

88uCampus Improvement Plan 2016-2017

Intermediate Campus: Grangerland Intermediate School Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Grangerland Int. School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

Successful Completion of High School

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Post-secondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 71% of All students combined over all subject areas met Level II standard. In 2021-2022, 80% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 97% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science • Increase Attendance Rate from 96% to 97%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 36. In 2016-2017, the Index 2 Score will be 38. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement CISD READS balanced literacy model, which 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, and independent reading,
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement CISD READS Writer’s Workshop model which includes modeled writing, shared writing, interactive writing, guided writing, and independent writing.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement CIDS SOLVES model which is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual

	<p>understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency.</p>
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD REMEMBERS which 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.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD INVESTIGATES which includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 38 and included the student groups of Eco Dis, White, and Hispanic. In 2016-2017, the Index 3 Score will be 40 and will include the student groups of Eco Dis, White, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> Monitor the progress of all students and all student groups, identifying individual students needing intervention; and providing targeted students the appropriate instructional intervention as needed. SW-8 Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG), SW-2 , SW-9 Provide intervention/enrichment time within the school day for teachers to meet with small groups based on identified areas of remediation or enrichment. SW-2 As a Title 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students and implement Tier I Best Practices. Continue training our staff on Capturing Kids Hearts to give them tools for working with at-risk students. Hold weekly team meetings and implement PLCs to ensure teacher collaboration within each department/grade. Conduct a comprehensive needs assessment of the school based on student performance. SW-1 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) (SG-F), SW-10 Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) Provide on-going support through professional learning communities and planning regarding use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)
READING Performance Objectives	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 65% of Eco Dis students, 73% of White student group, and 63% of Hispanic student group met Level II standard. In addition, 11% of Eco Dis students, 20% of White student group, and 10% of Hispanic student group met Level III standard. In 2016-17 70% of Eco Dis students, 75% of White student group, and 65% of Hispanic student group will meet Level II standard. In addition, 13% of Eco Dis students, 22% of White student group, and 12% of Hispanic student group will meet Level III standard. Target Reading Reporting Category:1-4 Reading Performance Safeguard Target: Special Ed & ELL</p>

<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on Genre Study for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Ensure greater emphasis in reading on critical analysis rather than literal understanding for all students and all student groups. • Emphasize higher level questioning within each component of CISD READS. • Implement classroom practices focused on the critical role of texts and the expert teaching in the process of reading. • Ensure greater emphasis on close reading and critical analysis of literary and informational texts. • Continue the integration of Elementary Language Arts into Social Studies content. • Ensure that differentiated instruction in reading is provided to all students and all student groups through CISD’s focus strategies: questioning, vocabulary building, student engagement, and management. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in reading. (DSG-F), (CSG), SW-4 • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide on-going support 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)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 80% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model implementing Mentor Sentences. • Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing. • Focus on the daily practice of writing in every classroom as a means of synthesizing learning. • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) • Provide on-going support 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)(CSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 72% of Eco Dis students, 77% of White student group, and 73% of Hispanic student group met Level II standard. In addition, 11% of Eco Dis students, 16% of White student group, and 10% of Hispanic student group met Level III standard. In 2016-17, 76% of Eco Dis students, 80% of White student group, and 76% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 20% of White student group, and 15% of Hispanic student group will meet Level III standard. Target: Reporting Category:1-4 Math Performance Safeguard Target: Special Ed</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement,

	<p>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.</p> <ul style="list-style-type: none"> • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. • Utilize TEKS based technology programs to reinforce student learning such as iLearn. • 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. District Safeguard (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>80% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Implement the Interactive Student Notebook. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Focus on engagement through student centered instructional strategies based on History Alive! /Social Studies Alive! • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 77% of Eco Dis students, 87% of White student group, and 74% of Hispanic student group met Level II standard. In addition, 8% of Eco Dis students, 16% of White student group, and 7% of Hispanic student group met Level III standard.</p> <p>In 2016-17 80% of Eco Dis students, 90% of White student group, and 77% of Hispanic student group will meet Level II standard. In addition, 10% of Eco Dis students, 20% of White student group, and 10% of Hispanic student group will meet Level III standard.</p> <p>Target: Reporting Category:1-4 Science Performance Safeguard Target, if applicable: Special Ed & ELL</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts. • Utilize Stem Scopes to meet the needs of various groups. • Build capacity of staff through staff development opportunities that encompass higher level thinking and rigorous activities. SW-4 • Continue science events such as science related field trips to provide hands-on experiences. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitness gram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks.

	<ul style="list-style-type: none"> Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. Build capacity of our PE teachers by providing opportunities for staff development.
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 In 2015-2016 24% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017 26% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 96% to 97% <i>Distinctions:</i> <ul style="list-style-type: none"> Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance RateO
Focus Strategies	<ul style="list-style-type: none"> Reward student attendance with perfect attendance rewards and other incentives every 9 weeks and throughout the year. Create weekly incentives to improve yearly attendance. Promote feeder high school and post-graduation success through "Education: Go Get IT!" Week. Promote students as "Future CISD High School Students" through activities within feeder and district, including pep rallies, student visits, reading, etc. SW-7 Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in in all content areas. (DSG) Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, 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 Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> Ensure the appropriate certification and highly qualified requirements for professional and paraprofessional staff are met. SW-3, SW-5 Provide mentor support for beginning teachers. Improve the qualifications of teachers by providing opportunities to attend workshops and training sessions. SW-4 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. Provide encouragement activities for teachers and staff (12 Days of Christmas, faculty lunches,

	social events, etc.).
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY

Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Indicator 1.	Indicator 1 Focus Strategies: Parent Involvement <ul style="list-style-type: none"> • Provide opportunities for parents to volunteer in school events, including but not limited to, Read for a Better Life, Career Day, Field Day, Color Run, PTO, and classrooms. SW6 • Provide opportunities for students to participate in community service projects such as the IMPACT Club and Student Council. • Provide opportunities to provide resources to our community such as Montgomery County Food Bank Food Fairs, Backpack Program.
Indicator 2.	Indicator 2 Focus Strategies: 21 st Century Workforce Development <ul style="list-style-type: none"> • Ensure campus web page is up to date with upcoming events and important information • Ensure that teachers have updated websites with information that is pertinent to their class. • Participate in Jr. Achievement.
Indicator 3.	Indicator 3 Focus Strategies: Second Language Acquisition <ul style="list-style-type: none"> • Increase percentage of students meeting exit criteria each year. • Implement 7 Steps to a Language Rich Classroom
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS

Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Implement foundations and CHAMPS training on the campus to ensure system wide processes for student behavior. SW 4 • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members through Safe School courses. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management, health services, and provide staff training for suicide prevention and emergency procedures (including fire extinguisher training).

	<ul style="list-style-type: none"> • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and to wear visitor badges within the school building. • Provide programs for student and staff awareness of sexual abuse, suicide prevention, bullying, and the dangers of drugs, alcohol, and tobacco through programs such as Red Ribbon, Get Real about Violence, and school wide assemblies. • Provide student education in personal safety/wellness through implementation of programs on character development, conflict resolution, and life/coping skills such as Efficacy, Leadership and Social Skills. • Provide opportunities for students to get involved in clubs at school (Student Council, IMPACT Club, Destination Imagination, Yearbook, Honor Choir, and Robotics).
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
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.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Build teacher capacity by providing hands-on training in the use of new technology and implementation of technology in instructional practices. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within the curriculum and assessment.
Financial Resources	Campus budget Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Math Strategy 3; Reading Strategy 3; Science Strategy 1	General Education Teachers of At-Risk Students	2,284,714	36.00
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Academic Tutorials	17,460	.32
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Addressing the needs of At-Risk Students	51,700	1.00
	TOTAL SCE	2,353,874	37.32

**Resources Allocated for Title I - III
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Close Performance Gap, Strategy 1,2, 5,6,8 & 9 Reading Strategy 3,8 & 9; Math Strategy 3,4; Science Strategy 1	Instructional Support – Instructional Coaches/Teachers	355,087	6.08
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 6	Instructional Support – Paraprofessionals	86,763	4.00
Technology Strategy 1,2 & 5	Technology	28,212	0.00
Close Performance Gap Strategy 2,4, & 9; Reading Strategy 1,4,5 & 8; Math Strategy 1,5 & 6; Science Strategy 5 & 6	Books	2,000	0.00
Close Performance Gap Strategy 2,4, & 9; Reading Strategy 1,4,5 & 8; Math Strategy 1,5 & 6; Science Strategy 5 & 6	Instructional Materials	7,685	0.00
Close Performance Gap, Strategy 5,7, & 8 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Staff Development	9,000	0.00
Close Performance Gap, Strategy 1,2 & 5 Reading Strategy 3,7; Math Strategy 3,4; Science Strategy 1	Parent Involvement	3,187	0.00
	TOTAL Title IA	491,934	10.08
Title III LEP			
Math Strategy 3; Reading Strategy 3; Science Strategy 1	Extra Duty Tutorials	2,000	0.04
Technology Strategy 1 & 5	Technology	2,000	0.00
Close Performance Gap Strategy 2,4, & 9; Reading Strategy 1,4,5 & 8; Math Strategy 1,5 & 6; Science Strategy 5 & 6	Books	750	0.00
Close Performance Gap Strategy 2,4, & 9; Reading Strategy 1,4,5 & 8; Math Strategy 1,5 & 6; Science Strategy 5 & 6	Instructional Materials	750	0.00
	TOTAL Title III LEP	5,500	0.04