

**Campus Improvement Plan
2017-2018
Oak Ridge Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

Oak Ridge 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

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 83% Approaching Grade Level Standards Goal for 2017-2018 90% 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 51% of students who met Expected or Accelerated Growth measures. 18% of students who met Accelerated Growth measures only. Goal for 2017-2018 55% of students who will meet Expected or Accelerated Growth measures. 22% of students who 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"> • 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 groups, and with individual students. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth

	<p>examination of classroom practices, and focus on the critical role of texts and the expert teaching in the process of reading.</p> <ul style="list-style-type: none"> • Provide half day training/planning per nine weeks for targeted areas. • Provide after school staff developments to enhance Guided Reading Strategies in the classroom. • Focus on Guided Reading groups and proper documentation for all students. • Participate in the K-2 cohort to build a stronger reading foundation.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • 30-45 minutes of writing per day in each grade focusing on Lucy Calkins Units of Study as the primary source. • Collaborative Team Time (CTT) meetings focusing on writing strategies, lessons and data. • ELA District coach will meet with fourth grade teachers to assist as they implement Units of Study as their main writing curriculum. • Implement grade wide schedule of when writing is taught.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Guided math will be implemented into all math classrooms. Anchor station workshops as well as guided math workshops will be offered on campus for teachers. • CTT discussions of data from both formal and informal testing. Training with district math coach on Common Assessment writing to ensure that we are writing assessments at the rigor needed. Interactive notebooks will be utilized in the math classroom to monitor growth and goal achievement.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus in engagement through student centered instructional strategies based on History Alive/Social Studies Alive! • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence, CISD Remembers. • Students will utilize an interactive notebook to enhance learning.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve vocabulary building in Science through active Science word walls and the use of Marzano Words in the Scope and Sequence. Ensure that teachers require all students to utilize science interactive notebooks 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. • Implement small group instruction through tutorials during the school day and to help close achievement gaps for ELL students through review of science process skills and reinforcement of fundamental science vocabulary.
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<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: 74% scored Approaching Grade Level Standards 26% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 30% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 79% scored Approaching Grade Level Standards 28% scored Mastering Grade Level Standards Goal for 2017-2018: 82% will score Approaching Grade Level Standards 32% 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 school day. • District Bilingual coach will focus on enhancing instruction in the 3rd and 4th grade Bilingual classrooms. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Ensure that Bilingual students receive appropriate language model instruction with a focus on exiting the program. • As a school wide Title 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • As a School Wide Title 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 71% scored Approaching Grade Level Standards 24% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 75% will score Approaching Grade Level Standards 28% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic</p> <p>Performance in 2016-2017: 75% scored Approaching Grade Level Standards 32% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 78% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: R3 Informational Texts for both 3rd and 4th grades</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Address rigor in the differentiated literacy classroom in grades K-6 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. • Components of the CISD Instructional Model and Tier I Best Practices will be addressed in specific sessions at the August District Wide Staff Development. • Monthly staff developments will be offered on campus to review Tier I Best Practices, including but not limited to – parts of CISD READS, Lucy Calkins Writing and Reading, and Common Assessment writing.

	<ul style="list-style-type: none"> Teachers in grade K-3 will participate in the district cohort implementation of Units of Study/Readers Workshop where monthly staff development will be provided to staff to enhance reading instruction.
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 62% scored Approaching Grade Level Standards 7% scored Mastering Grade Level Standards Goal for 2017-2018: 75% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 66% scored Approaching Grade Level Standards 14% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: W1/W3 – Composition and Editing</p>
Focus Strategies	<ul style="list-style-type: none"> Implementation of 30-45 minute writing time using lessons based on Lucy Calkins writing lessons. Create a similar time that each grade level will be teaching writing to ensure that it is being taught daily in all grade levels. Explicitly teach grammar and conventions within the context of the CISD READS Writer’s Workshop model. Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. Staff development will be provided for all teachers specifically focusing on expository writing to allow students the opportunity to write across the curriculum. Staff development will be presented for ELA teachers focusing on Writers Workshop mini-lesson, conferencing and shared writing to be in line with our campus goal. 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) Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 81% scored Approaching Grade Level Standards 24% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 28% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 89% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards Goal for 2017-2018: 92% will score Approaching Grade Level Standards 33% will score Mastering Grade Level Standards</p>

	Target: Reporting Category: 3 rd grade - Geometry and Measurement; 4 th grade - Computations and Algebraic Relationships an Geometry and Measurement.
Focus Strategies	<ul style="list-style-type: none"> • Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. • Provide Staff development for all math teachers in identifying 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 staff development opportunities to create rigorous common assessments. • Ensure that we are building a growth mindset for all students in regards to math learning. • Value mistakes in the classroom and help students understand everyone can do math. Implement the Interactive Student Notebook. • Staff development will be provided for teachers to attend to implement guided math into the classrooms including high level questioning techniques to enhance math talk. • Teachers will create differentiated anchor stations in the classroom to be in line with our campus goal.
SOCIAL STUDIES Performance Objectives	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> • Implement the Interactive Student Notebook. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Design units based on enduring understandings that answer essential questions. • Staff development opportunities for teachers to enhance the understanding of the Interactive Student Notebook.
SCIENCE Performance Objectives	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 90% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.
Focus Strategies	<ul style="list-style-type: none"> • Provide staff development to support the continued implementation of science notebooks. • Provide hands on science experiments to enhance learning. • Ensure that teachers are implementing science TEKS into their daily classes for a minimum of 30 minutes a day. • Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
HEALTH Performance Objectives	HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	<ul style="list-style-type: none"> • Active start (morning movement) by grade to work on specific targeted areas. • Coordinate lesson plans that have students involved in MVPA for at least 65% of class time. • Ensure that students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching, and running in a standard format, as well as games and activities.
SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
	POST-SECONDARY READINESS Attendance rate will increase from 96.5% in 2016/17 to 97.3% in 2017/18. Meet eligible campus Academic Achievement Distinction Designations (AADD) <i>50% of indicators will be in top quartile</i>

	<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>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • NEAT Club to motivate students to attend school daily and arrive on time. • Monitor student progress throughout the year, ensuring Tier 1 Best Practices are in place, in order to reduce the number of students retained in each grade level. • Encourage grade levels to develop plans and encourage students to attend school, specifically on our lowest attendance days – Monday and Friday. • Monitor top 10% absentee students and work with parents to ensure that attendance improves. • Work with staff during CTT to analyze data to increase achievement and raise final Level II passing rates. • Implement monthly attendance incentives to meet 98% average attendance. • Traveling trophy per grade level monthly for the grade with the highest percentage in attendance. • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Ensure elaboration 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 researched 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 the use of instructional accommodations designed to make content access ELLs in all content areas. (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 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) • Teachers will contact parents via phone on days that students are absent to encourage them to attend school. • Student will work to earn rewards by focusing perfect attendance on Mondays and Fridays. • 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>Financial Resources</p>	<p>Campus budget SCE, Title I, Title III</p>
<p>Additional Resources</p>	<p>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</p>

	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

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. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings. • Provide opportunities for teachers to attend GT trainings to maintain HQ status in the area of GT. • Provide opportunities for teachers to acquire ESL certification. • Ensure that all instructional staff is highly qualified. • In accordance with Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program. • Develop strategies to attract high quality and highly qualified teachers to high need schools and needs areas. • Ensure all staff are GT certified by the end of the 2017-18 school year. • Ensure that all staff are ESL certified by the end of the 2017-18 school year.
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.
Focus Strategies	<p>Indicator 1 Focus Strategies - Community and Parent Involvement</p> <ul style="list-style-type: none"> • Provide opportunities for parents to learn techniques to assist students by hosting a fall and a spring academic night. • Provide opportunities for parents to schedule parent/teacher conferences for the fall and the spring to be fully informed of their child's educational progress. • Collaborate with PTO for parent involvement opportunities. • Communicate with parents GT opportunities and differentiated instruction in the classroom. • Provide opportunities for parents to give input regarding academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title 1 Program. <p>Indicator 2 Focus Strategies - Second Language Acquisition</p>

	<ul style="list-style-type: none"> • Focus on building vocabulary with 7 Steps to a Language Rich Environment. • Follow CISD Bilingual model where dominant language is developed first. • Monitoring progress with ELL nine weeks report cards and TELPAS. <p>Indicator 3 Focus Strategies - Digital Learning</p> <ul style="list-style-type: none"> • Ensure that each grade level has access to technology to be used in the classroom. • Provide staff development opportunities for teachers to learn ways to enhance learning with technology in the classroom. • Work towards a 2:1 ratio for technology in the 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
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"> • Conduct fire, disaster, lock-downs, 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 safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • Maintain communication with parents via Blackboard to keep them informed when a safety issue occurs.
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"> • Provide staff development and coaching cycle opportunities during and after school to enhance technology usage in the classrooms. • Purchasing technology to ensure that students have ample opportunities to incorporate technology into their learning. • Ensure the Technology Applications TEKS are met across the content areas. • Provide students with opportunities to participate in Imagine Learning to help close the gaps of learning. • Incorporate Twitter as a personal staff development tool. • Provide an iPad or Chromebook cart to be utilized grade specific. • Teachers utilize Class Dojo as reinforcement tool for behavior expectations.

	<ul style="list-style-type: none"> Students attend a technology class every three weeks in the specials rotation to learn and enhance technology usage.
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
SCE			
Closing the Performance Gap: Strategy 1,2,3,8	General Education Teachers for At-Risk students	1,425,975	25.00
Closing Performance Gap: Strategy 7	Instructional Materials for At-Risk Students	0	0.00
	TOTAL SCE	\$1,425,975	25.0

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Closing Performance Gap: Strategy 2, 4, 8	Instructional Support – Instructional Coaches/Teachers	123,629	1.33
Math: Strategy 2, 4 Reading: Strategy 3,4 Writing: Strategy 4, 5, 6	Subs for training	14,490	.26
Technology: Strategy 2-6 Math: Strategy 2	Technology	10,000	.00
Math: Strategy 2	Software License Renewal	3,000	.00
Closing Performance Ga: Strategy 7	Instructional Materials	17,983	.00
Math: Strategy 2, 4 Reading: Strategy 3, 4 Writing: Strategy 4, 5, 6 Social Studies: Strategy 4	Staff Development	9,000	.00
Parents and Community: Strategy 1	Parent Involvement	2,985	.00
	TOTAL Title IA	181,087	1.59
Title III LEP			
Closing Performance Gap: Strategy 1,8	Extra Duty	2,500	.05
Technology: Strategy 2-6	Technology	500	.00
Closing Performance Gap: Strategy 7	Books	500	.00
Closing Performance Gap: Strategy 7	Instructional Materials	500	.00
	TOTAL Title III LEP	4,000	.05