

**Campus Improvement Plan  
2016-2017**

**Elementary/Intermediate Campus: Anderson Elementary Rating: Met Standard**

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

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

**Master Rigorous Academic Standards**

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

**Close the Performance Gap**

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

**Successful Completion of High School**

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

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
<b>INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE</b>	<p><b>Index 1: Student Achievement</b> In 2015-2016, 86% of All students combined over all subject areas met Level II standard. In 2021-2022, 90% of All students combined over all subject areas will meet Level II performance standard on STAAR. <b>The 2016-17 incremental progress will be 90% met Level II standard.</b> <i>Distinctions: <b>Meet AADD Distinction</b> in Reading/ELA and Math on these indicators: Attendance, Level III Performance in Reading/ELA, Math, and Writing, Greater than expected growth in Reading/ELA and Math.</i></p> <ul style="list-style-type: none"> <li>• Will meet AADD indicator for performance (Level III) in Reading, Writing, and Math</li> <li>• Increase Attendance Rate from 97.0% to 97.5%</li> <li>• Provide intensive, systematic tutoring for identified at-risk students during the school day for both Math and Reading.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students.</li> </ul>
<b>INDEX 2: STUDENT PROGRESS OBJECTIVES</b>	<p><b>Index 2: Student Progress</b> <b>Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress</b> <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. SW 1</i> In 2015-2016, the Index 2 Score was 45. <b>In 2016-2017, the Index 2 Score will be 50.</b> <i>Distinctions: <b>Meet Top 25% Student Progress:</b> Top quartile of campus comparison group in performance on Index 2 in Reading/ELA and Math.</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Student Progress Distinction in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected growth in Reading and Math.</li> <li>• Will meet AADD indicator for greater than expected progress in the student group of Special Education.</li> </ul>

<p><b>READING Strategies</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</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/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.</li> <li>• Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.</li> <li>• Teacher trainings on components of CISD READS, including Read Aloud Think Together, Shared Reading, and Guided Reading will take place in the fall for teachers new to CISD, new to a grade level, or teachers needing a “refresher.”</li> <li>• Components of the CISD Instructional Model and Tier 1 Best Practices will be addressed in specific sessions at the August District Wide Staff Development.</li> <li>• Work staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)</li> </ul>
<p><b>WRITING Strategies</b></p>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing 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.</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences.</li> <li>• The Coordinators of Elementary Language Arts, Bilingual/ESL, and the District Instructional Literacy Coaches will provide campus based “customized” writing trainings throughout the school year.</li> <li>• Focus on evidence based best practices specifically for serving students with disabilities.</li> <li>• Work staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)</li> </ul>
<p><b>MATH Strategies</b></p>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.</li> <li>• Provide strategies and staff development in the use of components of CISD Solves (Math Review/Mental Math, Poster Method, and Fluency). SW 4</li> <li>• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 4.</li> <li>• Work staff in PLCs to analyze data to increase achievement and raise final level II passing rates. SW 8</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)</li> </ul>
<p><b>SOCIAL STUDIES Strategies</b></p>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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>
<p><b>SCIENCE Strategies</b></p>	<p><b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <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>• Staff development will be provided to new science teachers in the areas of the 5-E lesson model,</li> </ul>

	<p>Marzano’s Vocabulary Instruction, Science Success, and the Science Interactive Notebook during the <i>Science Buffet for K-12<sup>th</sup> Grades</i>.</p> <ul style="list-style-type: none"> <li>• The Science Coordinator and District Instructional Staff will provide training on Differentiating Instruction and Formative Assessments in the science classroom for science teachers during the Science Cadres.</li> <li>• The Science Coordinator and District Instructional Staff will provide training for science teachers in the area of writing in the science classroom during Science Cadres.</li> <li>• The Science Coordinator and District Instructional Staff will provide training on the use of anchor activities during grade specific <i>Make-n-Take</i> staff developments.</li> <li>• The Science Coordinator will provide trainings and state updates at fall and spring Cadres.</li> <li>• Campuses will learn how to begin a robotics program at their school by attending the afterschool staff development - <i>Robotics-I’ve Got My Robotics Team-Now What?</i></li> </ul>
<p><b>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</b></p>	<p><b>Index 3: Closing Performance Gaps</b>  <b>All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III)</b>  In 2015-2016, the Index 3 Score was 56 and included the student group of Eco Dis.  <b>In 2016-2017, the Index 3 Score will be 60 and will include the student group of Eco Dis.</b>  <i>Distinctions: Meet Top 25% Closing the Achievement Gap: Top quartile of campus comparison group in performance on Index 3 in Reading/ELA and Math.</i></p> <ul style="list-style-type: none"> <li>• Will meet Top 25% Closing Performance Gaps.</li> </ul>
<p><b>Program Focus Strategies</b></p>	<p>Special Populations</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>• 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</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 collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs.</li> <li>• Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.</li> <li>• Ensure that strategies for implementation of Section 504 plans are monitored. Provide training and support for teachers with various research-based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG)</li> <li>• Provide visits to feeder intermediate campuses to ensure students experience smooth transition. SW 7</li> <li>• Provide training and support for teachers with various research-based instructional strategies to address unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</li> <li>• As a School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risks students. SW 1</li> </ul>
<p><b>READING Performance Objectives</b></p>	<p><b>READING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b>  In 2015-2016, 84% of Eco Dis students met Level II standard. In addition, 23% of Eco Dis students met Level III standard.  <b>In 2016-17 90% of Eco Dis students will meet Level II standard. In addition, 25% of Eco Dis students will meet Level III standard.</b>  Target Reading Reporting Category: 2 The ability to understand and analyze literary texts.</p>
<p><b>Focus Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure that ELL students receive appropriate English language acquisition and sheltered instruction.</li> <li>• Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</li> <li>• Bilingual focus on early native language literacy skills through Leer Mas II and Estrellita training</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus on effective evidence based reading support practices through Leveled Literacy Intervention materials and training specifically for serving students with disabilities.</li> <li>• Focus on effective evidence based reading strategies for struggling readers through the resources of the Literacy Teacher’s Playbook K-2 and 3-5 and Reading Strategies by Jennifer Serravallo</li> <li>• Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (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> </ul>
<b>WRITING Performance Objectives</b>	<p><b>WRITING CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 90% of Eco Dis students met Level II standard. In addition, 25% of Eco Dis students met Level III standard.</p> <p><b>In 2016-17, 92% of Eco Dis students will meet Level II standard. In addition, 27% of Eco Dis students will meet Level III standard.</b></p> <p>Target: Reporting Category: 1 The ability to compose a variety of written texts with a clear; central idea; coherent organization; sufficient development; and effective use of language and conventions.</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model</li> <li>• Staff development on the teaching of grammar and conventions will be given during the summer and fall through training on Mentor Sentences.</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> </ul>
<b>MATH Performance Objectives</b>	<p><b>MATH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>In 2015-2016, 83% of Eco Dis students met Level II standard. In addition, 32% of Eco Dis students met Level III standard.</p> <p><b>In 2016-17, 90% of Eco Dis students will meet Level II standard. In addition, 35% of Eco Dis students will meet Level III standard.</b></p> <p>Target: Reporting Category: 2 Computations and Algebraic Relationships</p>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• Develop and implement common 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.</li> <li>• 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 to ensure differentiation for all learners.</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> </ul>
<b>SOCIAL STUDIES Performance Objectives</b>	<p><b>SOCIAL STUDIES CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b></p> <p>80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Social Studies</b> will meet District performance standards.</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 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>

	<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 English Language Learners (ELLs) in all content areas. (DSG)</li> </ul>
<b>SCIENCE Performance Objectives</b>	<b>SCIENCE CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT</b> 80% of all students and student groups taking the <i>District Benchmarks</i> in <b>Science</b> will meet District performance standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Improve science vocabulary through the use of science word walls in elementary classrooms.</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>	<b>HEALTH CURRICULUM, INSTRUCTION &amp; STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</b> 80% of all students will meet or exceed their personal Healthy Fitness Zone standards.
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time.</li> <li>All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.</li> </ul>
<b>SUCCESSFUL COMPLETION OF HIGH SCHOOL POST-SECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</b>	
<b>Index 4: POST-SECONDARY READINESS OBJECTIVES</b>	<b>INDEX 4: POST-SECONDARY READINESS</b> In 2015-2016, 51% all students and 7 race/ethnic groups met post-secondary standard on STAAR assessments. <b>In 2016-2017, 55% all students and 7 race/ethnic groups will meet post-secondary standard on STAAR assessments.</b> <b>Increase Attendance Rate from 97.0% to 97.5%</b> <i>Distinctions:</i> <ul style="list-style-type: none"> <li>Post-secondary Readiness Distinction K-8: Performance in top 25% of comparison group</li> </ul>
<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>Monitor ELL, Special Education, and At-Risk students.</li> <li>Provide college readiness information and opportunities to all stakeholders.</li> </ul>
<b>Financial Resources</b>	Campus budget SCE, Title I, Title III SW10
<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 Meet Performance Indicators for CaSE
<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>Recruit and retain highly qualified staff by participating in the CISD hosted job fair. SW5</li> <li>Provide mentor support for beginning teachers.</li> <li>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. SW 3, 5</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide stipends for critical staff for bilingual assessment and self-contained special education settings.</li> <li>• Ensure the appropriate certification and highly qualified requirements for professionals and paraprofessionals. SW3</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. <i>CaSE: Will achieve a CaSE rating of Exemplary in Parent Involvement.</i>
	<p><b>Indicator 1 Community and Parent Involvement</b> <b>Focus Strategies</b></p> <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> <li>• Provide opportunities to parents to give input regarding the academic needs of students, Student-Parent-School Compacts, Parent Involvement Policies, and Evaluation of Title I Program. SW6</li> <li>• Provide new student registration for incoming students. SW7</li> </ul> <p><b>Indicator 2 Digital Learning Environment</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</li> <li>• Hold weekly team meetings to ensure teacher collaboration within each grade.</li> </ul> <p><b>Indicator 3 Dropout Prevention Strategies</b> <b>Focus Strategies</b></p> <ul style="list-style-type: none"> <li>• Hold quarterly vertical team meetings to provide opportunities for teacher collaboration and understanding of prior and future curricular expectations.</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 Meet Performance Indicators for CaSE
<b>Project Manager</b>	Principal

### Goal 4 SAFE SCHOOLS

<b>Objective</b>	To provide a safe and orderly school environment conducive to learning for all students and staff.
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<b>Focus Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Promote clubs and organizations in areas of interest to promote student involvement in school.</li> <li>• Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</li> <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>• Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</li> <li>• Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</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 for utilizing technology across the curriculum areas.</li> <li>• Ensure the Technology Applications TEKS are met across content areas.</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 Meet Performance Indicators for CaSE
<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  
2016-2017 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>SCE</b>			
	General Education Teachers for At-Risk Students	679,127	12.00
Student Progress: Reading Strategies 1, 2, 6 Math Strategies 1, 6 Program Focus: Special Populations 1 and 8 Reading Strategy 5	Instructional Materials for At-Risk Students	13,840	.00
	<b>TOTAL SCE</b>	<b>692,967</b>	<b>12.00</b>

**Resources Allocated for Title I - III  
2016-2017 School Year**

<b>Strategy</b>	<b>Program/Service</b>	<b>Funds Budgeted</b>	<b>FTEs</b>
<b>Title IA</b>			
Student Progress: Reading Strategies 2,3,4,5,6 Writing Strategies 3, 4, 5, 6 Math Strategies 1,2,3,4,5,6	Instructional Support – Instructional Coaches/Teachers	133,246	2.00
Student Achievement 3 Student Progress: Reading Strategy 6, Writing Strategy 7, Math Strategy 6	Instructional Support – Paraprofessionals	80,200	3.00
Closing Performance Gaps: Special Populations Strategy 1	Academic Tutorials Extra Duty	23,066	.41
Student Progress: Reading Strategy 6, Writing Strategy 7, Math Strategy 6	Substitutes for Professional Development	11,385	.20
Student Progress: Reading Strategies 1, 2, 6 Math Strategies 1, 6 Program Focus: Special Populations 1 and 8 Reading Strategy 5	Instructional Materials	14,681	.00
Parents and Community: Indicator 1 Community and Parent Involvement Strategy 2,3	Parent Involvement	3,187	.00
	<b>TOTAL Title IA</b>	<b>265,765</b>	<b>5.60</b>
<b>Title III LEP</b>			
Closing Performance Gaps: Special Populations Strategy 1	Academic Tutorials Extra Duty	2,500	.04
Technology Strategy 1, 3, 4	Technology	2,000	.00
Closing Performance Gaps: Reading Strategy 5	Books	500	.00
Student Progress: Reading Strategies 1, 2, 6 Math Strategies 1, 6 Program Focus: Special Populations 1 and 8 Reading Strategy 5	Instructional Materials	1,500	.00
	<b>TOTAL Title III LEP</b>	<b>6,500</b>	<b>.04</b>