 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) • 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) |
| MATH Performance Objectives | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 89% scored Approaching Grade Level Standards 38% scored Mastering Grade Level Standards Goal for 2017-2018: 91% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 92% scored Approaching Grade Level Standards 44% scored Mastering Grade Level Standards Goal for 2017-2018: 93% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 86% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 2,3,4 Math Performance Safeguard Target, if applicable: All safeguards met for our target groups</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide professional learning opportunities 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 |

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| | <p>using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.</p> <ul style="list-style-type: none"> • Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of 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 using anecdotal notes and implementation of effective tutorial programs for teachers. • 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. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. |
| <p>SOCIAL STUDIES Performance Objectives</p> | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 79% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on History Alive! /Social Studies Alive! • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • 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) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • 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) • 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) • 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) |

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| | <ul style="list-style-type: none"> • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) |
| SCIENCE Performance Objectives | <p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 79% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 88% scored Approaching Grade Level Standards 32% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 88% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category:1,3,4;5th grade ,Eco Dis, AA, Hispanic 79% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</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) • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process • 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 • Gifted services are provided to students identified in alignment with CISD's curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. |
| HEALTH Performance Objectives | <p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>85% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time. • Provide students with opportunities and activities that allow "choice." • Provide students with technology that promotes self-assessment. |

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| | <ul style="list-style-type: none"> • Provide students with relevant information that encourages healthy nutrition choices. • Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns. • Ensure students demonstrate responsible personal and social behavior that respects self and others. • Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction. • Assess student’s Health-Related fitness using the FitnessGram assessment, twice per year. • Provide instruction that incorporates a high percentage of engaged time. • Provide students with a safe and barrier free environment in which to learn and move. • Ensure that the teacher-student ratio does not exceed 45:1. • Ensure that students receive the appropriate number of state required minutes in physical education per week or 10 day period. |
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SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS

CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS

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| | <p>POST-SECONDARY READINESS Attendance rate will increase from 96% in 2016/17 to 97% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i></p> <p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): n/a Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a</p> |
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| Focus Strategies | <ul style="list-style-type: none"> • Implement campus wide attendance incentive. • Continue calling students’ homes when they are absent to emphasize the importance of being at school. • College awareness and readiness information for all our students. • 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) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) • 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) • 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) • 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 |
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| | <p>listening, speaking reading, and writing for ELLs. (DSG)</p> <ul style="list-style-type: none"> • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling 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, 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 |
| Monitoring Timeline | November, January, April |
| Formative Evaluation | CISD Benchmarks at passing rate |
| Summative Evaluation | TEA Accountability Summary TAPR |
| Project Manager(s): | Principal Assistant Principal |

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| 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 the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • 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 |

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| 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. |
| 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, campus meetings, and other sources. |

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| | <ul style="list-style-type: none"> Expand the campus partnerships with other campuses in the district, business partners in the community to support the educational achievement of all students. Provide opportunities at school for parents to participate in academic and social events with students. Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. Provide opportunities to parents to give input regarding the academic needs of students and programs. Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. Develop plans for assisting students in transition to better adjust to the next educational level. Hold vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. Hold weekly team meetings to ensure teacher collaboration within each department/grade. |
| 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 |
| Project Manager | Principal |

| Goal 4 SAFE SCHOOLS | |
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| Objective | To provide a safe and orderly school environment conducive to learning for all students and staff. |
| 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. Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. 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' sign in with a valid, government issued ID and wear visitor badges in the school. Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens ; http://www.aacap.org/cs/root/facts_for_families/teens_alcohol_and_other_drugs ; CISD Policy, etc. Involve parents and community members in activities to support a safe school environment. Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. |

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| | <ul style="list-style-type: none"> 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 at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. Provide information on Human Trafficking through a link to the Texas Human Trafficking Prevention Task Force Guide: http://ci.conroeisd.net/depts/counseling/page5 Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. Promote clubs and organizations in areas of interest to promote student involvement in school. |
| 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 |
| Project Manager(s): | Principal, Assistant Principal |

| Goal 5 TECHNOLOGY | |
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| Objective | To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. |
| 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. Provide hands-on training in use of new technology hardware and software. Provide staff development on integration of technology across the curriculum. Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. Build teacher capacity to fully implement technology in instruction. Provide meaningful opportunities for students to access technology for learning. Relate technology staff development to specific instructional objectives. |
| 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 |
| 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
2017-2018 School Year**

| Strategy | Program/Service | Funds Budgeted | FTEs |
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| SCE | | | |
| Close the Performance Gap Strategy 1-3, 5, 17 ELA Strategy 1,2;Writing Strategy 4; Math Strategy 5,6 | Academic Tutorials | 9,000 | .16 |
| Reading Strategy 1; Writng,4;Math Strategy 5 | Instructional Materials for At-Risk Students | 1,488 | .00 |
| | TOTAL SCE | 10,488 | .16 |

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

| Strategy | Program/Service | Funds Budgeted | FTEs |
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| Title IA | | | |
| ELA Strategy 1-4; Writing Strategy 2,3,5; Math Strategy 1,3,6 | Instructional Support – Instructional Coaches/Teachers | 141,674 | 2.00 |
| ELA Strategy 1,2,3; Writing Strategy 1,4; Math Strategy 5 | Instructional Support – Paraprofessionals | 24,660 | 2.00 |
| Technology Strategy 1,5,7 | Technology | 8,000 | .00 |
| ELA Strategy 1-4; Writing Strategy 1-5; Math Strategy 1,3,6; Social Studies Strategy 7; Science Strategy 2 | Books | 15,012 | .00 |
| ELA Strategy 1-4; Writing Strategy 1-5; Math Strategy 1,3,6; Social Studies Strategy 7; Science Strategy 2 | Instructional Materials | 2,470 | .00 |
| ELA Strategy 1-4; Writing Strategy 2,3,5; Math Strategy 1,3,6 | Staff Development | 5,422 | .00 |
| Parents and Community Strategy 3, 4 & 5 | Parent Involvement | 2,985 | .00 |
| | TOTAL Title IA | 200,223 | 4.00 |
| Title III LEP | | | |
| Close the Performance Gap Strategy 1,4,7 | Extra Duty Tutorials | 3,500 | .06 |
| Technology Strategy 1,5,7 | Technology | 500 | .00 |
| Close the Performance Gap Strategy 1,4,7 | Books | 500 | .00 |
| Close the Performance Gap Strategy 1,4,7 | Instructional Materials | 1,000 | .00 |
| | TOTAL Title III LEP | 5,500 | .06 |