

- Purchase of adaptive software

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- Reduce Middle School Class Size
- Additional Administrative support for elementary sites < 800 ADA and < 55% unduplicated student count
- Beginning Teacher Support and Assessment (BTSA)
- Professional development and release time to review data and adjust instructional maps to support student achievement and implement of CCSS, blended learning

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than 5 years will meet the English Proficient

- Implement supplemental adaptive curriculum for EL, BTAP and DL students (EL)

that it will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; and re-designation information annually.

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Programs	2015-16 District Carryovers	2015-16 District Entitlements	2015-16 Direct Services to Students at School Sites (\$)	2015-16 Direct Services to Students at School Sites (%)
Title I, Part A	\$ 743,284	\$ 4,558,810	\$ 4,184,195	79%
Title II Part A, Subpart 2, Improving Teacher Quality	\$ 379,587	\$ 766,511	-0-	-0-
Title III, Limited English Proficient	\$ 577,451	\$ 476,428	\$ 379,608	98%
Title III, Immigrants	\$191,653	\$ 151,149	\$ 303,407	

