

**Campus Improvement Plan
2015-2016
Elementary/Intermediate Campus: San Jacinto Elementary
Rating: Met Standard**

Goal 1: Student Achievement and Post-Secondary Success

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

1.1 Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students; % met Level II standard
- *Index 2: Student Progress* Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; *weighted* progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, Science, and Social Studies.* K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

1.2 Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II)
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

1.3 Successful Completion of High School

- *Index 4: Post-secondary Readiness* **Attendance Rate; STAAR %** met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
Core Analysis	<p>San Jacinto Elementary School disaggregates and analyzes performance on Texas Statewide Assessments (STAAR, TELPAS, PBMAS): by content, by grade, by campus (all students), by student groups (African American, American Indian, Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, ELLs, and Students with Disabilities), and by program (Special Education, Bilingual or ESL, migrant, CTE) to determine target areas of improvement.</p>
CISD Curriculum	<p>San Jacinto Elementary School implements the CISD Curriculum, which is aligned with the TEKS and has integrated the English Language Proficiency Standards (ELPS), Career and College Readiness Standards (CCRS), and the Technology Applications TEKS for grades K-12. The curriculum establishes rigorous standards through the depth and complexity of the content, processes, and assessment.</p> <ul style="list-style-type: none"> • The Reading/ELA curriculum, <i>CISD Reads</i>, is a balanced literacy model that includes the instructional components of phonemic awareness, phonics, semantics and syntax, reading /thinking together, shared reading, guided reading, strategic reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. • The Mathematics curriculum, <i>CISD Solves</i>, is a balanced math model that ensures the development of computational skills, mathematical reasoning and problem-solving abilities, conceptual understanding, and demonstration of mathematical understanding in a variety of assessment formats. <i>CISD Solves</i> includes the use of math review, mental math, problem solving, poster method, and math fluency. • The Science curriculum, <i>CISD Investigates</i>, includes the use of the 5-E lesson model (engage, explore, explain, elaborate, and evaluate), science interactive notebook, and <i>Science Success</i>, the CISD science review process. • The Social Studies curriculum, <i>CISD Remembers</i>, includes engagement through student centered instructional strategies based on History Alive! or Social Studies Alive!, integrates content literacy strategies K-12 and emphasizes the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
CISD Best Practices	<p>San Jacinto Elementary School implements and supports the following CISD best practices:</p> <ul style="list-style-type: none"> • The Curriculum and Instruction Model (CISD Instructional Model) accommodates for the needs of all

	<p>student populations through Tier 1 best practices of differentiating the content, process, product, and environment, and ensures that all students construct multiple representations of learning. CISD Instructional Model incorporates the foundational research of Gardner’s Multiple Intelligences, Cooperative Learning, Brain-Based Learning, Understanding Poverty, and Marzano’s Research of Nine Instructional Strategies of Effective Teaching and Building Academic Vocabulary. The three components of the CISD Instructional Model include the alignment of the TEKS, the students’ Learning process of the required curriculum, and the ongoing Assessment in which both teachers and students evaluate their learning.</p> <ul style="list-style-type: none"> • Tier I Differentiated instruction is provided to all students and all student groups through strategies, techniques and resources that include tiered assignments; flexible groupings; anchor activities; scaffolding; frequent monitoring; Bloom’s Taxonomy of Critical Thinking, Quality Questioning, Thinking Maps, CRIS and Sheltered Instruction Using the SIOP Model. • Response to Intervention is addressed through Tier I, II, and III practices and interventions appropriate for the individual student. • Provide RTI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2,9 • As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. SW 1 • Provide visits to feeder intermediate campus to ensure students experience a smooth transition. SW7 • Provide new student registration for incoming students. SW7 • Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW 4 • Research based best practices implemented for students to achieve Phase-in III. SW2 • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW8
<p>1.1</p> <p>1.2</p>	<p>MASTER RIGOROUS ACADEMIC STANDARDS - INDEX 1: STUDENT ACHIEVEMENT and INDEX 2: STUDENT PROGRESS and INDEX 3: CLOSING PERFORMANCE GAPS</p>
<p>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVES</p>	<p>Index 1: Student Achievement All subjects; all students; % met Level II standard <i>90% of All students combined over all subject areas will meet Level II performance standard on STAAR, STAAR A and STAAR Alternate; STAAR L by the 2017-2018 school year. Incremental growth will occur over a three year period with 7% in the 2015-2016 school year, 7% by the 2016-2017 school year and 7% by the 2017-2018 school year.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet AADD indicator for performance (Level III) in Reading/ELA, Writing, Math, Grade 5 Science Community and School Engagement (CaSE): 2. Will achieve a CaSE rating of Exemplary in Fine Arts, GT and ELL.
<p>INDEX 2: STUDENT PROGRESS OBJECTIVES</p>	<p>Index 2: Student Progress Reading, Math and Writing; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress measures (weighted progress) in Reading and Math, earning an Index 2 score of 40.</i> <i>Distinctions:</i></p> <ol style="list-style-type: none"> 1. Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. 2. Will meet AADD indicator for greater than expected growth in Reading and Math.
<p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p>	<p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) <i>Economically Disadvantaged students and 2 lowest performing racial/ethnic groups from the prior year (White and Hispanic) will meet the weighted performance Level II and III, earning an Index 3 score of 45.</i> <i>Distinctions:</i></p> <p>Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students.

	<ul style="list-style-type: none"> • Provide intensive, systemic, research-based reading instruction to identified dyslexic at-risk students. • Work with the ARD committee to determine the most appropriate test levels for students with disabilities taking the STAAR Alternate test. • Work with students with disabilities to increase time doing more independent practice during learning lab and work stations so that they may be eligible to be assessed at higher level of STAAR Alt. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide RTI through Tier 1 research-based practices and Tier II and III interventions to facilitate academic improvement for identified students. SW 2,9
READING/ELA Performance Objectives	<p>READING/ CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Reading/ELA will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year. Incremental growth will occur over a three year period with 6% in the 2015-2016 school year, 6% by the 2016-2017 school year and 7% by the 2017-2018 school year</i>; 20% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Categories 1-3: Understanding and Analysis Across Genres, Understanding and Analysis of Literary Texts, Understanding and Analysis of Informational Texts</p>
Focus Strategies	<ul style="list-style-type: none"> • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on critical role of texts and the expert teaching in the process of reading. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • The Coordinator of Elementary Language Arts will provide training on the use of higher level questioning in the components of CISD READS through “customized” campus staff development throughout the school year. Topics include strategies for building fluency and the Prompting Guide Part II. • Staff development will be provided through the Fall and Spring Elementary Cadres with a focus on Guided Reading in the K-4 classroom examining the process of reading with more problem solving strategies. • 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, and economically disadvantaged students in reading. DSG • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing. • Continue the integration of Elementary Language Arts into Social Studies content K-4. • Monitor, locate, and provide resources for potential dropouts including special education students. DSG • Research based best practices implemented for students to achieve Phase-III. SW 2 • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH 90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Writing will meet Level II: Satisfactory Performance Level <i>by the 2017-2018 school year Incremental growth will occur over a three year period with 8% in the 2015-2016 school year, 8% by the 2016-2017 school year and 10% by the 2017-2018 school year</i> and 15% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Categories 1-3: Composition, Revision and Editing Writing Performance Campus Safeguard Target: Economically Disadvantaged</p>
Focus Strategies	<ul style="list-style-type: none"> • Explicitly teach grammar and conventions within the context of CISD READS, Writer’s Workshop model implementing Mentor Sentences in grade 1-4 and Lucy Calkins.

	<ul style="list-style-type: none"> • Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. • Continue to implement the Six Traits of Writing as the CISD Assessment tool for grades K-4. • Provide fourth grade teachers with a trainer of trainers staff development to focus on personal narrative and expository writing along with the effective teaching of revising and editing. SW4 • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Provide fourth grade teachers with a staff development to focus on using the TEA writing rubric to score benchmark writing to provide feedback in preparing students for writing for the STAAR. • 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, and economically disadvantaged students in all content areas. DSG • Monitor, locate, and provide resources for potential dropouts including special education students. DSG • Research based best practices implemented for students to achieve Phase-in III. SW 2 • Work with staff in PLCs to analyze data to increase student achievement and raise final level II passing rates. SW8
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Math will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 5% in the 2015-2016 school year, 5% by the 2016-2017 school year and 6% by the 2017-2018 school year; 20% will meet Level III: Advanced Performance Level (for AADD).</p> <p>Target Reporting Category 2: Computation and Algebraic Reasoning; Reporting Category 3: Geometry and Measurement; Reporting Category 4: Data Analysis and Personal Finance</p>
Focus Strategies	<ul style="list-style-type: none"> • Develop and implement common and formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers. • Provide 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. • Provide leadership, training, and follow-through on the implementation of CISD Solves Math Structure. • 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, and economically disadvantaged students in math. DSG • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • 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. • Monitor, locate, and provide resources for potential dropouts including special education students. DSG • Research based best practices implemented for students to achieve Phase-in III. SW 2 • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8
SOCIAL STUDIES Performance	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>80% of all students and student groups taking the STAAR, STAAR A or STAAR-L in</p>

Objectives	Social Studies will meet Level II: Satisfactory Performance Level; 12% will meet Level III: Advanced Performance Level.
Focus Strategies	<ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! or Social Studies Alive!</i> • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Implement the interactive student notebook K-4. • Integrate content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Provide training and support for teachers with various research based instructional strategies to address the unique needs of special education, current and monitored ELLs, African American, and economically disadvantaged students in all content areas. DSG • Monitor, locate, and provide resources for potential dropouts including special education students. DSG • Research based best practices implemented for students to achieve Phase-in III. SW 2 • Work with staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW8
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>88% of all students and student groups taking the STAAR, STAAR A or STAAR-L in Science will meet Level II: Satisfactory Performance Level by the 2017-2018 school year. Incremental growth will occur over a three year period with 84% in the 2015 school year, 86% by the 2016-2017 school year, and 88% by the 2017-2018 school year. 12% will meet Level III: Advanced Performance Level indicator (for AADD).</p> <p>Target Reporting Categories 1-4: Matter and Energy; Force, Motion and Energy; Earth and Space; Organisms and Environment</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate.) • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • Ensure that teachers require all students to utilize a science interactive notebook as part of their learning process. • 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, and economically disadvantaged students in all content areas. DSG
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>90% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Coordinate lesson plans that have students involved in MVPA for at least 65% of class time. • Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals, testing with Fitness Gram two times a year (Fall and Spring) and practice sessions at least once each 6 weeks. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities.
<p>1.3 SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
INDEX 4: POST-SECONDARY	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>40% all students and 7 race/ethnic groups will meet final level II standard on two or more tests combined</p>

READINESS OBJECTIVES	<p>over all subject areas.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Reading/ELA and Math: 50% of measures will be in top quartile • Increase Attendance Rate from 94% to 96% • Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group; <p>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate(if applicable):</p>
Focus Strategies	<ul style="list-style-type: none"> • Reward student attendance monthly, by nine weeks and semester. • iPad parent check in/check out program to record for parents the hours of instruction lost when children arrive late to school or leave early.
Financial Resources	<p>Campus budget SCE, Title I, Title III SW 10</p>
Additional Resources	<p>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, TELPAS, District Benchmarks, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool</p>
Monitoring Timeline	<p>November, January, April</p>
Formative Evaluation	<p>CISD Benchmarks at 70% passing rate</p>
Summative Evaluation	<p>TEA Accountability Summary TAPR Meet Performance Indicators for CaSE</p>
Project Manager(s):	<p>Principal Assistant Principal</p>
Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	<p>To recruit, retain and develop highly qualified teachers and staff for all students.</p>
Focus Strategies	<p>Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. SW 3 Recruit and retain highly qualified staff by participating in the CISD hosted Job Fair. SW 5 Provide mentor support for beginning teachers. Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. SW 3, 5</p>
Financial Resources	<p>Campus budget, Teacher Activity Fund, Title III</p>
Additional Resources	<p>Position Control Reports, Allocation Reports</p>
Monitoring Timeline	<p>November, January, March</p>
Formative Evaluation	<p>HQ data from Human Resources</p>
Summative Evaluation	<p>TAPR, HQ Report to TEA</p>
Project Manager(s):	<p>Principal, Assistant Principal</p>
Goal 3 PARENTS AND COMMUNITY	
Objective	<p>To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i>: Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.</p>

Focus Strategies	<ul style="list-style-type: none"> • 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 information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • 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 grade level. • Provide opportunities for parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. SW6
Financial Resources	Campus budget, Title I
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 Meet Performance Indicators for CaSE
Project Manager	Principal
Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff. <i>CaSE: Will achieve a CaSE rating of Exemplary in Safety.</i>
Focus Strategies	<ul style="list-style-type: none"> • Continue fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • 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/studentguide.asp; campus programs and presentations.
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 Meet Performance Indicators for CaSE
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. <i>CaSE:</i> Will achieve a CaSE rating of Exemplary in Technology.
Focus Strategies	<ul style="list-style-type: none"> • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within the 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 strategies.
Financial Resources	Campus budget Title I, 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 aligned with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	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.

**Resources Allocated for State Compensatory Education Program
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategy 1	General Education Teachers for At-Risk Students	\$1,093,668	21.00
Reading Strategy 1	Instructional Materials for At-Risk Students	\$12,836	.00
	TOTAL SCE	\$1,106,504	21.00

**Resources Allocated for Intervention Funds
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Close the Performance Gap Strategy 5,6	Academic Tutorials	\$3,200	.05
	TOTAL IF	\$3,200	.05

**Resources Allocated for Title I - III
2015-2016 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Close the Performance Gap Strategy 1,3 Reading Strategy 1 Math Strategy 2	Instructional Support – Instructional Coaches/Teachers	\$187,128	3.00
Close the Performance Gap Strategy 1,3 Reading Strategy 1 Math Strategy 2	Instructional Support – Paraprofessionals	\$20,250	1.00
Writing Strategy 1 Math Strategy 2 Reading Strategy 2	Instructional Materials	\$9,633	.00
Parent Involvement Strategy 2, 3	Parent Involvement	\$2,985	.00
	TOTAL Title IA	\$219,996	4.00
Title III LEP			
Close the Performance Gap Strategy 6	Extra Duty Tutorials	\$2,000	.03
Close the Performance Gap Strategy 6	Technology	\$2,000	.00
Close the Performance Gap Strategy 6	Books	\$750	.00
Close the Performance Gap Strategy 6	Instructional Materials	\$750	.00
	TOTAL Title III LEP	\$5,500	.03
Title III IMM			
Close the Performance Gap Strategy 6	Extra Duty Tutorials	\$200	.00
	TOTAL Title III IMM	\$200	.00