

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

Goal 1: Student Achievement and Post-Secondary Success

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

Master Rigorous Academic Standards

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/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	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 61% Approaching Grade Level Standards 28% Meeting Grade Level Standards 14% Mastering Grade Level Standards Goal for 2017-2018 70% Approaching Grade Level Standards 40% Meeting Grade Level Standards 20% Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 54% of students met Expected or Accelerated Growth measures. 18% of students met Accelerated Growth measures only. Goal for 2017-2018 70% of students will meet Expected or Accelerated Growth measures. 25% of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT

	<ul style="list-style-type: none"> Implement CISD READS balanced literacy model, which 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, and independent reading
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD READS Writer’s Workshop model which includes modeled writing, shared writing, interactive writing, guided writing, and independent writing
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD SOLVES model which 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
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD REMEMBERS which 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
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> Implement CISD REMEMBERS which 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
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 57% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 65% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 55% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 60% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	<p>Special Populations</p> <ul style="list-style-type: none"> Monitor students’ progress through goal setting, progress monitoring, and RTI when needed. Provide specific interventions according to data Provide ongoing 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) Ensure that individual 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) Provide ongoing support and training through Professional Learning Communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) Provide ongoing support and training through Professional Learning Communities, planning, and

	<p>training on the use of TELPAS date, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)</p> <ul style="list-style-type: none"> • Language Instruction is targeted and taught in the contend areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Ensure that ELL students are receiving appropriate language and vocabulary acquisition instruction. • Implement attendance conferences with parents whose students have inadequate attendance to ensure 96.7 % attendance. • Ensure that students meet attendance requirements of 95% on testing days (participation) • Incorporate “A Day in Kindergarten” to assist in the transition of pre-k students to kindergarten. • Provide visits to feeder intermediate campuses to ensure students experience a smooth transition. • Provide ongoing support and training for teacher with various researched based instructional strategies to address the unique academic needs of English Language Learners in all content areas. (DSG) • Implement a collaborative model in SPED, to ensure special education students are accessing the general education curriculum for the maximum time appropriate. (CSG, DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education and current and monitored ELL students. (DSG) (CSG) • Implement Tier 1 Best practices with fidelity and Tier II and III interventions to facilitate academic improvement for identified students (CSG)
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 61% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 70% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 55% scored Approaching Grade Level Standards 13% scored Mastering Grade Level Standards Goal for 2017-2018: 65% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: 1/2 Reading Performance Safeguard Target, if applicable: ELL/SPED</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning using Kilgo Question stems and the continuum within each component of CISD READS, particularly in Guided Reading. • Address comprehension as the focus of guided reading. • Address rigor in the differentiated literacy classroom. • Focus team planning and PLC’s on discussion of best practices and instructional strategies that promote rigor. • Use Lead4ward documents to assist in identifying units of study that are students are not being successful on, and determine what the underlying cause is. • Use BAS and DRA data to differentiate reading groups by skill. • Ensure that teachers are implementing strategies to build language acquisition and vocabulary development (7 steps and Marzano). (CSG)

	<ul style="list-style-type: none"> • Provide Focused intervention for STAAR testing during extended day. (CSG) • Implement Instructional Rounds (Marzano’s model) to assist teachers in best practices. • Implement collaborative model for inclusion of Special education students (DSG, CSG) • Implement the daily five • Implement the units of study for Readers’ workshop as part of the district cohort. (CSG) • Train new teachers on the component of CISD READS.
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 39% scored Approaching Grade Level Standards 3% scored Mastering Grade Level Standards Goal for 2017-2018: 65% will score Approaching Grade Level Standards 20% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 38% scored Approaching Grade Level Standards 3% scored Mastering Grade Level Standards Goal for 2017-2018: 60% will score Approaching Grade Level Standards 15% will score Mastering Grade Level Standards</p> <p>Target Reporting Category: 1 Writing Performance Safeguard Target, if applicable: All Students</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Continue to focus on daily writing in all classrooms K-4 in both fiction and nonfiction genres, bridging from the genre study implementation. • Continue the coaching cycle for teachers with campus and district coaches in writing, to ensure the implementation of Writer’s Workshop. (CSG) • Explicitly teach grammar and conventions within the context of the CISD READS Writer’s Workshop model using a variety of resources including mentoring minds and grammar keepers. • Provide 4th grade teachers with staff development focusing on the STAAR writing rubric to score benchmark writing. • Ensure that students have the opportunity to write expository text across the curriculum. • Implement 7- steps to a Language Rich Interactive Classroom to target language acquisition for ELL students. (CSG) • Ensure that teachers are implementing Marzano’s Vocabulary strategies to increase vocabulary development for all student groups. (CSG) • Provide intense, systematic intervention for at-risk students during the school day and monitor their progress through progress monitoring meetings • Provide Focused intervention for STAAR testing during extended day. (CSG) • Continue to use the Writing Units of Study with fidelity for expository writing K-4 for the purpose of vertical alignment. • Implement collaborative model for inclusion of Special education students (DSG, CSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p>

	<p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 75% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category:1/2 Math Performance Safeguard Target, if applicable: ELL, SPED, Hispanic</p>
Focus Strategies	<ul style="list-style-type: none"> • Continue implementation of Guided Math model in Grades K-4 • Train new teachers in the structure and implementation of guided math. • District and Campus coaches will train, model, and coach teachers in grades 2, 3 on the implementation of guided math in their classrooms. • Implement Tiered anchor stations in order to differentiate for student levels. • District Coach will provide training for all new to CISD teachers on CISD Solves. • District and campus coaches will conduct coaching cycles with teachers to ensure implementation of CISD SOLVES. • Provide strategies for the use of age appropriate algebra readiness skills • Teachers will attend district guided math training in order to meet the individual academic needs of all students, and the use of differentiated instruction within the groups • Provide staff development in the understanding and importance of integrating Math Process standards into daily Math Instruction. • Ensure that teachers are increasing student engagement by having students work in collaborative groups to construct multiple representations of learning including the use of models and manipulatives. • Continue the emphasis on small group Math instruction in guided math, tracking individual progress using anecdotal notes and implementation of effective tutoring. • Provide strategies and staff development in the integration of the mathematics process standards in daily math instruction. • Provide intense, systematic intervention for at-risk students during the school day and monitor their progress through progress monitoring meetings. • Provide Focused intervention for STAAR testing during extended day. • Implement Instructional rounds so that teachers can observe math best practices from peers. • Ensure collaboration between General education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG, CSG)
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 75% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Focus on student engagement through student centered instructional strategies based on History Alive. • Integrate content literacy strategies with pre-reading, during reading, and after reading support from the socials studies manual • Implement interactive notebooks. • Emphasize classroom instruction utilizing differentiated instruction, quality questioning and cooperative learning. • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information • Ensure that teachers implement the social studies scope and sequence. • Emphasize writing expository pieces based on events in history. • Implement social studies themed stations within the anchor station rotation.
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <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)

	<ul style="list-style-type: none"> • Improve vocabulary building in Science through Science Interactive Word Walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Professional learning opportunities will be provided on science best practices including: Science Interactive Notebooks, Designing and Building 5E Lessons, Quality Questioning, and small group instruction. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • 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) <p>Target Reporting Category: 1</p> <p>75% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards.</p>
Focus Strategies	<ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned Science lessons using STEMscopes. • Improve vocabulary by utilizing Science word walls and the use of Marzano Words • The district science coach will train teachers in the use of STEMscopes 5E model lessons. • Encourage and monitor Science instruction daily in grades K-4. • Ensure that teachers are requiring students to utilize a science interactive notebook as part of their learning process.
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</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"> • 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. • Trace and evaluate students' personal level of health related fitness through student-developed short term and long term foals, testing with Fitnessgram two times a year (Fall and Spring), and practice sessions at least once each 6 weeks. • Coordinate lesson plans that have students involved in Moderate to Vigorous Physical Activity (MVPA) for at least 65% of class time. • Provide students with opportunities and activities that allow choice. • Provide students with relevant information that encourages healthy nutrition choices. • Design and provide instruction that allows individuals to demonstration competency in a variety of motor skills and movement patterns. • Ensure that all students demonstrate responsible personal and social behavior that respects self and others. • Ensure that student teacher ration does not exceed 45:1 • Ensure that students receive the appropriate number of state required minutes of physical education per week or 10 day period. • Ensure that teachers are receiving up to date curriculum and instruction opportunities needed for growth.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 96.1% in 2016/17 to 96.6% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) 50% of indicators will be in top quartile</p> <p>Meet Top 25% in Student Progress Distinction Designations Top quartile of campus comparison group in performance for student progress</p>

	<p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p> <p>Grade 3-12 Safeguard Indicators Safeguard Target for Participation Rate (if applicable): 95%</p>
Focus Strategies	<ul style="list-style-type: none"> • Reward student attendance at 9-week awards ceremonies • Create classroom and school wide incentives to increase daily attendance with the goal of increasing yearly attendance. • Implement attendance intervention plan for student experiencing attendance problems. • Implement an additional DI team. • Conduct home visits for students who are experiencing poor attendance. • District GT coordinator will train teachers on strategies to assist them with “teaching up” differentiation strategies • All teachers will be GT certified • Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) • Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG)
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	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
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March

Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	<ul style="list-style-type: none"> • Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus web site, newsletters, email announcements, campus meetings, and other sources. • Provide opportunities at school for parents to participate in academic and social events with students. • Provide education sessions and information about the Parent Resource Center for parents of students with disability. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. • Utilize the CISD web site to promote campus events. • Hold vertical team meetings at least once a month to ensure teacher collaboration and understanding for prior and future TEKS.. • Hold weekly team meetings to ensure collaboration among teams.
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
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members • Ensure the EOP addresses the areas of safety control, crisis management , facilities management and health services • Implement foundations and CHAMPS training on the campus to ensure system wide processes for student behavior. • Conduct fire, disaster, lock downs, evacuation, and emergency drills to ensure the effectiveness of EOP at the campus level. • Ensure the safety of all students by having visitors sign in with valid identification and wear a visitor badge while in the school. • Involve parents and community members in activities that support a safe school environment • Implement bullying prevention and intervention strategies using the Bully alert program. • Involve parents and community members in activities that support a safe school environment. • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development, conflict resolution, drug, alcohol, and tobacco resistance, and life/coping skills.
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
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.
Focus Strategies	<ul style="list-style-type: none"> • Increase student opportunities for utilizing technology in the classroom • Ensure that technology application TEKS are met • Provide training in the use of new and existing technology hardware and software. • Build teacher capacity to fully implement technology in instruction. • Ensure staff and students utilized technology as a tool and resources within curriculum and assessment. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives. • Incorporate iPads into stations in grades Pre-k, K, and 1 in order to provide students with technology rich learning experiences.
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 align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
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.

**State Compensatory Education Program
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Reading Strategy 9, Writing Strategy 9, Math Strategy 14	Academic Tutorials	5,500	0.09
Math Strategy 1, Writing Strategy 3, Reading Strategy 2	Instructional Materials for At-Risk Students	8,104	0.00
Reading Strategy 9, Writing Strategy 9, Math Strategy 14	Tutorial Transportation for At-Risk Students	3,000	0.00
	TOTAL SCE	16,604	0.09

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

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Reading strategy 2,5,10,12; Writing Strategy 2,4,6; Math Strategy 2,3,5,6,8,9,15	Instructional Support – Instructional Coaches/Teachers	289,392	4.00
Reading Strategy 2, 3, 6, 7, 12; Writing Strategy 6; Parent and Community Strategy 3,4; Technology Strategy 5.	Instructional Materials	23,560	0.00
Recruitment, Development, and Retention strategy 3,4	Staff Development	13,000	0.00
Parents and Community Strategy 3,4	Parent Involvement	3,050	0.00
	TOTAL Title IA	329,002	4.00
Title III LEP			
Reading Strategy 9, Writing Strategy 9, Math Strategy 14	Extra Duty Tutorials	4,500	0.00
Technology strategy 5	Technology	500	0.00
Reading strategy 8; Writing Strategy 6	Books	500	0.00
Reading Strategy 2,3,6,7,12; Writing Strategy 6; Parent and Community Strategy 3,4;	Instructional Materials	1,000	0.00
	TOTAL Title III LEP	6,500	0.00