Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Wilkerson Intermediate
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

- ***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	
STUDENT ACHIEVEMENT OBJECTIVES	**Student Achievement - All Students/All Subjects** Performance in 2016-2017 82% Approaching Grade Level Standards Goal for 2017-2018 90% Approaching Grade Level Standards Distinctions: Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
STUDENT PROGRESS OBJECTIVES	**Student Progress** **Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects** Performance in 2016-2017 61% of students who met Expected or Accelerated Growth measures. 18% of students who met Accelerated Growth measures only. Goal for 2017-2018 75% of students who will meet Expected or Accelerated Growth measures. 44% of students who will meet Accelerated Growth measures only. Distinctions: - 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	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** Re-examine effectiveness and depth of Guided Reading in the 5-6 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.

	• Staff development will be provided through the Fall and Spring Intermediate Leadership Teams with a focus on quality practices to grow readers and writers and assist in deepening teacher understanding of text. • Collaboration of professional development between ELA and Bilingual/ESL departments. • Guided Reading by Fountas and Pinnell • 7 Steps to a Language Rich Interactive Classroom by John Seidlitz • 38 Great Academic Language Builders by John Seidlitz
WRITING Strategies	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation • Staff development will be provided through the Fall and Spring Elementary and Intermediate Leadership Teams with a focus on the use of the Writing Workshop format to support writing in all genres. • *Genre Study* by Fountas and Pinnell
MATH Strategies	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • 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. • 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. • Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction for grades K-12.
SOCIAL STUDIES Strategies	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Implement the Interactive Student Notebook K-12. · • Emphasize classroom instruction utilizing, Differentiated Instruction, Quality Questioning, and Cooperative Learning. • The Social Studies Coordinator will provide strategies for teaching the literacy strand of the Social Studies Processing standards with attendance at the Content Literacy Training
SCIENCE Strategies	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • 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 • 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.
CLOSING PERFORMANCE GAPS OBJECTIVES	**Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.** **Economically Disadvantaged Students** Performance in 2016-2017: 71% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards *Racial/Ethnic group: African American* Performance in 2016-2017: 62% scored Approaching Grade Level Standards 10% scored Mastering Grade Level Standards

	Goal for 2017-2018: 76% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 78% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 44% will score Mastering Grade Level Standards Distinctions: • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.

Program Focus Strategies	**Special Populations**
	• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.
	• Provide mentors to targeted at-risk students.
	• Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
	• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.
	• Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
	• Training and onsite support will be offered to classroom teachers serving students with disabilities in the following areas:
	    o Effective Accommodations
	    o Positive Behavior Supports
	    o Differentiating Instruction and High Yield Strategies
	    o Specially Designed Instruction
	    o Data Collection and Progress Monitoring
	    o Working with Paraprofessionals

READING Performance Objectives	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 70% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 44% will score Mastering Grade Level Standards *Racial/Ethnic group: African American* Performance in 2016-2017: 57% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 74% will score Approaching Grade Level Standards 43% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 78% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018:

	90% will score Approaching Grade Level Standards 46% will score Mastering Grade Level Standards Target Reading Reporting Category: 2 - Understanding/Analysis of Literary Texts Reading Performance Safeguard Target, if applicable: African American and Special Ed
Focus Strategies	• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. Campus Safeguard (CSG) • Provide for increased practice turns and feedback during instruction. (CSG) • Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps. (CSG) • Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. (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) • 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) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students.
WRITING Performance Objectives	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 80% of all students and student groups taking the *District Benchmarks* in **Writing** will meet District performance standards.
Focus Strategies	• 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 English Language Proficiency Standards. (DSG)

	• 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)
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 75% scored Approaching Grade Level Standards 14% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 42% will score Mastering Grade Level Standards *Racial/Ethnic group: African American* Performance in 2016-2017: 67% scored Approaching Grade Level Standards 7% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 81% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 43% will score Mastering Grade Level Standards Target: Reporting Category: 2 – Computations and Algebraic Relationships
Focus Strategies	• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. • 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. • 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) • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students.
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 80% of all students and student groups taking the *District Benchmarks* in **Social Studies** will meet District performance standards.
Focus Strategies	• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs. • 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.
	• 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 English Language Proficiency Standards. (DSG)
	• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery.
	• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students.
SCIENCE Performance Objectives	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 65% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 43% will score Mastering Grade Level Standards *Racial/Ethnic group: African American* Performance in 2016-2017: 62% scored Approaching Grade Level Standards 7% scored Mastering Grade Level Standards Goal for 2017-2018: 76% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 71% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 43% will score Mastering Grade Level Standards Target: Reporting Category: 2 – Force, Motion and Energy Science Performance Safeguard Target, if applicable: Special Ed
Focus Strategies	• Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the

	curriculum and meet individual needs. Campus Safeguard (CSG)
	• Provide for increased practice turns and feedback during instruction. (CSG)
	• Provide explicit and embedded vocabulary instruction, effective behavioral systems and prioritized, relevant core instruction to fill in the gaps.(CSG)
	• 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)
	• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery.
	• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students.
HEALTH Performance Objectives	**HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 90% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	• Provide students with opportunities and activities that allow "choice." • Ensure students demonstrate responsible personal and social behavior that respects self and others. • Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction. • Assess student's Health-Related fitness using the *FitnessGram* assessment, twice per year. • Provide instruction that incorporates a high percentage of engaged time. • Ensure that teachers are receiving *up to date* curriculum and instruction opportunities needed for growth. • Provide teachers with leadership opportunities.
**SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS** **CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS**
	POST-SECONDARY READINESS Attendance rate will increase from 96.1% in 2016/17 to 97% in 2017/18. **Meet eligible campus Academic Achievement Distinction Designations (AADD)** *50% of indicators will be in top quartile* **Meet Top 25% in Student Progress Distinction Designations** *Top quartile of campus comparison group in performance for student progress* **Meet Top 25% in Closing Performance Gaps Distinction Designations** *Top quartile of campus comparison group in performance for closing performance gaps* **Meet eligible Postsecondary Readiness Distinction Designations** *50% of indicators will be in top quartile*
Focus Strategies	• Ensure that students meet AYP attendance expectations of 95% on testing days (participation). • 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. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide new student registration for incoming students. • Weekly Perfect Attendance recognition by homeroom.
Financial Resources	Campus budget

	SCE, 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, DRA, OS, QPS, 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
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	- Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. - 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 sessions. - Provide opportunities for teachers to attend GT training. - Provide opportunities for teachers to acquire ESL certification.
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	- 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. - Provide opportunities at school for parents to participate in academic and social events with students. - Provide education sessions and information about the Parent Resource Center for parents of students with disabilities. - 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.

	- Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. - Develop plans for assisting students in transition to better adjust to the next educational level. - Hold monthly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations. - Hold weekly team meetings to ensure teacher collaboration within each department/grade.
Financial Resources	Campus budget
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	- 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. - Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school. - Involve parents and community members in activities to support a safe school environment. - Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty - Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. - Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. - Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills. - Promote clubs and organizations in areas of interest to promote student involvement in 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	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 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

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Closing the Performance Gap, Strategy 1	Academic Tutorials Extra Duty	10,675	.19
Reading Strategies 4, 7 and 8, Math Strategies 4 and 5, Science Strategies 4 and 5	Instructional Support for At-Risk Students	179,754	3.0
Science Strategy 1, 2 and 3	Technology for At-Risk Students	1,500	.00
Closing the Performance Gap, Strategy 1	Supplies for At-Risk Students	1,074	.00
	TOTAL SCE	**193,003**	**3.19**

Resources Allocated for Title III
2017-2018 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Reading Strategies 3 and 5	Extra Duty Tutorials	2,000	.03
Reading Strategy 9 and Math Strategy 6	Technology	500	.00
Reading Strategies 1, 3 and 4	Books	500	.00
Reading Strategies 1, 3 and 4	Instructional Materials	500	.00
	TOTAL Title III LEP	**3,500**	**.03**