

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

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/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 78% Approaching Grade Level Standards</p> <p>Goal for 2017-2018 82% 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, 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 62% of students met Expected or Exceeded Growth measures. 18% of students met Exceeded Growth measures only.</p> <p>Goal for 2017-2018 67% of students will meet Expected or Exceeded Growth measures. 20% of students will meet Exceeded 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,

	<p>flexible small groups, and with individual students.</p> <ul style="list-style-type: none"> • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Address the vertical alignment of Writing Workshop Model supported by the <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices. • Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide professional learning opportunities for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and professional learning opportunities in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Implement the Interactive Student Notebook K-12. • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their

	<p>learning process.</p> <ul style="list-style-type: none"> 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.
<p><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></p>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 78% scored Approaching Grade Level Standards 68% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 81% will score Approaching Grade Level Standards 70% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 79% scored Approaching Grade Level Standards 61% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 82% will score Approaching Grade Level Standards 64% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 69% scored Approaching Grade Level Standards 6% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 71% will score Approaching Grade Level Standards 7% 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 on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) Provide on-going support and training for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG) Language instruction is targeted and taught in the content areas and extra-curricular by way of the

	<p>English Language Proficiency Standards. (DSG)</p> <ul style="list-style-type: none"> • 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) • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. • Promote students as “Future CISD High School Students” through activities within feeder and district, including: football games, pep rallies, student visits, parades, “Education: Go Get It!” Week etc. • Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. • Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations. • Provide for increased practice turns and feedback during instruction. • Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps. • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities.
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 73% scored Approaching Grade Level Standards 13% scored Mastering Grade Level Standards</p> <p>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: 74% scored Approaching Grade Level Standards 13% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 76% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 66% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 68% will score Approaching Grade Level Standards 13% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 1,2,3 Reading Performance Safeguard Target: African American, Hispanic, White, EcoDis, Sped and ELL’s</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, Guided Reading, and Independent Reading will take place in July/August for teachers new to CISD, new to a grade level, or teachers needing a “refresher.” • Components of CISD READS will be addressed in specific sessions at the August District Wide Staff Development. • Staff development will be provided through the Fall and Spring Elementary and

	Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 83% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 86% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 85% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 88% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 73% scored Approaching Grade Level Standards 5% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 75% will score Approaching Grade Level Standards 7% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 1,2,3,4 Math Performance Safeguard Target: African American, Hispanic, White, EcoDis, Sped and ELL's</p>
Focus Strategies	<ul style="list-style-type: none"> • CISD Solves Math Review/Mental Math • CISD Solves Poster Method • CISD Solves Math Fluency • Algebra Tiles • Guided Math • Grade Level Team Meetings • Process Standards • Algebra 1 Leadership Team
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>75% 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"> • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Continue implementing the Interactive Student Notebook K-12.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 77% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards</p>

	<p>Goal for 2017-2018: 80% will score Approaching Grade Level Standards 18% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 78% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 81% will score Approaching Grade Level Standards 19% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: African American Performance in 2016-2017: 68% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 71% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 1,2,3,4 Science Performance Safeguard Target: African American, Hispanic, White, EcoDis, Sped and ELL's</p>
Focus Strategies	<ul style="list-style-type: none"> Professional learning opportunities on Science Interactive Word Walls to science teachers by Dr. Julie Jackson, professor at Texas State University. Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction. The Science Coordinator and District Instructional Staff will provide training in vocabulary building using Marzano's Six Step Process for Building Academic Vocabulary during summer and afterschool Professional learning opportunities. Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of Science Success during teacher planning meetings. Professional learning opportunities will be provided to campuses by a Science Instructional Coach in the area of common assessment writing during teacher planning meetings.
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 80% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. Track and evaluate students' level of health-related fitness by conducting two Fitness Gram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97.92% in 2016/17 to 98% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) 50% of indicators will be in top quartile</p>

	<p>Meet Top 25% in Student Progress Distinction Designations <i>Top quartile of campus comparison group in performance for student progress</i></p> <p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate: Safeguards Met</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG) • Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • 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)
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 Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, ITBS, BAS, DRA, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

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 for professionals and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification. • Provide stipends for critical staff for bilingual assessment and self-contained special education settings. • Coordinate and integrate Federal, State, and Local funds and programs including family literacy and math nights.
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	<ul style="list-style-type: none"> • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Provide opportunities to parents to give input regarding the academic needs of students and programs. • Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations. • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, 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 safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school. • Provide programs for student and staff awareness of sexual abuse, of dating violence, and of the dangers of drugs, alcohol, and tobacco. Strategies: Safe Schools courses for staff; http://www.acadv.org/dating.html ; http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens
Financial Resources	Campus budget
Additional Resources	Emergency operations plan Safe Schools Course
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. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.
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			
Close the Performance Gap Strategy 1-3	Instructional Coach/PASS Manager	122,506	2.00
Close the Performance Gap Strategy 1-3	General Education Teachers for At-Risk Students	1,418,023	24.00
Close the Performance Gap Strategy 1-3	Academic Tutorials-Tutors	7,421	0.13
Close the Performance Gap Strategy 1-3	Extra Duty Tutorials	7,920	0.14
TOTAL SCE		1,555,870	26.27

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
ELA Strategy 7; Writing Strategy 5; Math Strategy 10	Instructional Support – Instructional Coaches/Teachers	145,198	2.63
ELA Strategy 1, Math Strategy 1	Instructional Support – Paraprofessionals	67,297	1.22
ELA Strategy 7; Writing Strategy 6; Math Strategy 1	Substitutes for Professional Development	8,798	0.15
Technology Strategy 1 & 6	Technology	14,500	0.00
ELA Strategy 1, 2 & 4	Books	9,327	0.00
ELA Strategy 1; Writing Strategy 3; Math Strategy 5 & 11; Social Studies Strategy 2; Science Strategy 2	Instructional Materials	27,000	0.00
ELA Strategy 9; Writing Strategy 4; Math Strategy 2	Staff Development	21,000	0.00
Parents and Community Strategy 3, 4 & 5	Parent Involvement	6,000	0.00
ELA Strategy 7; Writing Strategy 6; Math Strategy 1	Healthy Snacks for Tutorials	2,500	0.00
TOTAL Title IA		301,620	4.00
Title III LEP			
Close the Performance Gap Strategy 1 & 6	Extra Duty Tutorials	4,500	0.08
Technology Strategy 6	Technology	500	0.00
Close the Performance Gap Strategy 4	Books	500	0.00
Close the Performance Gap Strategy 4-6	Instructional Materials	1,000	0.00
TOTAL Title III LEP		6,500	0.08