

**Campus Improvement Plan  
2016-2017**

**Secondary Campus: Moorhead Junior High**

**Rating: Met Standard**

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

**Moorhead Junior High 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/ELA, Writing, Math, Science, and Social Studies.**
- *K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures.*
- *Greater than Expected Growth (AADD Indicator) in Reading, Math, and Writing.*
- *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 25% of campus comparison group in Closing Performance Gaps on Index 3*

**Successful Completion of High School**

- **Index 4: Postsecondary Readiness** 4-year/5-year Graduation Rate (or annual dropout rate, if no graduation rate), all students, 7 racial/ethnic groups, ELL, Sp Ed; RHSP/DAP annual rate, all students, 7 racial/ethnic groups; SAT/ACT, AP Algebra 1; STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas; Post-Secondary Indicator Score.
- *Post-Secondary Readiness Distinction*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b>                      In 2015-2016, 73% of All students combined over all subject areas met Level II standard.                      In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR.  <b>The 2016-17 incremental progress will be 77% met Level II standard.</b>  <i>Distinctions: NONE</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 8 Science, End of Course Biology, Grade 8 Social Studies, and EOC US History.</li> <li>• Reading and Math: will meet AADD indicators for performance and participation in SAT, ACT, AP, Algebra 1.</li> <li>• Science will meet AADD indicators for performance and participation in ACT and AP.</li> <li>• Social Studies will meet AADD indicators for performance and participation in AP.</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b>  <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b>  <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 40.  <b>In 2016-2017, the Index 2 Score will be 50.</b>  <i>Distinctions: YES</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA, Writing, and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading, Writing, 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>• Provide staff development for teachers in organizing and facilitating small group instruction using short pieces of text to teach reading strategies designed for students not reading on grade level, especially struggling readers and writers.</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Provide support to students previously in the PASS program for at-risk/overage students.</li> <li>• Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</li> <li>• Teachers will provide Kagan Cooperative learning strategies into their instruction to provide for more student engagement.</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>• Teachers will incorporate the Kagan philosophy of learning. These strategies will be implemented into classroom instruction to ensure active engagement opportunities for all students.</li> </ul>
<b>SCIENCE Strategies</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Incorporate use of vocabulary cards to strengthen academic vocabulary.</li> <li>• Use the Science success program to assist At-Risk students.</li> </ul>
<b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects: economically disadvantaged and up to the 2 lowest performing racial/ethnic group(s) from the previous year; weighted performance (Level II and Level III).</b>  In 2015-2016, the Index 3 Score was 40 and included the student groups of Eco Dis &amp; Hispanic.  <b>In 2016-2017, the Index 3 Score will be 45 and will include the student groups of Eco Dis &amp; Hispanic.</b>  <i>Distinctions: YES</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps</li> </ul>
<b>Program Focus Strategies</b>	<p><b>Special Populations</b>  Hand schedule SpEd students in order to ensure they are with a teacher that will best accommodate their learning style.  Ensure support facilitated teachers' time is maximized in the general education classrooms.  SpEd teachers will attend necessary trainings to ensure their knowledge of best practices.</p>
<b>READING Performance Objective</b>	<p><b>READING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 72% of Eco Dis students, 72% of Hispanic student group met Level II standard. In addition, 11% of Eco Dis students, 11% of Hispanic student group met Level III standard.  <b>In 2016-17, 78% of Eco Dis students, 78% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 15% of Hispanic student group will meet Level III standard.</b>  Target: Reporting Category:6(R), 10 (A), 10(R), 10(C), 10(D), Fig 19 (D-F)  Reading/ELA Performance Safeguard Target (if applicable): SE, ELL  <i>Distinctions: NONE</i></p>
<b>Focus Strategies</b>	<p>Ensure rigorous instruction in ELA for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</p> <ul style="list-style-type: none"> <li>• Maintain staff development for implementation of CRISS strategies, Kagan Strategies, and higher levels of questioning (written and oral).</li> <li>• Provide staff development for teachers in organizing and facilitating small group instruction using short pieces of text to teach reading strategies designed for students not reading on grade level, especially struggling readers and writers - Campus Safeguard (CSG).</li> <li>• Ensure ELL students receive appropriate English language acquisition and sheltered instruction (CSG).</li> <li>• Provide RtI through Tier I research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.</li> <li>• Provide support for Tier I Differentiated Instruction in the Language Arts classroom for General Ed, ELL, and Special Ed teachers through modeling and training of these best practices (CSG).</li> <li>• Implement strategies to help students write responses to 'reading questions' as those that appear in the short Answer section of the STAAR/EOC.</li> <li>• Provide staff development at the secondary level on the use of non-fiction text in the classroom and how to help students demonstrate the ability to understand and analyze the informational</li> </ul>

	<p>texts.</p> <ul style="list-style-type: none"> <li>• Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments.</li> <li>• Utilize District coaches by having them model, observe, and assist with lesson planning and implementation of the Comprehension Toolkit and Writer’s Workshop.</li> <li>• Provide support to the Response to Intervention process in supporting students struggling in secondary language arts.</li> <li>• Continue the emphasis on small group reading instruction, tracking individual progress through documentation (including ARI) using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Implement the Vocabulary.com software program in reading enrichment classes, targeting ESL, ELL, and Special Ed students.</li> <li>• Implement the Imagine Learning software program for ESL students to increase Lexile scores (CSG).</li> <li>• Support the integration of technology into Language Arts at the secondary level.</li> <li>• Develop and support the resources in the Forethought Curriculum software program and support its implementation.</li> <li>• Support training of use if CCRS and ELPS in instruction (CSG).</li> <li>• Support the emphasis on College Readiness and Advanced Academics through elementary and secondary Language Arts content.</li> <li>• Provide additional time to allow ELA teachers to observe other teachers teaching and to also share their expertise with other classes.</li> <li>• Provide support to previous PASS (at-risk, overage) students.</li> <li>• Continuation of peer tutoring program used in English classes.</li> <li>• Implement targeted tutorials (by TEKS) for students with significant deficiencies in Reading.</li> <li>• Integrate SAT vocabulary into the PreAP curriculum to promote future success on Duke Talent Search and possible National Merit Scholar.</li> <li>• Continue Academic UIL competitions in ELA-related events.</li> <li>• Teachers will have the opportunity to participate in instructional rounds to enhance teacher effectiveness.</li> <li>• Double-block 7th LA classes to provide more time spent on Reading curriculum.</li> <li>• Continue to implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Spec. Ed students (CSG).</li> <li>• Emphasize Kagan strategies in the classroom to increase student engagement.</li> <li>• Emphasize close reading and critical analysis of both literary and informational texts.</li> <li>• 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 - District Safeguard (DSG).</li> <li>• Provide intensive, systematic, research-based, instruction to identify dyslexic and SpEd at-risk students.</li> <li>• Incorporate the Vocabulary.com software program into instruction to increase academic and testing vocabulary.</li> <li>• Implement a Reading class only for one hour per day with a corresponding one-hour Writing class. Each student would receive one hour of explicit writing instruction and one hour of explicit Reading instruction.</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> </ul>
<p><b>WRITING Performance Objective</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 59% of Eco Dis students, 60% of Hispanic student group met Level II standard. In addition, 4% of Eco Dis students, 5% of Hispanic student group met Level III standard.  <b>In 2016-17, 65% of Eco Dis students, 66% of Hispanic student group will meet Level II standard. In</b></p>

	<p><b>addition, 10% of Eco Dis students, 10% of Hispanic student group will meet Level III standard.</b>  Target Writing Reporting Category: 7.14C, 7.19C, 7.20A, 7.19A, 7.20A &amp; B, 7.21A, 7.17A  Writing Performance Safeguard Target: ED, SE, ELL</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide strategies and staff development for all teachers on the content area TEKS and STAAR tests with concentration on item analysis, question level, and the Kilgo model.</li> <li>• Continue staff development for implementation of the use of rubrics such as those utilized in the Six Traits model and by TEA for STAAR essays and Open Ended Response scoring.</li> <li>• Provide staff development and implement the Writer’s Workshop to support the writing focus on our Hispanic, ELL, Special Ed., and Economically Disadvantaged students at all levels (CSG).</li> <li>• Provide strategies and staff development to support the 7-12 writing focus on how to teach 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.</li> <li>• Teachers will have the opportunity to participate in instructional rounds to enhance teacher effectiveness.</li> <li>• Provide staff development for teachers on the inclusion of and teaching of Literary and Expository (and procedural) writing.</li> <li>• Teachers will grade writing benchmarks (another teacher’s class) to get an idea of how they are graded and a better understanding of what skills to cover in class.</li> <li>• Teachers will analyze released STAAR writing samples to determine what TEKS allows for scores of 4-8 and focus on those TEKS in their instruction.</li> <li>• Provide staff development for all teachers on how to assess student writing and how to support the language arts teachers’ writing curriculum in their discipline.</li> <li>• Continuation of peer tutoring to aid in student learning.</li> <li>• Provide RTI interventions for targeted students with emphasis on reading and writing.</li> <li>• Double-block 7<sup>th</sup> LA classes to provide more time spent on Writing curriculum.</li> <li>• Train teachers on Short Answer Response strategies and implement in the classroom.</li> <li>• Continue to implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on Hispanic, ELL, Economically Disadvantaged, and Special Ed students (CSG).</li> <li>• District curriculum coach will support classroom teachers with materials and modeling lessons.</li> <li>• 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).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) students in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> <li>• 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).</li> <li>• Campus Writing Coach will work with Language Arts and history teachers to implement cross-curricular connections and writing assignments to deepen student understanding.</li> </ul>
<p><b>MATH Performance Objective</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 75% of Eco Dis students, 78% of Hispanic student group met Level II standard. In addition, 7% of Eco Dis students, 8% of Hispanic student group met Level III standard.  <b>In 2016-17, 80% of Eco Dis students, 85% of Hispanic student group will meet Level II standard. In addition, 12% of Eco Dis students, 13% of Hispanic student group will meet Level III standard.</b>  Target Math Reporting Category: 8.10C; 8.3C; 8.12D  Math Performance Safeguard Target :SE  <i>Distinctions: NONE</i></p> <ul style="list-style-type: none"> <li>• Math Participation Rates for Algebra 1 by Grade 8 will be 10% (JH only).</li> </ul>

	<ul style="list-style-type: none"> <li>• Math Performance Rates for EOC Algebra 1 -Level III- by Grade 8 will be 80% (JH only).</li> </ul>
<p><b>Focus Strategies</b></p>	<p><b>Instruction and Staff development</b></p> <ul style="list-style-type: none"> <li>• Provide additional staff development for all math teachers in identifying individual academic needs of all student population and use differentiated instruction to develop math strategies to modify for identified gifted students and/or to close learning gap, such as vocabulary strategies using graphic organizers, math center for anchor activities, and use technology to improve skills, fact fluency and problem solving strategies.</li> <li>• Provide leadership, training, and follow through on the implementation of the CISD Solves Math Structure.</li> <li>• Provide staff development for math teachers on building fraction understanding and working with rational numbers as part of the math review portion of the CISD Solves Math Structure.</li> <li>• Provide staff development and continuous classroom support to special education and general education co-teachers in math and in Tier I differentiated instruction strategies. This includes utilizing District Instructional coaches to model lessons.</li> <li>• Continue to provide strategies and staff development in the use of age appropriate algebra readiness skills as part of the CISD Solves Math Structure.</li> <li>• Provide staff development across feeder zones and grade levels for implementation of the district-wide problem solving template to ensure that students reflect on and share problem solving processes as indicated by the CISD Solves Math Structure.</li> <li>• Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and review common assessments.</li> <li>• Continue the emphasis on small group math instruction, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers.</li> <li>• Math review will continue to be used with an emphasis on spiraling concepts based on weak TEKS due to gaps from new standards.</li> <li>• Provide staff development on the incorporation of writing into the math class and use literature and 'math talk' in problem-solving activities for teachers as part of the CISD Math Solves Structure.</li> <li>• Provide targeted staff development in curriculum support for novice teachers in implementation of the CISD Solves Math Structure.</li> <li>• Provide staff development for teachers to enhance rigorous instruction through grade level team meetings.</li> <li>• Provide continuous staff development in sheltered instruction for ESL certified and non-certified teaching staff.</li> <li>• Continue staff development for all math teachers on meeting the needs of African American, ELL, and Special Education students (CSG).</li> <li>• To provide support to students previously in the PASS program for at-risk/overage students.</li> <li>• Staff development will address nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia) (CSG).</li> <li>• Provide RTI interventions for targeted students.</li> <li>• Continue participation in UIL Math competition (2 meets during the school year).</li> <li>• Teachers will have the opportunity to participate in instructional rounds to increase teacher effectiveness.</li> <li>• Implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Special Ed students.</li> <li>• Increase use of math manipulative in the teaching of math concepts.</li> <li>• Continue Math Enrichment Classes for students in 7<sup>th</sup> and 8<sup>th</sup> grade who are identified as needing extra support in numeracy skills.</li> <li>• District curriculum coach will support classroom teachers with creating assessments that are closely aligned to the TEKS.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition support and shelter instruction through utilization of the 7 Steps of a Language Rich Interactive Classroom of ELLs.</li> <li>• Provide intensive systematic tutoring for identified at-risk students during the day for both Math and Reading.</li> <li>• Teachers will notice and support different learning styles by differentiating instruction and exposing students to concepts in a variety of formats including rotating the learners to different classrooms.</li> <li>• Teachers will include Kagan Cooperative Learning strategies into their instruction to provide for more student engagement.</li> <li>• Campus Instructional Coach will facilitate vertical alignment of curriculum and instruction throughout the Math Department.</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• 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).</li> </ul>
<b>SOCIAL STUDIES Performance Objective</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 64% of Eco Dis students, 66% of Hispanic student group met Level II standard. In addition, 10% of Eco Dis students, 10% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 71% of Eco Dis students, 72% of Hispanic student group will meet Level II standard. In addition, 15% of Eco Dis students, 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Social Studies Reporting Category: 8.2A, 8.3A, 8.5F  Social Studies Performance Safeguard Target: SE, ELL  <i>Distinctions: NONE</i></p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implement the Talk, Read, Talk, Write strategy in the classroom to bolster student engagement and increase writing in the classroom.</li> <li>• Teachers will utilize the content literacy strategies provided by the district.</li> <li>• Provide staff development for implementation of interactive software that incorporates internet technology including the use of online resources for primary documents.</li> <li>• Students will create front page newspaper articles focusing on higher level thinking on issues associated with the lesson.</li> <li>• In an effort to help with the understanding of the Bill of Rights, the students will use hand signals to display their mastery of the subject.</li> <li>• Continue to provide staff development on Differentiated Instruction through <i>Social Studies and History Alive!</i></li> <li>• Teachers will incorporate the Kagan philosophy of learning. These strategies will be implemented into classroom instruction to ensure active engagement opportunities for all students.</li> <li>• Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements 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.</li> <li>• Provide staff development to help support struggling readers and writers during Cadre and afternoon sessions.</li> <li>• Allow cadre members to present information from cadre meetings to fellow teachers.</li> <li>• Provide staff development for General Ed, ESL, and Special Ed teachers in how to effectively incorporate</li> <li>• Differentiated Instruction in Social Studies to directly benefit all students including Hispanic, Economically Disadvantaged, Special Education, and ELL learners (CSG).</li> <li>• Revise the K-12 scope and sequence including ELPS, CCRS, and Technology TEKS.</li> <li>• Attend after school district professional sessions to focus on student engagement.</li> <li>• Support emphasis on college readiness and Advanced Academics through trainings and activities.</li> <li>• Provide support to the PASS transition program for at-risk, overage students.</li> <li>• Teachers will have the opportunity to participate in instructional rounds to enhance teacher effectiveness.</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer tutors will be used to aid in the understanding of concepts by all students involved.</li> <li>• Implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Spec. Ed students (CSG).</li> <li>• Continue UIL History competition with two meets scheduled during the year.</li> <li>• Emphasize writing and the analysis of primary sources through the Data Based Question (DBQ) Project.</li> <li>• District curriculum coach will support classroom teachers with materials and modeling lessons.</li> <li>• Use an extra conference period to allow Social Studies teachers to observe all others teach and to also share their teaching expertise with other classes.</li> <li>• After school tutorial program targeting students demonstrating need.</li> <li>• Ensure that ELL students receive appropriate English language acquisition support and sheltered instruction through utilization of 7 Steps to a Language Rich Interactive Classroom for ELLs (CSG).</li> <li>• 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).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) students in all content areas (DSG).</li> <li>• Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas (DSG).</li> <li>• 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).</li> <li>• Implement the Vocabulary.com software program in reading enrichment classes, targeting ESL, ELL, and Special Ed students.</li> </ul>
<b>SCIENCE Performance Objective</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 75% of Eco Dis students, 78% of Hispanic student group met Level II standard. In addition, 13% of Eco Dis students, 11% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 78% of Eco Dis students, 80% of Hispanic student group will meet Level II standard. In addition, 17% of Eco Dis students, 15% of Hispanic student group will meet Level III standard.</b></p> <p>Target Science Reporting Category:6.8C, 7.8B, 8.5F, 8.6D</p> <p>Science Performance Safeguard Target: SE</p> <p><i>Distinctions: NONE</i></p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure rigorous instruction in science for all students: commitment to the challenge of extending knowledge to a high level of thinking and understanding.</li> <li>• Improve Student Engagement and close learning gaps in science through staff developments in identifying individual student academic needs using Kilgo’s Questioning Levels, Marzano’s Nine Best Practices, and hands-on inquiry-based activities (iLABS).</li> <li>• Provide staff development and continuous classroom support in science to new bilingual teachers (English/Spanish) and new ESL teachers, focusing on science Vocabulary Development and Tier I Differentiated Instruction strategies.</li> <li>• Improve Questioning Strategies in science through staff developments on the implementation of common assessments, including matching the rigor of the questions to the requirements of the TEKS, using Kilgo’s and Bloom’s Question Levels, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.</li> <li>• Ensure that differentiated instruction in science is provided to all students and student groups by providing staff development and continuous classroom support to special education and general education co-teachers in science content knowledge and in Tier I Differentiated Instruction strategies (CSG).</li> <li>• Ensure rigorous instruction in science by providing staff developments on the revised science scope and sequences which are aligned with the newly identified readiness and supporting standards along with the ELPS and CCRS.</li> </ul>

- Improve Vocabulary Building in Science through staff developments which include Marzano’s “Six Step Process for Teaching Vocabulary,” the new Science Word of the Week (WOW) for elementary and intermediate grades, science word walls in elementary and secondary classrooms, and the use of *Marzano Words* in the new Scope and Sequences.
- Improve Student Engagement by providing training on *5E Lessons in Science* (Engage, Explore, Explain, Elaborate, and Evaluate) which are aligned to the new science TEKS and have increased depth and complexity (rigor).
- Provide teacher training on *CISD Science Success*, a daily 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.
- Teachers will use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements 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.
- Improve student engagement by providing staff developments on the use of Science Interactive Notebooks to help students use writing as a process for discovery and synthesis of inquiry.
- Improve student engagement in science by providing staff developments on the differentiated instruction strategies of cooperative learning, flexible grouping, and anchor activities.
- Support teachers with the integration of technology in their classrooms through science lesson plans, resources in the Forethought Curriculum software program, Canvas, Science Moodle resources, science online courses, and CISD Shorts.
- Support vertical alignment within high school feeder systems to ensure that each grade level is fully implementing the scope and sequence and providing Tier I Differentiated Instruction strategies to accommodate the needs of all student populations.
- Provide staff developments to PreAP teachers to assure success of all students enrolled in science advanced programs.
- Provide and support the development for STAAR Test Resources.
- Ensure the use of hands-on lab assignments to help students make connections to the concepts being taught.
- Ensure the integration of writing, language arts, math, social studies, and science lessons: grades 7-8.
- Teachers will have the opportunity to participate in instructional rounds to increase teacher effectiveness.
- Continue the Science Starter power point warm ups in all science classrooms.
- Assess and evaluate program with benchmarks every 2-3 weeks.
- Meet as grade level science departments weekly to plan, write common assessments, and evaluate progress or needed changes.
- Evaluate students’ needs with benchmark tests and use the results to plan tutorials, classroom groups, and to help students set goals.
- Continue peer tutoring program in science classes.
- Provide additional time to allow science teachers to observe other teachers teaching and to also share their expertise with other classes.
- Use of PreAp students as lab assistants to help work with some of the struggling students.
- District curriculum coach will support classroom teachers with materials and modeling lessons.
- Implement Seidlitz Seven Steps to a Language Rich Classroom campus wide to promote language acquisition for all learners with a focus on ELL and Spec. Ed students (CSG).
- Continue UIL Science competitions with 2 meets during the school year.
- Continue participation in Science Bowl, Science Fair, and EDC competitions to extend student knowledge in Science.
- Provide before and after school tutorials.
- Incorporate the use of vocabulary cards and Vocabulary.com software to strengthen student’s academic vocabulary.
- Incorporate Kagan structures into classroom lessons in an effort to pace according to student



	<p>needs and reinforce learning.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students (DSG).</li> </ul>
<b>HEALTH Performance Objective</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION, &amp; STAFF DEVELOPMENT</b> 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• To ensure students participate regularly in moderate to rigorous physical activity, students will be scheduled for PE or Athletics for at least 1 semester in 8<sup>th</sup> grade and both semesters in 7<sup>th</sup> grade.</li> <li>• To help students evaluate their personal level of health related fitness, the FitnessGram will be given yearly.</li> <li>• To teach students about criterion referenced health standards and the types of activities needed to reach them.</li> <li>• To help students track their fitness results over time, prior years' FitnessGram results will be shared with students to compare growth or changes.</li> </ul>
<p><b>1.1 SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b></p>	
<b>INDEX 4: POST-SECONDARY READINESS OBJECTIVES</b>	<p><b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016 37% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. <b>In 2016-2017, 45% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 95.8% to 97%</b> <b>Post-secondary Indicator Score (college-ready graduates)</b> 45% of students (all students, Sp. Ed., ELL students, and 7 race/ethnic groups) will:</p> <ul style="list-style-type: none"> <li>• meet or exceed the TSI criteria in both ELA and mathematics on the TAKS exit-level test, SAT, or ACT; or</li> <li>• complete and earn credit on at least two advanced/dual credit enrollment courses; or</li> <li>• enroll in a CTE-Coherent Sequence of courses (including the Tech Prep program)</li> </ul> <p><b>Meet eligible Campus Academic Achievement Distinction Designations (AADD)</b></p> <ul style="list-style-type: none"> <li>• 7-8 <i>50% of indicators will be in top quartile at each campus</i></li> </ul> <p><b>Grade 7-12 Safeguard Indicators</b> Safeguard Target for Participation Rate (if applicable): N/A</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Identify LEP students who need assistance to improve their performance on the Reading/English Language Arts, Math, Social Studies, and Science TAKS tests and provide tutorial sessions prior to the scheduled testing dates with specialized instruction.</li> <li>• Provide intensive, systematic, research-based reading instruction to indentify dyslexic at-risk students.</li> <li>• Teachers will continue to use the PLC Model when meeting to develop and implement common formative assessments. These will assist in monitoring achievement, including matching rigor of the questions to the requirements 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.</li> <li>• Provide counseling groups for motivation of students.</li> <li>• Teacher target groups are checked with every common assessment.</li> <li>• Develop a plan of instructional support for students in special education in all core content areas.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified <i>dyslexic at-risk students</i>.</li> <li>• Continue the progress of the Response to Intervention (Rtl) process.</li> <li>• Provide intensive, systematic, research-based accelerated math instruction for identified at-risk students.</li> <li>• Provide intensive, sustained support of at-risk pregnant students through coordination of home</li> </ul>

instruction, counseling services, childcare, transportation of parent/child, career counseling, job readiness training, connections with community and government services, and instruction in child development and parenting to ensure students master STAAR.

- Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of the students and student groups at each campus before, during after school hours, and/or on Saturday, in the core content areas of Reading, English Language Arts, Math, Writing, Science and Social Studies, as identified in campus plans.
- Provide materials, equipment, transportation from tutorials/home, software, incentives for at-risk students to facilitate academic improvement in content areas.
- Provide an academic alternative campus for secondary at-risk students (all students meeting one or more of the state/local criteria for at-risk) to ensure mastery of TEKS.
- Provide intensive, systematic, research-based accelerated math instruction for identified at-risk students through direct instruction for students and modeling of instructional strategies in math for teachers of at-risk students.
- Provide intensive, systematic, research-based, supplemental accelerated content area instruction for identified at-risk students through direct instruction for at-risk students during the school day.
- Provide intensive, systematic, research-based accelerated reading instruction for identified at-risk students through direct instruction for students and modeling instructional strategies in reading for teachers of at-risk students.
- Provide a *Discipline Alternative Educational Placement* for students placed through mandatory or discretionary placement for disciplinary infractions with an academic focus aligned to the student's home campus.
- Provide credit recovery programs for at-risk students as identified in secondary campus plans.
- Provide crisis intervention paraprofessional for at-risk students at district and campus level.
- Provide secondary teachers and coaches to accelerate the learning of at-risk students.
- Provide a summer school program for 7<sup>th</sup>, 8<sup>th</sup> grade, and a STAAR Academy for 7<sup>th</sup>, 8<sup>th</sup> grade reading and math.
- Provide intensive instruction for secondary at-risk students through *reduced class size* at a high at-risk campus.
- Support the PASS Transition Program for at-risk students coverage for their grade level by providing curriculum, instruction, staff development, and support utilizing PASS Managers, and Curriculum, and Instruction staff.
- To develop quality physical education programs to meet the needs of students' activity time in order to increase the correlation of academic scores.
- To continue to educate those students taking P.E. or P.E. equivalent classes on their Healthy Fitness Zones and to achieve the maximum number related to their personal fitness on the Fitnessgram.
- To emphasize the integration of core content areas into P.E. activities.
- Provide an intensive social program to encourage and motivate students to interact appropriately with peers and improve their self-concept. Program will be after school and will target students who have social-emotional needs that must be met to improve achievement based on INOVA data. The program is entitled "Livewire."
- Continue to utilize a mentoring program to encourage students to be successful and stay focused on academics. Teachers will be used as mentors.
- Provide materials, equipment, transportation from tutorials/home, software, incentives for at-risk students to facilitate academic improvement in content areas.

#### **STAFF DEVELOPMENT**

- Provide staff development in data analysis and strategies for Differentiated Instruction to increase representation of African American and Hispanic students in advanced courses (Pre-AP) in all content areas.
- Provide staff development to communicate, model, and support strategies for assuring access for special education students to enrolled grade level curriculum.
- Provide systematic, sustained in-class support and staff development for at-risk students in all student groups.

- Provide staff development for teachers in using Differentiated Instruction to meet the needs of at-risk learners with on-going, individualized instruction.
- Provide ESL TExES training to general education teachers district-wide.
- Provide ESL TExES Certification training to general education teachers district-wide to promote receiving an additional ESL endorsement.
- Provide staff development for teachers in cultural diversity and working with students from poverty.

**DROPOUT PREVENTION PROGRAM**

- Utilize District procedures to identify, intervene, and monitor the progress of at-risk students.
- Ensure pre-advanced placement course offerings for all students and student groups and encourage enrollment with these subgroups.
- Continue monitoring students transitioning from the PASS program.
- Implement a Careers class that includes visiting university campuses and other entities to encourage future careers.
- 8th grade students will participate in EFTA program.
- Both 7<sup>th</sup> and 8<sup>th</sup> grade students will participate in the CAMFEL program.

**ATTENDANCE**

- Review, revise, and implement daily attendance procedures to meet 97% average attendance.
- Ensure that students meet attendance expectations of at least 96% on testing days (participation).
- Communicate the attendance laws to parents annually.
- AP's will continue to track student attendance daily and follow the steps of our attendance notification procedures.
- Utilize paraprofessional attendance assistant to contact parent on date of absence.
- Monitor, locate, and provide resources for potential dropouts including SpEd students.
- Implement incentives for increments of perfect attendance (i.e. two weeks perfect attendance, name goes into drawing for free Homecoming Dance tickets).

**COLLEGE READINESS**

**Advanced Courses**

- Ensure basic pre-advanced placement course offerings for all students and student groups.
- Increase the percentage of students taking Pre AP classes by 5%.

**Graduation Plans**

- Ensure there is thorough discussion with parents of special education students regarding the state's 3 high school graduation plans with emphasis on the recommended plan for all students.
- Continue to emphasize the state's 4 x 4 recommended graduation plan.
- Increase awareness of Career Pathways by using the Naviance program for setting up four year plans for all 8<sup>th</sup> graders.

**College Admissions and Readiness**

- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Encourage eligible students to participate in the Duke Talent Search and provide SAT preparation courses on campus for those who choose to participate.
- Continuation of UIL academic competition.
- Integrate SAT vocabulary into the PreAP curriculum to promote future success on Duke Talent Search and possible National Merit Scholar.

**Higher Education Readiness**

- Provide college readiness information and opportunities to students and teachers by inviting various universities to come to campus and present information about their universities.  
Examples: Generation Texas Week: Lone Star College on campus during lunches.

<b>Financial Resources</b>	Campus budget, SCE, Title III, HSA
<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, Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT 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 70% passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CASE
<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>• Ensure the appropriate certification and highly qualified requirements for all professionals and paraprofessional staff.</li> <li>• Participate in Spring Job Fair to encourage employment in CISD.</li> <li>• Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD.</li> <li>• Participate in District recruitment efforts to support the employment of highly qualified teachers and staff.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Continue to implement the new teacher orientation program. This program fosters unity and creates bonds among the new teachers who are often experiencing shared needs and/or questions.</li> <li>• To continue and improve the fostering of an atmosphere that promotes staff retention through morale and team building activities with teachers. Activities may include: utilizing the CISD challenge course, monthly birthday celebrations, staff luncheons and breakfast.</li> <li>• Provide opportunity for teachers to participate in instructional rounds to aid in staff development.</li> <li>• Teachers with 0-2 years' experience will participate in the Novice Teacher Academy.</li> <li>• Help build teacher leaders through presentations at staff time on workshop topics, cadre meetings, Special Education, ESL, etc.</li> <li>• Work in cooperation with Sam Houston State University to assist their Education program with student observation hours and student teachers.</li> <li>• Host a Sam Houston State University Literacy Block to foster their desire to continue in the field of Education.</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>Indicator 1. 21<sup>st</sup> Work force</b>	<b>Indicator 1 Focus Strategies</b> <ul style="list-style-type: none"> <li>• Created a Women in Engineering Club and look to increase numbers attending the Women in</li> </ul>

<b>Development</b>	<p>Engineering Conference.</p> <ul style="list-style-type: none"> <li>Develop student leadership through an active Student Council program.</li> <li>Created a Fellowship of Christian Athletes (FCA) student group to encourage student leadership.</li> </ul>
<b>Indicator 2. Gifted and Talented</b>	<p><b>Indicator 2 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>MJH implements and utilizes Kagan strategies to: increase student engagement, enhance cooperative learning groups, and foster independent work.</li> <li>Increase awareness of the GT referral process.</li> </ul>
<b>Indicator 3. Fine Arts</b>	<p><b>Indicator 3 Focus Strategies</b></p> <ul style="list-style-type: none"> <li>Increase opportunities for students to participate in more than one Fine Arts course.</li> <li>Offer more field trips for Fine Arts classes to foster and enhance student understanding and awareness.</li> <li>Offer more community performances to showcase talent within the Fine Arts program.</li> </ul>
<b>Financial Resources</b>	Campus budget
<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 Meet Performance Indicators for CaSE
<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>Provide programs for student/staff awareness of sexual abuse and the dangers of drugs, alcohol, and tobacco.</li> <li>Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</li> <li>Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>Conduct random metal detector searches.</li> <li>Provide suicide prevention training to all staff members.</li> <li>Faculty and students participate in programs and events to promote anti-bullying and respect.</li> <li>Provide encouragement to stay in school with motivational speakers.</li> <li>Students participate in discussion groups to help them learn ways to cope with issues.</li> <li>School-wide assembly from Camfel Production that deals with building a positive school climate and anti-bullying.</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

<b>Goal 5 TECHNOLOGY</b>	
<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>• Allow staff to present instructional technology ideas at staff time throughout the school year.</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Think in meaningful ways to use the technology to represent what they know, and as a tool to promote learning, and to establish expectations.</li> <li>• Seamlessly apply technology across all subject and content areas.</li> <li>• Assure that technology is integral to all subject area TEKS.</li> <li>• Within each grade level cluster, all Technology Applications TEKS are met.</li> <li>• Create and integrate web-based lessons which include online TEKS-based content, resources, and learning activities.</li> <li>• Utilize technology as a tool for information management, problem-solving, and communication.</li> <li>• Professional Development training will include: <ul style="list-style-type: none"> <li>○ integration of technology into teaching and learning;</li> <li>○ strategies to regularly use online database resources to enrich instruction;</li> <li>○ strategies to promote the regular creation and communication of new technology-supported learner-centered projects;</li> <li>○ resources to ensure the vertical alignment of Technology Application TEKS; and</li> <li>○ resources to provide anytime, anywhere use of online database resources by entire school community.</li> </ul> </li> <li>• Professional development will focus on the technological capabilities of educators to: <ul style="list-style-type: none"> <li>○ meet SBEC proficiencies and implement in the classroom; and</li> <li>○ demonstrate advanced patterns of use.</li> </ul> </li> <li>• Professional development will focus on the leadership capabilities of administrators to: <ul style="list-style-type: none"> <li>○ recognize and identify exemplary use of technology in instruction;</li> <li>○ demonstrate models use of technology in daily work;</li> <li>○ ensure the integration of appropriate technologies to maximize learning and teaching; and</li> <li>○ involve and educate the school community around issues of technology integration.</li> </ul> </li> </ul>
<b>Financial Resources</b>	Campus budget
<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  
2016-2017 School Year**

<b>Strategy</b>	<b>SCE Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Closing Achievement Gap 1-3	Academic Tutorials Extra Duty	8,000	0.15
Closing Achievement Gap 1-3	Instructional Support – Teachers for At-Risk Students	589,475	11.00
Closing Achievement Gap 1-3	Technology Support for At-Risk Students	23,800	0.00
	<b>TOTAL SCE</b>	<b>627,800</b>	<b>11.15</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Close Performance Gap 1-6	Extra Duty Tutorials	1,500	0.15
Technology Strategy 5.13&14	Technology	500	0.00
Close Performance Gap 4-6	Books	500	0.00
Close Performance Gap4-6	Instructional Materials	500	0.00
	<b>TOTAL Title III LEP</b>	<b>3,000</b>	<b>0.15</b>