

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Wilkerson**

**Rating: Met Standard**

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

**Wilkerson 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*

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS —Index 1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS</b>	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 83% 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 85% met Level II standard.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science</li> <li>• Increase Attendance Rate from 96.3% to 96.9%</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 41. <b>In 2016-2017, the Index 2 Score will be 45.</b> <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading 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>• 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.</li> <li>• 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.</li> <li>• Implementation of long-term ELL frameworks such as Seidlitz’s 7 Steps to a Language Rich Instructional Classroom and English 3D.</li> <li>• Collaboration of professional development between ELA, Bilingual/ESL departments and Sp. Ed.</li> </ul>

<p><b>WRITING Strategies</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model.</li> <li>Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> </ul>
<p><b>MATH Strategies</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Continue the emphasis on small group math instruction such as 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.</li> <li>Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>Collaboration of professional development between Math, Bilingual/ESL departments and Special Education.</li> </ul>
<p><b>SOCIAL STUDIES Strategies</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Implement the Interactive Student Notebook K-12.</li> <li>Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> </ul>
<p><b>SCIENCE Strategies</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate)</li> <li>Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.</li> <li>Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process.</li> </ul>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>      In 2015-2016, the Index 3 Score was 43 and included the student groups of Eco Dis, African American, and Hispanic.  <b>In 2016-2017, the Index 3 Score will be 49 and will include the student groups of Eco Dis, African American, and Hispanic.</b>  <i>Distinctions:</i></p> <ul style="list-style-type: none"> <li>Will meet Top 25% Closing Performance Gaps</li> </ul>
<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></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> <li>Provide training and support for teachers with various research-based instructional strategies to address unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>Provide on-going support through professional learning communities and planning regarding use of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</li> </ul>

	<ul style="list-style-type: none"> <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> </ul>
<b>READING Performance Objectives</b>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 71% of Eco Dis students, 76% of African American student group, and 76% of Hispanic student group met Level II standard. In addition, 17% of Eco Dis students, 22% of African American student group, and 18% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 75% of Eco Dis students, 80% of African American student group, and 80% of Hispanic student group will meet Level II standard. In addition, 20% of Eco Dis students, 25% of African American student group, and 20% of Hispanic student group will meet Level III standard.</b></p> <p>5<sup>th</sup> Grade Target Reading Reporting Category: 2 – Hispanic, African American, Eco Dis, SpEd and ELL 6<sup>th</sup> Grade Target Reading Reporting Category: 3 – Hispanic, African American, Eco Dis, SpEd and ELL Reading Performance Safeguard Target: SpEd and ELL</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Implementation of long-term ELL frameworks such as Seidlitz’s 7 Steps to a Language Rich Instructional Classroom and English 3D.</li> <li>Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> <li>Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG)</li> <li>Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>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)</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Writing</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>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</li> <li>Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model</li> <li>Collaboration of professional development between ELA, Bilingual/ESL departments and Special Education.</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 68% of Eco Dis students, 67% of African American student group, and 72% of Hispanic student group met Level II standard. In addition, 23% of Eco Dis students, 5% of African American student group, and 23% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17, 70% of Eco Dis students, 70% of African American student group, and 75% of Hispanic student group will meet Level II standard. In addition, 25% of Eco Dis students, 10% of African American student group, and 25% of Hispanic student group will meet Level III standard.</b></p> <p>5<sup>th</sup> Gr Math Target: Reporting Category: 2 and 3 6<sup>th</sup> Gr Math Target: Reporting Category: 1 and 3 Math Performance Safeguard Target: SpEd</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (CSG)</li> <li>Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li> </ul>

	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> <li>• Continue the emphasis on small group math instruction such as 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.</li> <li>• Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.</li> <li>• Collaboration of professional development between Math, Bilingual/ESL departments and Special Education.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>90% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.</li> <li>• Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 73% of Eco Dis students, 71% of African American student group, and 82% of Hispanic student group met Level II standard. In addition, 9% of Eco Dis students, 6% of African American student group, and 7% of Hispanic student group met Level III standard.</p> <p><b>In 2016-17 75% of Eco Dis students, 75% of African American student group, and 85% of Hispanic student group will meet Level II standard. In addition, 75% of Eco Dis students, 75% of African American student group, and 85% of Hispanic student group will meet Level III standard.</b></p> <p>Target: Reporting Category: 1 – Matter and Energy Science Performance Safeguard Target: <u>SpEd</u></p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).</li> <li>• Improve science vocabulary using Marzano’s Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.</li> <li>• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.</li> <li>• Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• 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)</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b></p> <p>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>• Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>• 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.</li> <li>• Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime.</li> </ul>

SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016 47% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. <b>In 2016-2017 60% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 96.3% to 96.9%</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>• Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Build rapport with junior high schools to increase college readiness awareness.</li> <li>• 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 standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student's disability related needs.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 97% average attendance.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title III
<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, 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
<b>Monitoring Timeline</b>	November, January, April
<b>Formative Evaluation</b>	CISD Benchmarks at passing rate
<b>Summative Evaluation</b>	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
<b>Project Manager(s):</b>	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
<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>• Recruit and retain highly qualified staff by participating in the CISD hosted job fair.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Provide opportunities for teachers to acquire ESL certification.</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

Goal 3 PARENTS AND COMMUNITY
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<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. CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.
	<p><b>Indicator 1: Community and Parent Involvement</b></p> <p><b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Increase parent participation in Site Based Team</li> <li>• Increase the number of parents who participate in Parent Volunteer Opportunities</li> <li>• Improve parent communication by increasing the use of Social Media Tools</li> </ul> <p><b>Indicator 2: 21<sup>st</sup> Century Workforce</b></p> <p><b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Students will be provided with opportunities to participate in various community service projects.</li> <li>• Student Ambassadors activities will support character and kindness</li> </ul> <p><b>Indicator 3: Second Language Acquisition</b></p> <p><b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Teachers participate in Seven Steps to a Language Rich Classroom staff development</li> <li>• Struggling ELL students will be provided supplemental instruction through English 3D curriculum</li> <li>• All classroom teachers will implement sentence stems developed through Seidlitz's Seven Steps to promote language acquisition and effective communication</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>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> <li>• Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</li> <li>• Conduct fire, disaster, lock-down, 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> </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, Assistant Principal

<b>Goal 5    TECHNOLOGY</b>
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<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>• Provide meaningful opportunities for students to access technology for learning.</li> <li>• Increase student opportunities for utilizing technology across the curriculum areas.</li> <li>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> </ul>
<b>Financial Resources</b>	Campus budget Title III
<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 Meet Performance Indicators for CaSE
<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>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Close the Performance Gap Reading Strategy 5, Math Strategy 1 and Science Strategy 5	Academic Tutorials	11,130	.20
Reading Strategies 2, 3 and 4	Instructional Support – Instructional Coach	55,395	1.00
Math Strategies 2 and 4	Instructional Support – Instructional Coach	62,214	1.00
Close the Performance Gap Reading Strategies 2 and 4 and Math Strategies 5 and 6	Instructional Support – PASS Manager	56,333	1.00
	<b>TOTAL SCE</b>	<b>185,072</b>	<b>3.20</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 the Performance Gap Reading Strategy 5, Math Strategy 1 and Science Strategy 5	Extra Duty Tutorials	1,000	.02
Technology Strategy 3	Technology	500	.00
Close the Performance Gap Reading Strategy 5, Math Strategy 1 and Science Strategy 5	Books	400	.00
Close the Performance Gap Reading Strategy 5, Math Strategy 1 and Science Strategy 5	Instructional Materials	600	.00
	<b>TOTAL Title III LEP</b>	<b>2,500</b>	<b>.02</b>