

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: Vogel Intermediate Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

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

Close the Performance Gap

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

Successful Completion of High School

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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 87% of All students combined over all subject areas met Level II standard. In 2021-2022, 95% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 90% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science • Increase Attendance Rate from 96.9% to 97.2%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 45. In 2016-2017, the Index 2 Score will be 50. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities. • Implementation of long-term ELL frameworks such as 7 Steps to a Language Rich Instructional Classroom and English 3D. • Provide staff development for all Reading teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop strategies to modify for

	<p>identified gifted LA students and/or close learning gaps, such as vocabulary strategies using graphic organizers, centers for anchor activities, and use of technology to improve skills, fluency, and using context clues.</p>
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 Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices. Focus on evidence based best practices specifically for serving students with disabilities. Ensure that we are building a growth mindset for all students in regards to being better writers. Value mistakes in the classroom and help students understand that everyone can write.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. Provide staff development 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. Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. Provide staff development and follow through for all math teachers in grades K – 12 on the implementation of the new mathematics TEKS. Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12. 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 that everyone can do math.
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 the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary⁷ and science word walls in elementary and secondary classrooms. Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 47 and included the student groups of Eco Dis, African American, and Hispanic. In 2016-2017, the Index 3 Score will be 50 and will include the student groups of Eco Dis, African American, and Hispanic. <i>Distinctions:</i></p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. SW 10 Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level

	<p>standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs.</p> <ul style="list-style-type: none"> • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. • Provide mentors to targeted at-risk students. SW 2 • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 75% of Eco Dis students, 73% of African American students, and 81% of Hispanic students met Level II standard. In addition, 15% of Eco Dis students, 20% of African American students, and 21% of Hispanic students met Level III standard.</p> <p>In 2016-17 85% of Eco Dis students, 80% of African American students, and 90% of Hispanic students will meet Level II standard. In addition, 25% of Eco Dis students, 30% of African American students, and 30% of Hispanic students will meet Level III standard.</p> <p>Reading Target: Reporting Category 1 – Special Education & LEP; Reporting Category 2 – Special Education, African American & LEP; Reporting Category 3 – Special Education, LEP & Economically Disadvantaged</p> <p>Reading Performance Safeguard Target: Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and before/after school and on Saturdays. (CSG) SW 9 • Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG) • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/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 for vertical alignments of Tier I best practices. • Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2, 9 • As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Collaborate vertically to ensure the alignment and consistent use of the Lucy Calkins Writing Model.

	<ul style="list-style-type: none"> • Provide rigorous Writing resources for teachers and students in the special education programs. • Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. • Provide training and support for teachers with various research-based instructional strategies.
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 82% of Eco Dis students, 76% of African American students, and 87% of Hispanic students met Level II standard. In addition, 14% of Eco Dis students, 15% of African American students, and 18% of Hispanic students met Level III standard.</p> <p>In 2016-17 90% of Eco Dis students, 85% of African American students, and 90% of Hispanic students will meet Level II standard. In addition, 20% of Eco Dis students, 20% of African American students, and 25% of Hispanic students will meet Level III standard.</p> <p>Math Target: Reporting Categories 1 – 4: Economically Disadvantaged, LEP & Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Review data in each department PLC after all common assessments, benchmarks, and STAAR tests. SW 1 • Provide intensive, systematic tutoring for identified at-risk students during the day and before/after school and on Saturdays. (CSG) SW 9 • Focus on evidence based best practices specifically for serving students with disabilities. (CSG) • 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. SW 8 • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>90% 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"> • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Emphasize writing and the analysis of primary sources through the DBQ Project. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 78% of Eco Dis students, 75% of African American students, and 78% of Hispanic students met Level II standard. In addition, 13% of Eco Dis students, 8% of African American students, and 16% of Hispanic students met Level III standard.</p> <p>In 2016-17 85% of Eco Dis students, 85% of African American students, and 85% of Hispanic students group will meet Level II standard. In addition, 20% of Eco Dis students, 15% of African American students, and 25% of Hispanic students will meet Level III standard.</p> <p>Science Target: Reporting Categories 1-4: LEP & Special Education Science Performance Safeguard Target: Special Education</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • 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.
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>95% 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 FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.

	<ul style="list-style-type: none"> 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.
SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
Index 4: POST-SECONDARY READINESS OBJECTIVES	INDEX 4: POST-SECONDARY READINESS In 2015-2016 48% of all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. In 2016-2017 55% of all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments. Increase Attendance Rate from 96.9% to 97.2% <i>Distinctions:</i> <ul style="list-style-type: none"> Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	<ul style="list-style-type: none"> Teachers will differentiate instruction in order to provide enrichment opportunities which will prepare students for Pre-AP courses in Junior High. SW 7 Reward student attendance with the Perfect Attendance award for each marking period and all year. Create quarterly incentives to improve yearly attendance. Provide weekly incentives for students with perfect attendance. Monitor, locate, and provide resources for potential dropouts including special education students.
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. Provide mentor support for beginning teachers. SW 3 Improve qualifications of teachers by providing opportunities to attend workshops and trainings. SW 4 Provide opportunities for teachers to attend GT trainings. Provide opportunities for teachers to acquire ESL certification. Select quality potential Title 1 staff and/or long-term sub tutors and provide mentoring and training for potential Vogel teachers for 2017-2018. SW 5

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

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
Indicator 1. <i>(select from CaSE Ratings)</i>	<p>Indicator 1 Focus Strategies – Parent Involvement</p> <ul style="list-style-type: none"> Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. Collaborate with PTO for parent involvement opportunities. Provide opportunities at school for parents to participate in academic and social events with students. SW 6 <p>Indicator 2 Focus Strategies – Technology</p> <ul style="list-style-type: none"> Utilize parents to participate in Project Mentor, a program that will follow intermediate students through to high school. 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. Involve parents and community members in activities to support a safe school environment. <p>Indicator 3 Focus Strategies – Dropout Prevention</p> <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. Utilize parents to participate in Project Mentor, a program that will follow intermediate students through to high school. Work with PTO to provide attendance incentives for students each 9 weeks.
Indicator 2. <i>(select from CaSE Ratings)</i>	
Indicator 3. <i>(select from CaSE Ratings)</i>	
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. Involve parents and community members in activities to support a safe school environment. Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to

	<p>Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.</p> <ul style="list-style-type: none"> • Promote clubs and organizations in areas of interest to promote student involvement in school. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring that all visitors sign in with a valid, government issued ID and wear visitor badges in the school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.
Financial Resources	Campus budget Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

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

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

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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Goal 1, Index 3, Reading Strategy 1 Goal 1, Index 3, Math Strategy 2	Extra Duty Tutorials	4,620	.08
Goal 1, Index 3, Reading Strategy 2 Goal 1, Index 3, Math Strategy 1	Instructional Support – Instructional Coaches/Teachers	142,987	3.0
Goal 1, Index 3, Science Strategy 2	Instructional Materials for At-Risk Students	5,180	.00
Goal 1, Index 3, Reading Strategy 7	General Education Teachers for At-Risk Students	2,124,501	38.00
	TOTAL SCE	2,277,288	41.08

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Goal 1, Index 2, Reading Strategy 4	Instructional Support – Instructional Coaches/Teachers	72,600	1.0
Goal 1, Index 2, Math Strategy 2, 4, 5 Goal 1, Index 2, Science Strategy 1 Goal 2, Strategy 4, 5, 6	Instructional Support - Substitutes	10,350	.19
Goal 5, Strategy 1	Technology – Equipment and Software License/Renewals	45,000	.00
Goal 1, Index 2, Reading Strategy 2	Instructional Materials	39,510	.00
Goal 1, Index 3, Reading Strategy 1 Goal 1, Index 3, Math Strategy 2	Transportation and Snacks for Tutorials	2,500	.00
Goal 1, Index 2, Reading Strategy 4 Goal 2, Strategy 3, 4, 5	Staff Development – Materials and Travel	10,000	.00
Goal 3, Indicator 1, Strategy 2 Goal 3, Indicator 2, Strategy 1 Goal 3, Indicator 3, Strategy 2	Parent Involvement	3,187	.00
	TOTAL Title IA	183,147	1.19
Title III LEP			
Goal 1, Index 3, Reading Strategy 1 Goal 1, Index 3, Math Strategy 2	Extra Duty Tutorials	1,500	.03
Goal 1, Index 2, Reading Strategy 3	Books	500	.00
Goal 1, Index 3, Science Strategy 3	Technology	500	.00
Goal 5, Strategy 1	General Supplies	500	.00
	TOTAL Title III LEP	3,000	.03