

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

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

*David Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.*

**Master Rigorous Academic Standards**

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
  - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
  - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
  - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Post-secondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
  - **Distinction** – 50% of Indicators are in the top quartile

<b>GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS</b>	
<b>MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS</b>	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b> Performance in 2016-2017 90% Approaching Grade Level Standards 58% Mastering Grade Level Standards</p> <p>Goal for 2017-2018 92% Approaching Grade Level Standards 60% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science</li> </ul>
<b><u>STUDENT PROGRESS OBJECTIVES</u></b>	<p><b>Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects</b> Performance in 2016-2017 80% of students met Expected or Accelerated Growth measures. 41% of students met Accelerated Growth measures only.</p> <p>Goal for 2017-2018 81% of students will meet Expected or Accelerated Growth measures. 42% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading/ELA and Math.</li> <li>• Will meet AADD indicator for Accelerated Growth in Reading and Math.</li> </ul>
<b>READING Strategies</b>	<b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>

	<ul style="list-style-type: none"> <li>Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.</li> <li>Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <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> </ul>
<b>WRITING Strategies</b>	<b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>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 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 implementing Mentor Sentences and other research based best practices.</li> </ul>
<b>MATH Strategies</b>	<b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Implement the Interactive Student Notebook K-12.</li> <li>Design units based on enduring understandings that answer essential questions.</li> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> </ul>
<b>SCIENCE Strategies</b>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</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 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.</li> <li>Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> </ul>
<b><u>CLOSING PERFORMANCE GAPS OBJECTIVES</u></b>	<b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b> <b>Economically Disadvantaged Students</b> Performance in 2016-2017: 64% scored Approaching Grade Level Standards 29% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards  <b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 91% scored Approaching Grade Level Standards 62% scored Mastering Grade Level Standards Goal for 2017-2018: 92% will score Approaching Grade Level Standards 63% will score Mastering Grade Level Standards

	<p>Distinctions:</p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</li> </ul>
<p><b>Program Focus Strategies</b></p>	<p><b>Special Populations</b></p> <ul style="list-style-type: none"> <li>• Provide intensive, systematic tutoring for identified at-risk students during the day and after school.</li> <li>• Provide mentors to targeted at-risk students.</li> <li>• Review, revise, and implement daily attendance procedures to meet 95% average attendance.</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</li> <li>• 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.</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience a smooth transition.</li> </ul>
<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  65% scored Approaching Grade Level Standards  35% scored Mastering Grade Level Standards  Goal for 2017-2018:  70% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  90% scored Approaching Grade Level Standards  67% scored Mastering Grade Level Standards  Goal for 2017-2018:  91% will score Approaching Grade Level Standards  68% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 2 The students will demonstrate an ability to understand and analyze literary texts.  Reading Performance Safeguard Target: Hispanic, Economically Disadvantaged – Campus Safeguard  Special Education – District Safeguard</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.</li> <li>• Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Re-examine effectiveness and depth of Guided Reading in the K-6 classroom though 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> </ul>
<p><b>WRITING Performance Objectives</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  50% scored Approaching Grade Level Standards  6% scored Mastering Grade Level Standards  Goal for 2017-2018:  70% will score Approaching Grade Level Standards  15% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  90% scored Approaching Grade Level Standards</p>

	<p>41% scored Mastering Grade Level Standards          Goal for 2017-2018:          91% will score Approaching Grade Level Standards          42% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 1 The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.          Writing Performance Safeguard Target: Special Education, ELL (current and monitored) District Safeguard</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 genres bridging from the Genre Study implementation.</li> <li>• 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.</li> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.</li> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  <b>Economically Disadvantaged Students</b>          Performance in 2016-2017:          71% scored Approaching Grade Level Standards          35% scored Mastering Grade Level Standards          Goal for 2017-2018:          75% will score Approaching Grade Level Standards          40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>          Performance in 2016-2017:          92% scored Approaching Grade Level Standards          69% scored Mastering Grade Level Standards          Goal for 2017-2018:          93% will score Approaching Grade Level Standards          70% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 3 Geometry and Measurement – Grade 3          Reporting Category: 4 Data Analysis and Personal Financial Literacy – Grade 4          Math Performance Safeguard Target: Economically Disadvantaged – Campus Safeguard          Special Education – District Safeguard</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>          95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.          Social Studies Performance Safeguard Target: Special Education, ELL (current and monitored) – District Safeguard</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Implement the Interactive Student Notebook K-12.</li> <li>• Design units based on enduring understanding that answer essential questions.</li> </ul>

	<ul style="list-style-type: none"> <li>Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.</li> </ul>
<b>SCIENCE Performance Objectives</b>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  <b>Economically Disadvantaged Students</b>  95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.</p> <p>Science Performance Safeguard Target: Special Education – District Safeguard</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 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.</li> <li>Ensure that teachers require all students utilize a science interactive notebook as part of their learning process.</li> </ul>
<b>HEALTH Performance Objectives</b>	<p><b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  95% 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>Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.</li> <li>Design and provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.</li> <li>Provide instruction that incorporates a high percentage of engaged time.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<p><b>POST-SECONDARY READINESS</b>  Attendance rate will increase from 97.1% in 2016/17 to 97.2% in 2017/18.</p> <p><b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b>  <i>50% of indicators will be in top quartile</i></p> <p><b>Meet Top 25% in Student Progress Distinction Designations</b>  <i>Top quartile of campus comparison group in performance for student progress</i></p> <p><b>Meet Top 25% in Closing Performance Gaps Distinction Designations</b>  <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p><b>Meet eligible Postsecondary Readiness Distinction Designations</b>  <i>50% of indicators will be in top quartile</i></p> <p><b>Grade 3-12 Safeguard Indicators</b>  Safeguard Target for Participation Rate: Special Education</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.</li> <li>Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <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>Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation.</li> <li>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.</li> <li>Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences and other research based best practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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)</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)</li> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> <li>• Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG)</li> <li>• Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)</li> <li>• Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading. Campus Safeguard (CSG)</li> <li>• Provide intensive, systematic, researched-based reading instruction to identified dyslexic and special education at-risk students. (CSG)</li> <li>• Provide mentors to targeted at-risk students. (CSG)</li> <li>• Ensure that students meet AYP attendance expectations of 95% on testing days (participation). (CSG)</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, 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
<b>Project Manager(s):</b>	Principal Assistant Principal

<b>Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF</b>	
<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>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals.</li> <li>• Provide mentor support for beginning teachers.</li> <li>• Improve qualifications of teachers by providing opportunities to attend workshops and trainings.</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

<b>Goal 3 PARENTS AND COMMUNITY</b>	
<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.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide opportunities at school for parents to participate in academic and social events with students.</li> <li>• Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I
<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

<b>Project Manager</b>	Principal
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<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>• 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>• 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.</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>	
<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>• Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.</li> <li>• Build teacher capacity to fully implement technology in instruction.</li> <li>• Provide meaningful opportunities for students to access technology for learning.</li> </ul>
<b>Financial Resources</b>	Campus budget, Title I, 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
<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  
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
<b>SCE</b>			
Closing the Performance Gap Strategy 1	Academic Tutorials	5,442	0.09
	<b>TOTAL SCE</b>	<b>5,442</b>	<b>0.09</b>

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

Strategy	Program/Service	Funds Budgeted	FTEs
<b>Title III LEP</b>			
Closing the Performance Gap Strategy 1	Extra Duty Tutorials	1,000	0.01
Closing the Performance Gap Strategy 1 Technology Strategy 3	Technology	500	0.00
Closing the Performance Gap Strategy 1 Reading Strategy 3	Books	500	0.00
Closing the Performance Gap Strategy 1 Reading Strategy 3	Instructional Materials	500	0.00
	<b>TOTAL Title III LEP</b>	<b>2,500</b>	<b>0.01</b>