

Ballinger ISD District Improvement Plan

2017-18

Adopted by DEIC – 10-4-2017
School Board Approval – 10-9-2017

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Planning and Decision Making Committee 2017-18

Grade Span	Name of Teacher Date Term Expires	Name of Teacher Date Term Expires	Name of Professional Date Term Expires	Name of Administrator	Community/ Business Representative	Parent Representative
K-2	Shelly Holden May 2019	Calista Gunyon May 2018	Melissa Faubion May 2019	Jamie Dudley Mike Nunez		
3-5	Melissa McNaley May 2020	Darlene Cook May 2018	Jennifer O'Donnell May 2020	Jeff Butts Caroline Toliver		
6-8	Lisa Halfmann May 2019	Cindy Gray May 2018	Tandy Webb May 2020	Stacy Tucker Kim Castleberry		
9-12	Deidra Dallas May 2019	Nancy Minzenmayer May 2020	Jonathan Burgess May 2018	Robert Webb Dennis Mitchell	Mary Etta Kvapil	Sandy King

Mission Statement

The mission of Ballinger Independent School District is to promote life long learners who are responsible and productive citizens.

Areas of Concern

Areas of Concern	Data Source
<i>Improve overall attendance</i>	<i>PEIMS Attendance Rosters</i>
<i>Number of students receiving Masters performance rating on state mandated tests</i>	<i>State Assessment Data</i>
<i>Parental/Community Involvement</i>	<i>Sign in sheets</i>
<i>Professional development with emphasis on writing, differentiation, instructional strategies, vertical alignment, and numeracy</i>	<i>Sign in sheets, attendance records from ESC XV</i>
<i>Closing performance gaps between sub-populations</i>	<i>2017 State Accountability System</i>
<i>STAAR scores</i>	<i>2017 State Accountability System</i>

Ballinger ISD
Needs Assessment—State Compensatory Education Program
% Met Standard: At-Risk/Not At-Risk, Grades 3-8 & EOC

	Math % Met Standard			Reading % Met Standard			Writing 4 th & 7 th % Met Standard			Science % Met Standard			Social Studies % Met Standard			ELA EOC % Met Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
	*																	
Students at risk -%	47	48	46	53	42	45	49	38	29	58	51	62	61	45	67	34	35	28
Students not at risk-%	91	86	85	94	88	91	94	92	77	91	89	89	86	75	96	93	89	74

STAAR data only

Only first time testers are included in this data.

*TEKS for Math changed. Prior scores should not be compared.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Goal 1: By May 2019, 100% of all students* will pass appropriate standardized tests.

Objective 1: By May 2018, 90% of all students will pass core subject areas of appropriate standardized tests and be prepared for college/career.**

- * White, African-American, Hispanic, Economically disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review and revise Campus Improvement Plans to address areas of greatest need	Principals	Fall 2017 Spring 2018	Campus plans Site Base Committees	Campus Plans IEP progress reports Eduphoria reports AYP reports
2. Vertically align district curriculum with TEKS	Principals Curriculum leaders	Fall 2017 Spring 2018	TEKS/TEK Resource System Existing curriculum Reg. XV Consultants PLC/Planning days District vertical alignment meetings	Periodic grade reports 3/6 weeks grades Released state assessment data Eduphoria reports AYP reports
3. Provide appropriate staff development in areas low in student performance or in areas designated by Campus Improvement Plans. (Transferring Title IV funds to Title IIA to hire an associate principal to provide instructional coaching)	Principals Curriculum Director Curriculum Management Team Associate Principal	Fall 2017 Spring 2018	Region XV Workshops Consultants Title I, Part A Fund 211 Title II, Part A Fund 255 Title IV	Periodic reports 3/6 weeks grades Failure reports Released state assessment data Eduphoria reports AYP reports
4. Provide scientifically based computerized instruction to assist student achievement on state assessment to all students, especially those most at-risk	Reading, Math and Writing, Social Studies and Science Teachers	Fall 2017 Spring 2018	IMAT Accelerated Math Accelerated Reading Eduphoria Texas Success Mobymax	Computer- generated reports for success of instruction STAR Math reports STAR Reading reports Texas Success Reports Mobymax Reports

Summative Evaluation: Improved assessment data and promotion rate.

Goal 1: By May 2019, 100% of all students* will pass appropriate standardized tests.

Objective 1: By May 2018, 90% of all students will pass core subject areas of appropriate standardized tests and be prepared for college/career.**

- *White, African-American, Hispanic, Economically disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
5. Provide extended instruction for students who have not met academic standards or passing standards on state standardized tests	Principals Grade Placement Committees Teachers	June 2017- August 2018	Saturday/Summer School Tutorials	Monitoring of daily academic progress Pre/Post Tests State assessment results End of year grades in core subject areas
6. Disaggregate state assessment scores enabling us to improve programs thereby improving students academic growth	Principals Associate Principal Counselors Curriculum Leaders Teachers	Fall 2017	Region XV ESC consultants Eduphoria PLC/Planning days Title IIA/IV	Monitoring of academic progress ensuring students academic growth
7. Provide access to appropriate instructional materials/supplies for all students	Principals Counselors Special Educational Staff Technology staff	Each six weeks	Odyssey/AR/AM Project Share /Texas Success State Compensatory Education Funds Professional FTE's Mobymax Think Central Carl Perkins SSA (Fund 331)	List of at-risk students 3/6 weeks grades Released state assessments
8. Maintain remediation plans, Accelerated Instruction Plans and Personal Graduation Plans at each campus	Principals Counselors	Each six weeks	Campus plans Accelerated Instruction Plans (AIP) Personal Graduation Plan forms (PGP) Talent Search/Western Texas College	State assessment scores AIP PGPs
9. Maintain dyslexia plans at each campus	Principals Dyslexia Staff Counselors	Each six weeks	Campus plans 504 accommodations	State assessment scores Minutes of 504 meetings

Summative Evaluation: Improved assessment data and promotion rate.

Goal 1: By May 2019, 100% of all students* will pass appropriate standardized tests.

Objective 1: By May 2018, 90% of all students will pass core subject areas of appropriate standardized tests and be prepared for college/career.**

• *White, African-American, Hispanic, Economically disadvantaged, Male, Female and ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
10. Provide appropriate staff & instructional materials for students with disabling conditions	Principals Counselors Special Educational staff	Each three weeks	Idea B Fund 224 Title I, Part A Fund 211 Accommodations set by 504/ARD committees	3/6 weeks grades Minutes of ARD/504 meetings Released state assessment data
11. Provide extra professionals allowing for class size to be at or under the 22:1 ratio in PK – 5 th grade.	Campus Principal	Daily	SCE	3/6 weeks grades
12. Provide Paraprofessionals in PK-5 th grade classes to reduce the class size and offer opportunities for individualized instruction.	Campus Principal Paraprofessionals Interventionists	Daily	IDEA-B Fund 224 Title I, Part A Fund 211	Improved student performance
13. Provide scientific-based research programs/strategies /activities that will improve performance for reading in Hispanic and economically disadvantaged sub-population and writing performance for all students, targeting Hispanic and economically disadvantaged sub-populations and math and science performance for the special education population(System Safeguards)	Campus Principal Associate Principal Teachers Curriculum Leaders	Daily	SCE Title I, Part A Fund 211 Title IIA/IV	Improved student performance Improved AYP
14. Develop District of Innovation Plan for school start day	District Committee Superintendent, Board	Summer 2017	District Resources	School Calendar Student grades/test scores

Summative Evaluation: Improved assessment data and promotion rate.

Goal 1: By May 2019, 100% of all students* will pass appropriate standardized tests.

Objective 2: By May 2018, 90% of all students ** taking appropriate state assessments will meet their achievement level.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review with ARD committees previous state assessment results and IEPs	Diagnostician Principals Special Education Staff	September 2017	2014 test results IEPs	State assessments Eduphoria AYP
2. Distribute IEPs and modifications to assigned teachers	Diagnostician Special education professional staff	August 2017	IEPs with modifications and accommodations	Signature sheet noting receipt
3. Provide teacher training on state assessments	Diagnostician ESL coordinators Counselors Testing Coordinators	Overview in Fall 2017 with follow-up as needed in Spring 2018	Staff development	Sign-in sheets
4. Provide scientifically based computerized instruction to assist student achievement on state assessment to all students, especially those most at-risk	Reading, Math and Writing, Social Studies and Science Teachers	Fall 2017 Spring 2018	Think Central Accelerated Math Accelerated Reading Eduphoria Texas Success Mobymax	Computer- generated reports for success of instruction STAR Math reports STAR Reading reports

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 1: By May 2019, 100% of all students* will pass appropriate standardized tests.

Objective 3: By May 2018, 70% of all LEP/ESL students taking the state assessment test will pass the Reading/ELA state assessment and 75% of all LEP/ESL students will pass the MATH state assessment.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Conduct continuing review of academic and language progression	ESL Coordinators LPAC committees	Each six weeks, as needed	LPAC Minutes Six Weeks Grade Report	3/6 weeks grades TELPAS OLPT/ AMAO Summative evaluation
2. Provide services and resources for migrant students	Migrant coordinator	Each six weeks	Title I, Pt. C (Fund 212) SSA Region XV Title III, LEP SSA Region XV Brain Child Mechanics	3/6 weeks grades
3. Analyze assessment results to determine areas of weakness	ESL staff LPAC members	August 2017	Eduphoria reports TELPAS reports Region XV staff	Committee meetings agendas and minutes
4. Identify LEP students language level and determine instructional placement	ESL staff LPAC members	August 2017	OLPT scores HLS Region XV training	Student schedules POPs services Tutorials 3/6 weeks grades
5. Provide instructional strategies to teachers supporting English Language Learners	ESL staff	December 2017 May 2018	ESC-Region XV staff	Periodic review of training records In-service records
6. Provide cultural sensitivity professional development for teachers	ESL staff	December 2017 May 2018	ESC-Region XV staff	Periodic review of training records In-service records
7. Invite LEP parents to share cultural gifts with school and classroom	ESL staff Teachers	December 2017 May 2018	LPAC members Parents	Lesson plans

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 2: By May 2019, Ballinger ISD at risk students* will meet the appropriate state standard assessment. Objective 1: By May 2018, the number of at risk students meeting state standards will increase by 5% and the percentage of students who drop out will be less than 2%.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide multiple opportunities for remediation to students identified as at risk	Principals Teachers	Fall 2017 Spring 2018	Scientifically based Academic intervention Assessment results Title I, Part A Fund 211 , SCE	3/6 weeks grades Benchmark Assessments State Assessments
2. Provide students identified as at risk screening and available services	Counselors RTI committees MTSS Nurse	Fall 2017 Spring 2018	Graduation Plans SCE	3/6 weeks grades
3. Provide continuous monitoring and guidance counseling for at-risk and dropout students	Counselors RTI committees MTSS	Each six weeks	PEIMS Grade reports Assessment results Personal Grad. Plans SCE	504 records Counselor records SSI Meetings/Minutes RTI Meetings/Minutes
4. Provide information regarding alternative schools, G.E.D. classes, etc. to parents, students and community	Counselors RTI committees Principals FSP Director MTSS	Fall 2017 Spring 2018	Media Handouts Parent conferences Counselor records Classroom availability	Decreased number of dropouts
5. Provide counseling to assist students in determining appropriate educational/career choices	Principals Counselors	Fall 2017 Spring 2018	Speakers Talent search personnel College resources Operating budget	Decreased number of dropouts

Summative Evaluation: Improved assessment results; student success.

Goal 2: By May 2019, Ballinger ISD at risk students* will meet the appropriate state standard assessment. Objective 1: By May 2018, the number of at risk students meeting state standards will increase by 5% and the percentage of students who drop out will be less than 2%.

- *White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
6. Increase staff implementation and familiarity with our BISD Response-To-Intervention strategies	Instructional staff Principals Counselors Diagnosticians MTSS	Fall 2017 Spring 2018	Campus RTI Plans Coop for Special Services Campus intervention strategies	Decreased number of special education referrals State assessment scores System Safeguards Grade reports
7. Attend a Career/College Days	Principal Counselor	Fall 2017		Student/faculty evaluations
8. Maintain Talent Search services for JH/HS students	WTC Talent Search director	Fall 2017 Spring 2018	WTC	WTC program Counselors Student activity/participation list
9. Teach sex education at appropriate levels, emphasizing abstinence	Counselors Nurse Teachers	Fall 2017 Spring 2018	Staff recommendations Curriculum guides PAPA training	Decreased number of pregnancy related dropouts Credits earned toward graduation
10. Offer pregnant students counseling services with special emphasis on completing their education through opportunities including home bound services and/or alternative campuses	Counselors Teachers	Fall 2017 Spring 2018	Staff evaluations Council of Governments	Decreased number of pregnancy related dropouts Credits earned toward graduation
11. Provide services to homeless students on all campuses	Homeless liaison Counselors	Fall 2017 Spring 2018	Title I, Part A Fund 211	Improved state assessment scores

Summative Evaluation: Improved assessment results; student success.

**Goal 2: By May 2019, Ballinger ISD at risk students* will meet the appropriate state standard assessment.
Objective 2: By May 2018, Annual failure rate of BISD will be less than 10% in all core subjects.**

- *White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide tutorials on each campus	Principals Instructional staff	Each six weeks after the first 3 week period or after scheduled screenings	Grade reports Operating budget Title I, Part A Fund 211 Peer tutoring	Grade reports Six weeks grades Decreased failure rates in core subject areas Benchmark testing SSI assessments
2. Provide Saturday school, as needed, on each campus to meet attendance and/or academic requirements	Principals	Fall 2017 Spring 2018	Attendance records Attendance committees	Improved attendance and credit regained
3. Maintain remedial/accelerated instruction courses on all campuses	Principals	Each six weeks	State assessment data Eduphoria Staff recommendations	Improved state assessment results System Safeguards
4. Provide incentives for good attendance on each campus	Principals Counselors	Each six weeks	Fundraisers District/Campus Funds	Attendance Rates

Summative Evaluation: Improved assessment results; student success.

Goal 2: By May 2019, Ballinger ISD at risk students* will meet the appropriate state standard assessment.
Objective 3: By May 2018, the number of students in special education and/or in special program areas meeting state standards on appropriate assessments will increase by 5%.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review and revise guidelines for pre-referral process (RTI)	Principals Diagnostician 504 committee RTI committee	August 2017	Timely referral completion 504 committee RTI committee MTSS	Properly completed referrals to special education and other programs
2. Review and revise the operating guidelines and tracking system for initial evaluations and re-evaluations	CBW Co-op for Special Services Diagnostician	August 2017	Tests Timelines	IEPs Diagnostician's records
3. Each campus will maintain programs to address the needs of identified special education students	Principals CBW Co-op for Special Services staff	Each six weeks	Campus plans IDEA B (Fund 224)	State assessment scores IEPs
4. Services for all students will be provided in the least restrictive environment	Diagnostician ARD Committee	Each six weeks	Campus ARD committees Inclusion Support Staff	state assessments
5. Related services will be provided, as ARD directed	CBW Co-op for Special Services	Each six weeks	OT, PT, Counseling, VI, Speech Therapy, Transportation IDEA B (Fund 224)	State assessments

Summative Evaluation: Improved assessment results; student success.

Goal 3: BISD will provide appropriate services to identified migrant students while offering equitable opportunities enabling all students* to be successful. (Education Action Plan)

Objective 1: By June 2018, ensure the recruitment and identification of all Migrant Students.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESLG/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Identify and report data for migrant students using residency verification and other ID&R activities	Migrant Services Coordinator (MSC)	Ongoing	Family Surveys, community strategies, New Generation System (NGS)	Completed reports, monitoring eligibility, PEIMS reports Recruiter Log
2. Complete MEP evaluation report; develop list of migrant student to be encoded into PEIMS	Superintendent, Principals, MSC/ESC-SSA	June 2017	MSIX	PEIMS report MEP evaluation report, Recruiter Log
3. Phone calls/home visits for ID&R purposes and priority for services	MSC/ESC-SSA	Ongoing	Title I, Part C (Fund 212)	Student Review Forms Home/Community Visit Forms
4. Review previous school year PEIMS enrollment and early withdrawal history to recruit eligible Migrant students	Superintendent, Principals, MSC/ESC-SSA	Monthly	PEIMS Reports Title I, Part C (Fund 212)	PEIMS Reports NGS Report Recruiter Log
5. Conduct internal Certificate of Eligibility (COE) verification & correct/document findings	MSC/ESC-SSA	August 2017 September 2017	Review documents Title I, Part C (Fund 212)	Eligibility Verification Report from TEA
6. Required ID&R Annual Training	MSC/ESC-SSA	August 2017	Title I, Part C (Fund 212)	Certificates from ESC
7. Training opportunities: ID&R Cluster	MSC/ESC-SSA	As needed	Title I, Part C (Fund 212)	Certificates from ESC
8. Accurate Entry of NGS Data	MSC/ESC-SSA	Ongoing	Title I, Part C (Fund 212) SSA Region XV	NGS Reports

Summative Evaluation: Improved results on state assessments; improved student performance

Goal 3: By May 2019, BISD will provide appropriate services to identified migrant students while offering equitable opportunities enabling all students* to be successful.

Objective 2: By May 2018, all identified migrant students will pass state assessments.**

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESLG/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide tutorials for core subjects as needed	MSC/ESC/SSA Counselors, Teachers	As Needed	Certified Teachers, Title I, Part C (Fund 212) SSA Region XV	Six Weeks Grade Tutor Logs
2. Determine individual student needs and coordinate available resources and services	MSC/ESC-SSA Principals Counselors	Fall 2017 Spring 2018	Community resources Title I, Part C (Fund 212) SSA Region XV	Student schedules Improved state assessment scores, Six weeks grades
3. Monitor state assessment remediation during tutorial sessions, and summer school	MSC/ESC-SSA Principals	June 2017	Title I, Part C (Fund 212) SSA Region XV	Improved state assessment scores, Tutor Log Six weeks grades
4. Coordinate resources to ensure state assessment remediation for students whether locally, intrastate or interstate during the summer months	MSC/ESC-SSA Counselors	June 2017	MSIX	TMIP Local documentation Phone logs, email, etc. Recruiter Log

Summative Evaluation: Improved results on state assessments; improved student performance

ADDENDUM To Goal 3 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

Priority for Service (PFS) Action Plan

School District: Ballinger ISD
Region: 15

Filled Out By: ESC MEP STAFF
Date: 08/01//2017

School Year: 2017- 2018

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.</p>	<p><u>Objective(s):</u></p> <p>100% of PFS students will have access to supplemental instructional and support services.</p> <p>100% of parents of PFS students will be informed of their child’s academic progress and the instructional services provided.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July 1- June 30	Migrant System Operator District Migrant contact	Monthly PFS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July 1 –Aug. 30	ESC Migrant Dept. District Migrant Contact	Signed PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July 1- June 30	ESC Migrant Dept. District Migrant Contact	PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	July 1 -June 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July 1 – June 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July 1- June 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July 1 – June 30	ESC Migrant Dept. District Migrant Contact	Email Documentation Community Resource List
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July 1-June 30	ESC Migrant Dept. District Migrant Contact	Student Participation List, Invoices, Sign In Sheets

Goal 4: By May 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018, all campuses will record a 5% reduction in discipline referrals.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review and revise Student Code of Conduct for Ballinger ISD	Superintendent Principals Asst. principals	June 2017– July 2018	Student Code of Conduct Number of discipline referrals	PEIMS Number of discipline referrals
2. Provide training on Student Code of Conduct and Technology Acceptable Use Policy to all staff and students	Principals	August 2017	Staff meetings Student orientation meetings	PEIMS Number of discipline referrals Decrease number of discipline referrals
3. Maintain strict enforcement of Student Code of Conduct and Technology AUP.	Superintendent Principals Asst. principals Teachers	Each six weeks	Code of Conduct Staff Input	Reduction in number of violations
4. Provide training/review of research-based effective classroom management techniques and instructional strategies to instructional staff	Principals Asst. principals	August 2017	Region XV ESC AVID information Campus staff meetings	PEIMS Number of discipline referrals Decrease number of discipline referrals
5. Provide training/review of district discipline policies to instructional staff	Principals Asst. principals	August 2017	Campus staff meetings SBDM meetings	PEIMS Number of discipline referrals Decrease number of discipline referrals
6. Provide conflict resolution training, (as needed)	Principals Counselors	Fall 2017	Region XV ESC	PEIMS Number of discipline referrals

Summative Evaluation: Improved student behavior leading to improved student achievement.

Goal 4: By May 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018, all campuses will record a 5% reduction in discipline referrals.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
7. Maintain staffed “in school suspension/on campus suspension” rooms for each campus	Principals	Each six weeks		PEIMS Number of discipline referrals Decreased number of discipline referrals
8. Provide a Disciplinary Alternative Education Program (DAEP)	Superintendent Principals	Each six weeks	Fairview DAEP	PEIMS Number of discipline referrals Decreased number of discipline referrals
9. Provide restraint and timeout training and/or updates for staff	Principals Region XV ESC	As required by Federal mandates	Region XV ESC staff CBW Co-op staff	Decreased use of restraint
10. Utilize security resources to deter inappropriate behavior	Superintendent Principals	Fall 2017	Surveillance cameras Resource officer Drug testing/dogs	Decreased number of discipline referrals
11. Maintain opportunities for alternative education programs	Superintendent Principals	July 2017	Fairview AEP Flex School	Dropout records Number of discipline referrals
12. Maintain TEA 14 Point Test Security Plan	Counselor Principals	Fall 2017 Spring 2018	TEA	Maintain testing procedures that produce meaningful and accurate results Seating charts
13. Provide staff for supervision of students during non-instructional times	Principals	Fall 2017 Spring 2018	Operating budget Campus staff	Decreased number of discipline referrals

Summative Evaluation: Improved student behavior leading to improved student achievement.

Goal 4: By May 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018, all campuses will record a 5% reduction in discipline referrals.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
14. Maintain a student tutor program	Principals Asst. principal Counselors	Fall 2017 Spring 2018	FCS Education Practicum FCCLA RAD Kids After-school program AVID	Decreased number of discipline referrals and drop outs
15. Conduct Wellness Survey	Principals	Fall 2017	Gallup poll	Decreased number of discipline referrals

Summative Evaluation: Improved student behavior leading to improved student achievement.

Goal 4: By May 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 2: By May 2018, BISD will show a 2% decrease in drug-related and violent incidences.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide a character education program	Principals Counselors Community volunteers	Monthly	Building Good Citizens for Texas program Campus funds Bearcat 101	Violent incident reports PEIMS
2. Maintain use of drug dogs to conduct searches	Principals	Randomly scheduled visits throughout the year	Licensed search company	Decrease number of reported violations
3. Participate in Red Ribbon week activities on each campus	Counselors Student Council	October 2017	PTO Student Council Prevention Resource Center	Surveys completed Decrease in drug-related offenses
4. Utilize surveillance cameras to deter inappropriate behavior	Superintendent Principals	Fall 2017		Decrease number of discipline referrals
5. Educate students about negative effects of drug/alcohol use	Counselors Teachers	Fall 2017 Spring 2018	Curriculum guides Prevention Resource Center	Decrease in drug-related offenses
6. Educate students about the dangers of tobacco use	Counselors Teachers Nurse	Fall 2017 Spring 2018	Curriculum guides Prevention Resource Center	Decrease in tobacco related discipline referrals

Summative Evaluation: Improved assessment scores and attendance; decrease in violent incidences.

Goal 4: By, May 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 2: By May 2018, BISD will show a 2% decrease in drug-related and violent incidences.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
7. Maintain Random Student Drug Testing program	Superintendent Principals Extra curricular sponsors	Fall 2017 Spring 2018	Melody's Southwest Drug Consortium	Decrease in drug-related offenses
8. Maintain minimum number of entry points on each campus	All staff	Fall 2017 Spring 2018	Campus staff	Frequent door checks
9. Maintain part time resource officer	Superintendent Principals	Fall 2017 Spring 2018		Decrease number of discipline referrals

Summative Evaluation: Improved assessment scores and attendance; decrease in violent incidences.

Goal 4: By May 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 3: By May 2018, BISD will provide information to staff, students, and parents concerning crisis plans, crisis intervention/prevention, bullying, hazing, and dating violence, sexual abuse of children, and suicide prevention.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Review campus crisis management plans annually	Principals Campus committees	Spring 2018	Meeting agendas Local law enforcement agencies	Crisis plans
2. Provide staff development in campus crisis management plans	Counselors	Fall 2017	ESC XV Local law enforcement agencies	Needs assessments
3. Review crisis response/evacuation plans and drills annually	Superintendent Principals	Fall 2017	ESC XV Operating budget	Successful drills Safety audit
4. Encourage collaboration between law enforcement, juvenile justice officials, and school personnel	Superintendent Principals	Each six weeks	Meeting agendas Staff input	Improved communication
5. Hold conflict resolution programs on each campus, as needed	Principals Counselors	August 2017- May 2018	Principals Counselors	Discipline referrals Counselor records
6. Provide staff development on crisis intervention/prevention, bullying, hazing and dating violence, sexual abuse of children, other forms of intimidation, and suicide prevention	Principals Counselors	August 2017- May 2018	ESC XV Suicide prevention materials BISD Bullying Protocol Policy (FFI)	Attendance records Reduction of reported incidents
7. Provide student awareness sessions regarding dating violence behaviors, bullying, hazing, sexual abuse of children, other forms of intimidation, and suicide prevention.	Principals Counselors Teachers	Fall 2017 Spring 2018	State curriculum guide ESC XV Suicide prevention materials FCCLA BISD Bullying Protocol Policy (FFI)	Lesson plans Individual counseling reports Increase in student awareness

Summative Evaluation: Improved management of crisis situations

Goal 4: By May, 2019, Ballinger ISD will educate all students* in learning environments that are safe, drug free, and conducive to learning.

Objective 3: By May 2018, BISD will provide information to staff, students, and parents concerning crisis plans, crisis intervention/prevention, bullying, hazing, and dating violence, sexual abuse of children, and suicide prevention.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, ELL

Strategy/ Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
8. Provide information regarding teen dating violence, bullying, hazing, sexual abuse of children, other forms of intimidation, and suicide prevention.	Principal Asst. Principal Counselor	May 2018	Internet sources Community organizations Newsletters Suicide prevention materials BISD Bullying Protocol Policy (FFI)	Parental awareness of protocol for reporting violent behaviors
9. Provide counseling options and assistance/intervention for student victims of teen dating violence, bullying, hazing, sexual abuse of children, other forms of intimidation, and suicide prevention.	Principal Counselors	May 2018	Suicide prevention materials Suicide prevention websites BISD Bullying Protocol Policy (FFI)	Individual counseling reports
10. Maintain individual safety plans for students in crisis	Campus committee Principal Counselor	May 2018	State curriculum guide BISD Bullying Protocol Policy (FFI)	Individual student plans, as needed
11. Provide Bullying Protocol	Principals	May 2018	Code of Conduct BISD Bullying Protocol Policy (FFI)	Individual counseling reports

Summative Evaluation: Improved management of crisis situations

Goal 5: By May 2019, 100% of classes will be taught by appropriately certified teachers and 100% Highly Qualified Paraprofessionals will be maintained.

Objective 1: By May 2018, 100% of all core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA guidelines to be Highly Qualified.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Maintain a thirty-year pay scale for all instructional staff.	School Board Superintendent	July 2017	District Budget	Improved pay scale for teachers with long-term experience.
2. Maintain a stipend for receiving a master's degree.	School Board Superintendent	July 2017	District Budget	Improved income for teachers with advanced degrees.
3. Ensure all teachers are certified to teach the subject for which they are hired.	Principals	Before the interview is conducted	Recruitment of appropriately certified teachers.	Teacher certificates
4. Ensure teachers attend appropriate staff development for the students and subject areas for which they are hired.	Principals Special Service Personnel	Fall 2017 Spring 2018	Region XV ESC Title I, Part A Fund 211 Title II, Part A Fund 255	Attendance Certificates
5. Attend job fairs as needed and advertise in various medias and offer incentives to recruit and maintain highly qualified teachers.	Principal	April, May, June 2018	Job Fairs Newspapers Ballinger ISD website Region XV website TASA website Operating budget	100% of classes will be taught by Appropriately Certified Teachers and 100% of paraprofessionals with instructional duties will meet ESSA guidelines.
6. Explore possible options to retain appropriately certified staff	Superintendent Principals	Spring 2018	District resources Title II, Part A Fund 255	Proposed list of incentives Meeting agendas/minutes
7. Develop a District of Innovation Plan to address appropriately certified teacher shortage –(Teacher Certifications and Probationary Contracts and Early Release Days).	District Committee Superintendent School Board	Summer 2017	District Resources Teacher Professional Development	DOI Plan Teacher Certificates Training Sign in sheets

Summative Evaluation: 100% of all core academic classes will be taught by appropriately certified Teachers and 100% of paraprofessionals with instructional duties will meet ESSA.

Goal 6: By May 2019, Parents and Community will be partners in the education of students in Ballinger ISD.
Objective 1: By May 2018, at least 70% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Encourage parents to attend open house for their child, to attend extra-curricular events, to attend principal/teacher conferences, and view BISD website.	Principals Teachers Staff	August 2017- May 2018	Memos to parents Advertising media BISD Website Remind	Attendance sign-in sheets 504/ARD records Principal/teacher conference records
2. Include activities to encourage parent participation and to increase home/school communication in campus plans	Principal Parental Involvement Coordinator Director of Special Programs	Spring 2018	CIP Advertising media BISD Website Parent involvement nights	Increased parent participation Sign-in sheets
3. Provide opportunities for staff to attend workshops about improving relationships with parents	Principals	As offered by Region XV	Catalogue of workshops Region XV ESC	Improved home/school relationships
4. Encourage parents to participate in campus parent/teacher organizations	PTO Liaisons, Officers, Advisory Boards	Fall 2017	Memos to parents Advertising media BISD Website	Attendance sign-in sheets Membership
5. Distribute district news to parents and community members periodically	Superintendent	Fall 2017 Spring 2018	Advertising media Letters to parents BISD website Blackboard Connect	Improved communication Dissemination of information
6. Distribute campus newsletter/information to parents periodically	Newsletter Coordinators Principals	August 2017- May 2018	BISD website Region XV	Newsletters 100% of parents notified

Summative Evaluation: Improved parent/school relationship through improved communication.

**Goal 6: By May 2019, Parents and Community will be partners in the education of students in Ballinger ISD.
Objective 1: By May 2018, at least 70% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).**

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
7. Actively involve parents of special needs students in the IEP/ARD process	Diagnostician Special education staff	Fall 2017 Spring 2018	ARD meetings	Increased parental attendance at ARDS
8. Distribute information to parents of special needs students based on needs and interest	Diagnostician CBW Co-op for Special Services	Fall 2017 Spring 2018	Handout and brochures provided by Co-op and Region XV ESC	Increased parental awareness of special education services
9. Provide mentor programs.	Counselors Teachers	Fall 2017 Spring 2018	FCS classes	Improved student self-esteem and behavior
10. Develop District Of Innovation Plan to allow for early release for parent and community involvement in student activities	District Committee Superintendent School Board	Summer 2017	District Resources	District Calendar School Activity Calendar

Summative Evaluation: Improved parent/school relationship through improved communication.

Goal 7: By May 2019, BISD will continue to provide equitable access to technological instructional resources to all students* and instructional staff.

Objective 1: By May 2018, staff of BISD will show advancement toward the target technology proficiency based on the Texas STaR Chart results.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Provide staff with opportunities for training to integrate technology in the classroom curriculum enabling them to create communities of inquiry and knowledge building	Superintendent Principals Technology Integrator	Fall 2017 Spring 2018	Eduphoria Region XV ESC Project Share District Staff Development RLISP Fund 270	STaR Chart SBEC Technology Applications Sign in sheets Workshop confirmations Lesson plans
2. Provide training on Technology Acceptable Use Policy to students and staff	Principals Teachers Technology staff	Fall 2017 Spring 2018	Staff Meetings District Staff Development	Reduction in number of violations
3. Continue to support existing technology while purchasing additional technological resources	Technology Director Technology staff	Fall 2017 Spring 2018	IMAT	Inventory STaR Chart Increased use of technology Support of classroom technology
4. Consistently integrate and utilize technology to promote student use for learning and research	Principals Assist. Principal Teachers	Each six weeks	District Staff Development Formative Conferences IMAT	Increase use of technology by students/staff STaR Chart Computer logs/ Lesson Plans
5. Maintain infrastructure of direct unlimited, wireless connectivity for students/staff	Technology Director Technology Staff	Fall 2017 Spring 2018	SLD ERATE	Inventory STaR Chart Increased use of technology

Summative Evaluation: Improved STaR Chart results; increased use of technology by staff and students.

Goal 7: By May 2019, BISD will continue to provide equitable access to technological instructional resources to all students* and instructional staff.

Objective 1: By May 2018, staff of BISD will show advancement toward the target technology proficiency based on the Texas STaR Chart results.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
6. Review and update, if necessary, District Technology Plan annually	Technology Director District technology staff/committee	Fall 2017 Spring 2018	District Technology Plan SLD ERATE	District Technology Plan
7. Provide appropriate technologies to meet diverse learning needs.	Principals Assist. Principal Technology Integrator	Fall 2017 Spring 2018	IMAT	Improved student performance and use of technology
8. Provide technology support	Superintendent Technology Director Technology staff	Ongoing		Increase teacher uptime and effective use of technology. Teacher Surveys

Summative Evaluation: Improved STaR Chart results; increased use of technology by staff and students.

Goal 7: By May 2019, BISD will continue to provide equitable access to technological instructional resources to all students* and instructional staff.

Objective 2: By May 2018, students and staff will possess necessary skills and equipment to utilize all available forms of technology.

- * White, African-American, Hispanic, Economically Disadvantaged, Male, Female
- ** Special education, ESL, G/T, At-risk, Dyslexic, Migrant, LEP

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
1. Continue to integrate interactive (remote) devices in the classroom to create student centered learning	Technology Staff Principals Assist. Principal Technology Integrator Teachers	Spring 2018	Laptop Document camera PC viewers RLISP Fund 270	Increase use of technology by students/staff Staff/Student classroom integration Use of classroom technology
2. Maintain and upgrade infrastructure to allow wireless connectivity for students/staff	Technology Director Technology Staff	Fall 2017	Grant Funding SLD ERATE	Inventory STaR Chart Increased use of technology
3. Maintain use of appropriate technologies to acquire information, solve problems and communicate their learning by students	Principals Teachers	Fall 2017	District Technology Plan Grant Funding IMAT	Increased use of technology Improved student performance by students
4. Maintain student instruction on Internet Safety and Use	Principals Assist. Principal Teachers Technology Int.	Fall 2017	Curriculum guide Approved web resources	Student awareness Decrease in Internet safety related incidents
5. Provide electronic computer response systems	Superintendent Technology Director	Spring 2018	Office 365 Eduphoria Kahoot.com	Increase teacher use, student interaction and immediate response and feedback Teacher Surveys

Summative Evaluation: Improved STaR Chart results; increased use of technology by staff and students.

**Every Student Succeeds Act (ESSA)
Goals and Indicators
(Waiting on update from USDE)**

- Performance Goal 1: By 2014 – 2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2: All limited proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3: By 2005– 2006, all students will be taught by appropriately certified teachers.
- Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school.

Funding Sources for Ballinger ISD 2017-18

At Ballinger ISD State Compensatory Funds are used to support Title I initiatives on Title I Schoolwide Campuses.

Fund Source	Origin	Purpose	Entitlement	Location of Allocations
State Compensatory Education (SCE)	State	Enhance/improve the regular education program increasing academic achievement, thereby reducing the dropout rate of identified at-risk students. Supplements local funds.	\$452,572	HS- \$30,126 JH- \$42,659 EL- \$308,307
Title I, Part A (Fund 211)	Federal	Enable schools to provide opportunities for children served to acquire the knowledge/skills required to meet the state content/performance standards	\$237,438	EL - \$237,438
Title I, Part C SSA Region XV (Fund 212)	Federal	Support high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves	\$ 9,012	HS- \$3,004 JH- \$3, 004 EL- \$3,967
Title II, Part A (Fund 255)	Federal	Teacher/Principal training and recruitment	\$32,877	EL- \$1,972 JH-\$15,452 HS-\$15,452
Title III SSA Region XV	Federal	Enhance/improve the regular education program by increasing the academic achievement of students with Limited English Proficiency	\$1,490	EL \$1,490
Carl Perkins SSA (Fund 331)	Federal		\$10,930	HS - \$10,930

Fund Source	Origin	Purpose	Entitlement	Location of Allocations
Idea B (Fund 224)	Federal	Address the needs of students identified with disabling conditions	\$173,518	HS- \$18,726 JH- \$42,644 EL- \$112,158
E-Rate	Federal	Reimbursement for a percentage of Internet and Telecommunications Service	To Be Determined	
Rural and Low Income School Program	State	Provide local academic needs by providing greater flexibility in the use of limited federal resources	\$15,400	
High School Allotment	State	Provide resources for all students, focusing on high school completion and college readiness	Based on ADA \$69,912	HS \$69,912
IMAT (Instructional Materials Allotment)	State	Provide instructional materials as adopted by school board for 2016-2017 and 2017-2018	\$174,578	Each campus \$58,192
Head Start Grant ESC XV SSA	Federal	To enhance/improve the Head Start program	\$82,000	
Title IV,	Federal	Transferred To Title IIA	\$10,000	

**Summary of FTEs for State Compensatory Education Fund
2017-2018**

Campus	Position	FTE	SCE Funds
Elementary	Professional	4.0	\$308,307
Junior High	Professional	1.74	\$42,659
High School	Professional	1.1	\$30,126