

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

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

*Mitchell 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	
<b><u>STUDENT ACHIEVEMENT OBJECTIVES</u></b>	<p><b>Student Achievement - All Students/All Subjects</b></p> <p>Performance in 2016-2017 96% Approaching Grade Level Standards 78% Meeting Grade Level Standards 39% Mastering Grade Level Standards</p> <p>Goal for 2017-2018 99% Approaching Grade Level Standards 85% Meeting Grade Level Standards 50% 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></p> <p><b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects</b></p> <p>Performance in 2016-2017 78% of students who met Expected or Accelerated Growth measures. 39% of students who met Accelerated Growth measures only.</p> <p>Goal for 2017-2018 85% of students who will meet Expected or Accelerated Growth measures. 50% of students who 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> </ul>

	<ul style="list-style-type: none"> <li>Will meet AADD indicator for Accelerated 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>Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</li> <li>Improve Questioning Strategies in language arts through staff development in best practices such as: Compare/Contrast/Summarization; QUILT; Kilgo’s level of questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions, training in the use of the Comprehension Toolkit provided for all language arts and social studies teachers, and implementation by all teachers, including general education and special education.</li> <li>The Language Arts PLC will develop common assessments at least once a quarter when there is a district benchmark and at least twice a quarter when there isn’t a district benchmark scheduled.</li> <li>All students receive a lesson from the librarian every three weeks that emphasizes: genre analysis, inference skills, and critical analysis of fiction and non-fiction material.</li> <li>Ensure greater emphasis in reading for critical analysis rather than literal understanding for all students and all student groups.</li> <li>Half of the school’s reading teachers are piloting the Benchmark Assessment System (BAS) to better determine a child’s specific reading level.</li> <li>The online reading program “Learning Farm” has been purchased for all students. The teachers piloted the program last year and decided the reading levels and higher level questions were on target with grade level expectations.</li> <li>Identified “bubble” students who scored 80-85% on the previous year’s STAAR will be identified to participate in an enriched curriculum through the use of “Word Masters” with the principal.</li> </ul>
<b>WRITING Strategies</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Support the 7-12 writing focus on how to teach grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic writing.</li> <li>Emphasize technical writing in core content areas of Social Studies, Math, and Science</li> <li>Analyze, as a department, the Writing Benchmark Objective portion and determine areas needing more attention.</li> </ul>
<b>MATH Strategies</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Provide staff development for development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements 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>Provide staff development in the incorporation of writing in the mathematics class and using literature and “math talk” in problem-solving activities for teachers.</li> <li>Identified “bubble” students who scored 80-85% on the previous year’s STAAR will be identified to participate in an enriched curriculum through the use of “Math Olympiad” with the assistant principal.</li> <li>The online math program “Learning Farm” has been purchased for all students. The teachers piloted the program last year and decided the math level and higher level questions were on target with grade level expectations.</li> <li>Every math teacher will include a specific number of problem solving questions/activities on each quiz/test.</li> <li>Encourage teachers interested in learning more about the “Flipped Classroom” and guided math by offering staff development or the opportunity to observe colleagues implementing these strategies.</li> </ul>
<b>SOCIAL STUDIES Strategies</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Develop curriculum and increase staff development in the integration of social studies TEKS highlighting expository writing and Interactive Student Notebooks (ISN).</li> <li>A variety of instructional materials will be utilized to improve critical thinking and expose students to non-fiction text: units on integrating graphs, charts, and diagrams; Nystrom Atlases, History Alive &amp; Social Studies Alive, Social Studies Instructional Manual, and Social Studies Weekly/Global</li> </ul>

	<p>Studies.</p> <ul style="list-style-type: none"> <li>• Teachers will implement interactive software that incorporates internet technology such as United Streaming, Brain Pop, and CNN Student News (6<sup>th</sup> grade only) to enhance instruction.</li> <li>• Sixth graders will complete an integrated unit entitled “Wax Museum” that allows them to research a famous person, learn about their contributions to society, and portray them at Open House.</li> <li>• Heavy emphasis will be placed on analyzing primary sources to confirm usefulness and credibility.</li> <li>• Social Studies teachers will present the CISD Essential Questions at the beginning and end of each unit of student to develop critical thinking.</li> <li>• The social studies teachers and the librarian collaborate and teach U.S. and World Cultures simulations together.</li> <li>• Students will be provided the opportunity to learn about economics in the real world through Junior Achievement and International Market Day.</li> <li>• Reading non-fiction and technical reading and writing Texas Essential Knowledge and Skills (TEKS) are taught primarily by the social studies teacher.</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>• Improve student engagement and close learning gaps in science through staff developments in identifying individual student academic needs using Kilgo’s Questioning Levels, Marzano’s Nine Best Practices, and hands-on inquiry-based activities.</li> <li>• The online science program “Learning Farm” has been purchased for all students. The teachers piloted the program last year and decided the reading levels and higher level questions were on target with grade level expectations.</li> <li>• Provide intensive tutorials for at risk students before or after school. Each science teacher is responsible for tutoring his or her own students.</li> <li>• “Family Science Night” will be held to promote STEM-related activities parents can enjoy with their children</li> <li>• Teachers created mini-common assessments to be administered online weekly so teachers can identify areas needing more intensive intervention.</li> </ul>
<p><b>CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  84% scored Approaching Grade Level Standards  25% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:  90% will score Approaching Grade Level Standards  40% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b>  Performance in 2016-2017:  84% scored Approaching Grade Level Standards  28% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:  90% 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:  94% scored Approaching Grade Level Standards  45% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:  98% will score Approaching Grade Level Standards  60% will score Mastering Grade Level Standards</p>

	<p>Target: Index 3-Closing the Performance Gap in African American, Economically Disadvantaged, and Special Education</p> <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 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 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)</li> <li>• 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)</li> <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> <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>• Continue to build campus cohesiveness and student pride through connections with staff and students via: weekly Mitchell Lunch Bunch; quarterly Magnificent Mustang Ceremonies, Mitchell Community Service Club, LC Summer Activities, Mitchell Ambassadors, Recycling Club, Yearbook Club, Volunteer Instructional Peers with the self-contained class, and LC positive incentives.</li> <li>• The looping and learning community instructional philosophy will enhance the relationship between the teachers and students promoting a risk-free environment in which to learn. Teachers will be more familiar with their students' strengths and weaknesses between fifth and sixth grade enabling them to identify areas needing remediation sooner to prevent lost instructional time.</li> <li>• Our Learning Community model and Looping allows teachers to start with students as fifth graders and then continue, or "loop" with them through sixth grade. Teachers and students feel a sense of belonging and commitment to their Learning Community and to each other, thus accentuating the child's devotion to their school, their teachers, their classmates, and in the long run, graduation.</li> <li>• Carefully place students in the most conducive learning environment by hand-placing every student in a Learning Community (LC) after thorough meetings with every feeder fourth grade teacher, counselor, and administration; feedback from fourth grade students' parents; and review of school records.</li> <li>• Teachers utilize the Lead4ward applications and its features consistently.</li> <li>• Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of the students and student groups before, during, and after school hours in the core content areas of Reading, Math, and Science.</li> <li>• Provide a variety of interventions for students who fall in the district's bottom 25th percentile in RtI Tier II and/or RtI Tier III.</li> <li>• Conduct quarterly LC Student Review meetings with every LC teacher to target students needing more academic support and/or incentives to improve behavior.</li> <li>• Members of the Professional Learning Community Committee will attend Dr. Knezek's in-services and present information to colleagues.</li> <li>• Provide staff development and instructional materials to support ESL students.</li> <li>• Provide intensive, systematic, research-based accelerated reading, math, and science instruction for identified at-risk students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to support teachers pursuing ESL certification and increase percentage of LC staff securing certification.</li> <li>• Continue to place students with disabilities in the most appropriate setting by considering a general education In-Class Support environment when appropriate.</li> <li>• Administrators and Counselors will serve as mentors to identified students.</li> <li>• Provide materials, software, and incentives for at-risk students to facilitate academic improvement in content areas.</li> <li>• Develop feeling of responsibility, pride, and connection with school through extra activities (i.e.: Recycling Club, Ambassadors).</li> <li>• School assemblies and classroom guidance lessons are scheduled for a variety of purposes.</li> <li>• Continue sponsoring the “Mitchell Scholarship Fund” in which money is raised to be awarded to graduating seniors, typically from TWHS and CPHS. Mitchell students select the recipients based on anonymous applications. To date, 59 \$1,000 scholarships have been awarded.</li> <li>• Each quarter a Magnificent Mustang Ceremony will be held to recognize the students nominated by every Mitchell Intermediate staff members. Students and their parents always appreciate the ceremonies. These ceremonies positively reinforce student behavior.</li> <li>• Sponsor incentives and activities students won’t want to miss (i.e.: Pajama Day, Team Shirt Day, Hat Day, Red Ribbon week, author visits, “Read for a Better Life”, etc.).</li> <li>• Utilize auto-dialing phone system to contact parents when their child is absent.</li> <li>• Communicate the attendance laws to parents annually and with quarterly attendance emails for students having excessive absences.</li> <li>• The online reading, math and science program “Learning Farm” has been purchased for all students. The teachers piloted the program last year and decided the reading levels and higher level questions were on target with grade level expectations.</li> <li>• Each LC will honor students with quarterly perfect attendance with a specific incentive such as: pizza, ice cream, etc.</li> <li>• Offer recognition to build habits of good attendance. Students with perfect attendance for the entire school year will be recognized at the end of the year Awards Ceremony and receive a certificate. Students with perfect attendance from grades K-6 will receive a plaque. LC teachers often reward students in their LC for Perfect Attendance with incentives such as pizza parties.</li> <li>• During “Generation Texas” Week, a day will be designated in which staff members wear their college shirt. During this week teachers will talk to students about how they made their decision on which college to attend, how they paid for college, or other options available after high school.</li> <li>• Each grade level content area teachers meet weekly in their Professional Learning Community (PLC) to collaborate on curriculum, identify target objectives for their students, and analyzes trends using current data.</li> <li>• The Mitchell Fine Arts/PE departments prepare their students for Junior HS and HS by offering many opportunities for them to grow physically and mentally. We enrich our students’ sense of self-esteem, encourage them to try new things, give them a sense of community by doing activities with our feeder system, and offer ways to improve their art and their physical strength. Band students may participate in “Band Camp” held annually in June.</li> <li>• Band, orchestra and choir students participate in the district and campus solo &amp; ensemble contest.</li> <li>• Band, orchestra, and choir students may participate in honor events sponsored by the district.</li> <li>• Percussionists join children with special needs in “Let Them Drum”.</li> <li>• Cantate Choir Camp is help for incoming 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders interested in choir annually in August. This camp allows students to meet new incoming 5th graders so they will feel welcome at Mitchell and creates leaders in both elementary and intermediate choir programs.</li> <li>• Administrators and counselors meet with each student to review the “Motivated Mustang” form that student update with: STAAR results, Benchmark results, District Curriculum Checkpoints, and quarterly report card grades. The goal is to motivate students who may be struggling as well as encourage students to “Meet Standard” and “Exceed Standard”.</li> </ul>
<b>READING Performance Objectives</b>	<b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT Economically Disadvantaged Students</b> Performance in 2016-2017:

	<p>84% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 99% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 80% scored Approaching Grade Level Standards 27% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 94% scored Approaching Grade Level Standards 43% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 98% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 5<sup>th</sup> Grade-1 (Understanding/Analysis Across Genres) and 2 (Understanding/Analysis of Literary Texts) 6<sup>th</sup> Grade-2 (Understanding/Analysis of Literary Texts)</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to increase reading and writing stamina.</li> <li>• Provide small group reading instruction, tracking student progress for all student populations using anecdotal notes, and implementing effective modifications, support to RtI, ELPS, and “customized” tutorial programs.</li> <li>• Teachers will implement the CISD Reads Genre study scope and sequence.</li> <li>• Provide classroom support and staff development on Word Study to address spelling, phonics, and vocabulary development utilizing the Word Study Pacing Guidelines.</li> <li>• Provide continued support for the Tier I Differentiated Instruction in the Language Arts classroom through teaching and modeling these best practices and work collaboratively with Special Education teachers.</li> <li>• Half of the Reading teachers in both grade levels are piloting the Benchmark Assessment System (BAS) with another intermediate school in the district. The BAS is anticipated to be a better evaluation of a child’s actual reading level which will aid teachers to better meet students’ needs.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• The Instructional Coach will provide weekly strategy group lessons for at-risk students in reading and math.</li> <li>• Develop lessons to support organized student presentations to communicate ideas effectively.</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> <li>• Tutors will be used to provide additional support to the LA teachers and allow them to have an additional Strategy Group once a week.</li> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Results indicated below are based on McCullough Junior High School’s 2017 7<sup>th</sup> Grade Writing STAAR Economically Disadvantaged Students</b></p> <p>Performance in 2016-2017:</p>

	<p>76% scored Approaching Grade Level Standards 11% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 77% will score Approaching Grade Level Standards 13% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 69% scored Approaching Grade Level Standards 6% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 70% will score Approaching Grade Level Standards 8% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 89% scored Approaching Grade Level Standards 25% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 90% will score Approaching Grade Level Standards 27% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: Writing/ELA 1</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Teachers will present lessons in writing across all genres to prepare fifth and sixth graders for the 7<sup>th</sup> Grade STAAR Writing.</li> <li>• Continue to provide strategies and staff development to model and Writers' Workshop through the Lucy Calkins Units of Study, Fountas and Pinnell <i>Genre Study</i>, Portalupi and Fletcher <i>Teaching and the Qualities of Writing</i>.</li> <li>• Implementation of the Writing Rubric for information and narratives.</li> <li>• Teachers will implement the 4 point grading rubric.</li> <li>• Teachers will follow the writing standards outlined in CISD Reads for writing across the genres.</li> <li>• Writing skills are reinforced during lessons from the librarian.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> <li>• Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<p><b>MATH Performance Objectives</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b> Performance in 2016-2017: 89% scored Approaching Grade Level Standards 30% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: African American</b> Performance in 2016-2017: 90% scored Approaching Grade Level Standards 37% scored Mastering Grade Level Standards</p>

	<p>Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b> Performance in 2016-2017: 97% scored Approaching Grade Level Standards 52% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018: 99% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 5<sup>th</sup> Grade-1 (Numerical Representations and Relationships); 6<sup>th</sup> Grade-2 (Computations and Algebraic Relationships) and 4 (Data Analysis and Personal Financial Literacy)</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Provide additional 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.</li> <li>• An evaluation of every teacher’s STAAR and benchmark results will be tabulated and reviewed with the principal, grade level assistant principal and teachers in specific departments.</li> <li>• Continue encouraging teachers to seek strategies to meet the needs of Hispanic, African American, LEP, and special education students.</li> <li>• Math teachers will incorporate writing activities in their lessons each quarter.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> <li>• Tutors will be used to provide additional support to the Math teachers and allow them to have an additional Strategy Group once a week.</li> </ul>
<p><b>SOCIAL STUDIES Performance Objectives</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>95% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</p> <p><b>Results indicated below are based on McCullough Junior High School’s 2017 8<sup>th</sup> grade Social Studies STAAR</b></p> <p><b>Economically Disadvantaged Students</b> Performance in 2016-2017: 80 % scored Approaching Grade Level Standards 25 % scored Mastering Grade Level Standards</p> <p><b>Goal for 2017-2018:</b> 82 % will score Approaching Grade Level Standards 26 % will score Mastering Grade Level Standards</p> <p><b>African American</b> Performance in 2016-2017: 87 % scored Approaching Grade Level Standards 39 % scored Mastering Grade Level Standards</p> <p><b>Goal for 2017-2018:</b> 88 % will score Approaching Grade Level Standards 40 will score Mastering Grade Level Standards.</p>



	<p>Target Social Studies Reporting Categories: Category 1 History - 8B Causes of the Civil War; Category 4 Economics, Science, Technology, and Society; 12D Causes/effects of economic differences among different regions of the United States</p>
<p><b>Focus Strategies</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, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> <li>• The Instructional Coach will provide weekly strategy group lessons for at-risk students in reading and math.</li> <li>• Two staff members from the Fine Arts, PE, Special Education, and paraprofessional departments are assigned to each of the 12 LCs during Enrichment time which is from 1:30-2:00 pm daily to assist with an additional 30 minutes of daily math.</li> <li>• Work with campus teams for the development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements 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> </ul>
<p><b>SCIENCE Performance Objectives</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p><b>Economically Disadvantaged Students</b>  Performance in 2016-2017:  72% scored Approaching Grade Level Standards  22% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:  85% will score Approaching Grade Level Standards  50% will score Mastering Grade Level Standards</p> <p><b>Racial/Ethnic group: Hispanic</b>  Performance in 2016-2017:  90% scored Approaching Grade Level Standards  38% scored Mastering Grade Level Standards</p> <p>Goal for 2017-2018:  95% will score Approaching Grade Level Standards  50% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 2 (Force, Motion and Energy) and 4 (Organisms and Environments)</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Identify and send students to the SciMathelon competition at Sci: //Tech.</li> <li>• Science teachers will use Stemsopes, Pearson and McGraw Hill online resources on LC-assigned Chromebook carts.</li> <li>• All students will utilize the student companion textbooks, Pearson and McGraw Hill.</li> <li>• All students will create and use Science Interactive Student Notebooks to reinforce writing skills as a process for discovery and synthesis of inquiry.</li> <li>• Mitchell PTO supports the sixth grade field trip “Mission to Mars” to the Houston Museum of Natural Science.</li> <li>• Utilize a PLC-created science warm-up process to reteach and review TEKS.</li> <li>• Science teachers utilize interact software such as: Stemsopes, BrainPop, and Learning Farm.</li> <li>• Students will have the option to participate in the science portion of the Texas Performance Standards Project.</li> <li>• This year Mitchell will have 13 robotics teams which have been established to promote STEM opportunities.</li> <li>• Continue hosting “Family Science Night” events to promote science with our students and their families.</li> <li>• Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> </ul>

	<ul style="list-style-type: none"> <li>Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>HEALTH Performance Objectives</b>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 100% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>To ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</li> <li>To help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</li> <li>To ensure students are well informed of physical activity that can be performed outside of the PE classroom in order to keep them physically active throughout their lifetime. Activities include: easy at home exercises/activities with family, CISD Feeder Fun Runs (Fall and Spring), and keeping students aware of local activities/programs.</li> <li>To support the district's bullying prevention, team building activities are incorporated into every unit.</li> <li>The school nurse conducts annual scoliosis screening for sixth graders.</li> <li>The school nurse conducts annual hearing and vision screening for fifth graders.</li> <li>The school nurse coordinates the "Growth and Development" DVD series for both parents and students.</li> <li>To engage students regularly in activities that target their muscular strength, endurance and flexibility by providing class time for exercising, stretching and running in a standard format, as well as games and activities in class daily.</li> <li>Nutrition and diabetes prevention is now incorporated in the Health/PE curriculum.</li> <li>Continue including coaches from the local junior high to introduce opportunities available to our students when they reach McCullough.</li> <li>Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African American, economically disadvantaged students in all content areas. (DSG).</li> <li>Monitor, locate, and provide resources for potential dropouts including special education students. (DSG)</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS</b> <b>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
	<b>POST-SECONDARY READINESS</b> Attendance rate will increase from 97.2% in 2016/17 to 98% in 2017/18.  <b>Meet eligible campus Academic Achievement Distinction Designations (AADD)</b> <i>50% of indicators will be in top quartile</i>  <b>Meet Top 25% in Student Progress Distinction Designations</b> <i>Top quartile of campus comparison group in performance for student progress</i>  <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>  <b>Meet eligible Postsecondary Readiness Distinction Designations</b> <i>50% of indicators will be in top quartile</i>  <b>Grade 3-12 Safeguard Indicators</b> Safeguard Target for Participation Rate (if applicable): n/a Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2 (if applicable): n/a
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>The CISD GT Specialist will presented "Teaching Up" and "Ignited" to the faculty during August in-service to promote pre-testing to allow students who master objectives to test out of a unit of study and focus on areas of interest.</li> <li>The principal and assistant principals will attend all content area Cadre meetings with the campus teacher representative to ensure understanding of district expectations for each content area.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of Blackboard Connect and brochures to increase student and parent awareness of advanced programming and testing opportunities and benefits for post-secondary education.</li> <li>• Analyze data of students qualifying for Pre-AP placement at McCullough to be able to increase participation from the previous school year.</li> <li>• Mitchell is a 2<sup>nd</sup> year pilot campus this year for the Texas Performance Standards Project to meet the needs of Gifted &amp; Talented students. Our GT students will complete one TPSP project this year and present it at the TPSP Expo.</li> <li>• Monitor academic progress. culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG)</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
<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>• Continue to dedicate time for Professional Learning Communities to collaborate.</li> <li>• Teachers new to the profession will participate in CISD’s Novice Teacher Academy.</li> <li>• Support teachers’ desire to participate in relevant professional development opportunities.</li> <li>• Diligently place teachers with colleagues that have similar philosophies and are positive role models.</li> <li>• Provide mentor support for beginning teachers and teachers new to Mitchell by assigning each new teacher to Mitchell a campus mentor.</li> <li>• A team of teachers and administrators attended the June 2016 PLC Institute.</li> <li>• The campus instructional coach works very closely with teachers new to the profession to schedule visits to other teachers’ classes to gain new knowledge, model lessons, plan curriculum, and offer feedback on their lessons.</li> <li>• Pilot “Instructional Rounds” so that every teacher in the building can observe other teachers in a variety of content areas to enhance their implementation of best practices.</li> <li>• Provide a positive working environment that encourages staff retention. Faculty luncheons, gifts and “fun/incentive” days are scheduled to enhance the professional atmosphere.</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	
<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>	<p><b>Indicator 1 Focus Strategies: Community and Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Criteria 12-“District PTO Representative”</li> </ul> <p>The Mitchell PTO President was selected to serve on the DLP committee.</p> <p><b>Indicator 2 Focus Strategies: Dropout Prevention Strategies</b></p> <ul style="list-style-type: none"> <li>• Criteria 7-“Mentoring Available for Students At-Risk”</li> </ul> <p>Mitchell staff members will mentor at-risk students</p> <p><b>Indicator 3 Focus Strategies: Gifted and Talented Programs</b></p> <ul style="list-style-type: none"> <li>• Criteria 4-“GT identified students produce advanced level products</li> </ul> <p>Mitchell Intermediate will pilot the Texas Performance Standards Product program this year.</p> <ul style="list-style-type: none"> <li>• Offer informative sessions during a fall and spring general PTO meeting in which a guest speaker addresses issues facing students and education.</li> <li>• Communicate when the CISD Special Education department hosts training sessions for parents of students with disabilities.</li> <li>• Provide opportunities for student and staff collaboration/ involvement with parents and the community with events such as “Paint the Path Pink” the Avon Breast Cancer Association fundraiser; Scholarship Funds for former Mitchell students; Mitchell/Travis Thanksgiving Project; Conroe ISD Police Department’s “Coats for Kids” drive; Montgomery County Food Bank Backpack Program Collection; and Ambassador Leadership Program.</li> <li>• Provide communications regarding campus initiatives, programs, meetings, and activities using the following resources: Canvas, Remind 101; Blackboard email system; Bi-monthly distribution of the school newsletter, the <i>Mitchell Messenger</i>; Mitchell website; Mitchell PTO website; Parent Access Center Accounts; Campus meetings; and the local media.</li> <li>• The PTO is enhanced by its relationship with local Boy Scout troops that help deliver school supply packs to classrooms.</li> <li>• The Woodlands High School feeder counselors organized a “Community Outreach Series” in which all parents from each feeder school are invited to a variety of sessions hosted at schools in the feeder each month.</li> <li>• TWHS JROTC and Interact students volunteer at Mitchell events.</li> <li>• TWHS Varsity football players read to Mitchell students.</li> <li>• The campus clubs such as: Destination Imagination, Yearbook Club, Robotics, and Chess Club are supported by parent volunteers.</li> <li>• The PTO utilizes its online system and Facebook to communicate more effectively with parents. With this system, the PTO is able to target specific parents who register for specific events, avoiding SPAM for those that do not participate. The PTO uses the system to notify the parent body of the following: upcoming PTO events, Registration for events, and sales of Mitchell spirit wear</li> <li>• Provide opportunities for parent collaboration and involvement in school activities such as: 5<sup>th</sup> Grade Field Day; Field Trips; 6<sup>th</sup> Grade End of the Year Celebration; PTO Fall and Spring Socials for 5<sup>th</sup> and 6<sup>th</sup> grades; LC Sponsored events, such as Wax Museum, Family Science Night; and PTO Involvement.</li> <li>• Continue the distribution of the Student Activity Guide to better inform parents about non-school activities available to their students throughout the district.</li> <li>• Continue offering “Junior Achievement in a Day” with Economics students from TWHS as sponsored by an Economics teacher from TWHS.</li> <li>• Work cooperatively with principals, assistant principals, and counselors from: Buckalew, Bush, Deretchin, Galatas, Glen Loch, Powell, and Tough to hold feeder meetings promoting collaboration and enhancement of school programs.</li> <li>• The Mitchell 6<sup>th</sup> Grade Band performs at TWHS Quarterback Club’s “Challenger Day” hosted</li> </ul>

	<p>for children with special needs. The Varsity football players and Varsity Cheerleaders help children go from station to station and participate in football type drills. The children also get their photo taken with a football player and a cheerleader. Our band performs the National Anthem at the beginning of the event and entertains fans throughout the event.</p> <ul style="list-style-type: none"> <li>• Promote safe school volunteer programs by ensuring that every parents involved in the school is an approved “Volunteer in CISD”.</li> <li>• The Mitchell Band performs annually at a McCullough football game.</li> <li>• The 11<sup>th</sup> annual “Paint the Path Pink” event will be held to raise awareness and donations for breast cancer research and treatment. The community is invited to participate in the walk, 5K run, and silent auction.</li> <li>• Student artwork is selected for the CISD District Art Show and on display at the CISD Administration Building for the year.</li> <li>• Students’ artwork is on display at the Mitchell Branch of the Montgomery County Library to celebrate Youth Art Month.</li> <li>• Students enter the annual PBK, the architects who designed Mitchell Intermediate along with many other schools, calendar contest.</li> <li>• Students’ artwork is entered in the Houston Livestock Show contest.</li> <li>• The Mitchell Choir performs the “National Anthem” annually at an Astros baseball game.</li> <li>• The Mitchell Choir performs holiday music at a local senior living community.</li> <li>• Cantate Choir Camp is help for incoming 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders interested in choir annually in August. This camp allows students to meet new incoming 5 graders so they will feel welcome at Mitchell and creates leaders in both elementary and intermediate choir programs.</li> <li>• The “Fall Feeder Choir Concert” series allows Mitchell students to hear other intermediate choirs and to hear the McCullough choirs they will be joining in the future.</li> <li>• PJ Party with McCullough Choir allows our 6 grade students to meet the current 7 grade choir members from McCullough so they can get to know who they will be in choir with next year.</li> <li>• At the annual Choral Festival, all choirs at Mitchell have the opportunity to perform/compete. They perform in front of three well-known choral directors from the state and they have consistently received Superior ratings.</li> <li>• The Mitchell Chorale competes at the annual Spring Choral Festival.</li> <li>• Mitchell orchestra teachers helped write the feeder system Scope and Sequence, which lays out the expectations of every grade level. Included are bowing articulations, note values, dynamics, shifting, and various major and minor scales.</li> <li>• The Mitchell Orchestra competes at the Early Music Contest/Renaissance Festival.</li> <li>• The Mitchell Orchestra will perform with the McCullough Orchestra at the “Fall Concert”.</li> <li>• The Wind Ensemble competes at the annual College Park High School Cavalier Band Festival.</li> <li>• An annual social event is held for Mitchell 6<sup>th</sup> grade Orchestra members to meet the McCullough 7<sup>th</sup> grade Orchestra members.</li> <li>• Mitchell students have the opportunity to participate in TWHS Fun Run twice a year.</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
<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>• All staff members will complete required Safe Schools Online training.</li> <li>• Provide programs for student/staff awareness of the dangers of drugs, alcohol, and tobacco</li> </ul>

	<p>during the week-long Red Ribbon Week activities.</p> <ul style="list-style-type: none"> <li>• Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans (EOP) at the district and campus level.</li> <li>• The school-wide CHAMPS program has positively impact student expectations and is in its second year of implementation.</li> <li>• The YMCA Youth Development Directors conduct training for identified students. Students receive guidance in making good choices, social skills, and leadership training.</li> <li>• All volunteers must be on the approved "Volunteer in CISD" list.</li> <li>• Annual, scheduled Campus Safety Committee meetings and trainings will be held. Administrative trainings and certifications such as AED and CPR completed annually by PE teachers, the school nurse, band, choir, and orchestra directors.</li> <li>• Administrators, counselors and key staff members are trained in Non-Violent Crisis Intervention.</li> <li>• Campus custodians ensure all exit doors, with exception to the front doors, are locked at all times.</li> <li>• Notification is available on View-It regarding special guardian release situations. Custody/Legal documents are maintained in the students' cumulative folder.</li> <li>• Security measures will be enforced by requiring all visitors and volunteers to sign in at the front office with the "Raptor Visitor's Software" program which requires a photo identification and visitor's badge to be worn at all times. Staff members are expected to stop and question any adult not wearing a badge and escort them back to the front office.</li> <li>• Grade level meetings were held at the beginning of the school year with students and the administrative team to review student expectations in the areas of dress code, student discipline, bus conduct, cafeteria conduct and consequences.</li> <li>• The administrative team presents a character lesson each month called "I Choose to Be."</li> <li>• School ambassador program for both 5<sup>th</sup> and 6<sup>th</sup> graders to assist new students in acclimating to Mitchell Intermediate for the first time, assisting with community service projects and serving as role models.</li> <li>• Continue to monitor and reduce the numbers of discretionary and non-discretionary placements to DAEP specific student groups: African American, Hispanic, Economically Disadvantaged, and Special Education.</li> <li>• Continue to monitor and reduce the number of special education placements to ISS, OSS, and the Recidivism rate to DAEP.</li> <li>• Continue to monitor all staff assigned to duties to ensure student safety and security of the school.</li> <li>• To assure proper monitoring at recess, specialized maps have been created to indicate who should be in which playground location.</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> </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>• Increase student opportunities to use technology in instruction, integrated and utilized, in all areas of learning</li> <li>• All Technology TEKS will be met at each grade level.</li> <li>• Technology will be used as a tool for students to manage information, communicate and problem</li> </ul>

	<p>solve across all curriculum areas.</p> <ul style="list-style-type: none"> <li>• Students will be given opportunities to share their learning via multiple technology resources, including but not limited to: Google Drive, Canvas, First Class, Online Textbooks, etc.</li> <li>• Increase the staff development opportunities held on our campus in the area of technology. This makes it more convenient for our staff. Our campus hosts several training sessions for any teachers in the district. This year’s technology development for our faculty and staff will include monthly trainings on topics of their choice.</li> <li>• Encourage students to participate in CISD’s Webmaster/Blog Competition during Sci/Tech and to be involved in the Lego Robotics program.</li> <li>• Continue to support and expand the student-led “Broadcast Team” that is shown to the entire school each morning.</li> <li>• Students will be involved in an Information Literacy session which will include effects of plagiarism and how to be good researchers. A “TechSperts” Club will also be implemented during Advisory to help in caring for our equipment and spreading the importance of Digital Citizenship throughout the entire school</li> <li>• The Hour of Code program will be repeated this year. The Hour of Code activity, produced by Code.org, increases diversity in computer science by reaching students of all backgrounds where they are — at their skill-level, in their schools, and in ways that inspire them to keep learning. TEKS-aligned lesson plans offer a progression of skills, providing the scaffolding needed to teach introductory to advanced programming concepts.</li> <li>• Currently our school has a Chromebook Cart per LC which is one cart for four homerooms or roughly 100 students and one iPad Cart.</li> <li>• We have designed online permission forms which are much more user-friendly and effective for both parents and teachers.</li> <li>• Currently we have three labs of twenty-nine computers each. Two of the labs have teacher computers and a short throw projector.</li> <li>• Teachers will continue to emphasize to their students the importance of becoming more self-sufficient and taking more responsibility for their own academic progress. Teachers will do this by having the student refer to “Student Access” on a regular basis.</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
<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**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
Index 3-Closing the Performance Gap	Academic Tutorials	6,034	0.11
Index 3-Closing the Performance Gap	Instructional Coach	60,020	1.00
	<b>TOTAL SCE</b>	<b>66,054</b>	<b>1.11</b>

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

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title III LEP</b>			
Index 3-Closing the Performance Gap	Extra Duty Tutorials	3,000	.05
	<b>TOTAL Title III LEP</b>	<b>3,000</b>	<b>.05</b>