



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Ford Elementary

Rating: C

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned: Post- Secondary Readiness

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 85% of all students will score Approaches grade level or above on all STAAR assessments and 55% of All Students/All Subjects will score Meets grade level or above.

STRATEGY DESCRIPTION(S):

- Monitor students through formative and common assessments throughout the school year to help close their academic gaps.
- Provide tutoring during and after school hours to with targeted lessons based on benchmark results and student performance.
- Utilize research-based classroom and our CISD models to provide best practices to students in all grade levels.
- Create rigorous common assessments that will monitor student progress and will provide data to create small groups, intervention and enrichment groups.

READING/ELA

PERFORMANCE OBJECTIVE: 90% of all students will score Approaches grade level or above on the Reading STAAR test and 48% of students will score Meets grade level or above.

STRATEGY DESCRIPTION(S):

- Continue to work with small group intervention and guided reading groups to monitor students reading levels.
- Continue to implement the Units of Study and create literacy rich classroom where students can develop their knowledge of genres, reading behaviors and reading strategies.
- Provide staff development to understand and apply the differences between guided reading groups and strategy groups.
- Address rigor of questioning in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices.
- Analyze the effectiveness of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading



WRITING

PERFORMANCE OBJECTIVE: 80% of all students will score approaches grade level or above on the writing STAAR test and 50% of all students will score Meets grade level or above.

STRATEGY DESCRIPTION(S):

- Utilize mentor sentences to consistently work on editing and revising skills.
- Calibrate with each other to score student compositions and give feedback to each other through our PLCs.
- Implement Units of Study for Writing and confer with students to help them work on their composition.
- Target the editing TEKS during word study component, as well as our Read Aloud to make sure students understand grammatical rules.
- Create intervention lessons after our common assessments and benchmarks and will divide students based on their data analysis.
- Provide explicit instruction on grammar and conventions, within the context of the CISD Reads and Writes model, including the implementation of Mentor Sentences.

MATH

PERFORMANCE OBJECTIVE: 80% of all students will score approaches grade level or above on the Mathematics STAAR test and 55% of all students will score Meets grade level or above.

STRATEGY DESCRIPTION(S):

- Integrate the CISD Problem Solving Map during stations and as part of Guided Math.
- Create common assessments to target each reporting category.
- Provide tutoring during and after school to close academic gaps on computation and algebraic relationships, geometry and measurement.
- Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
- 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.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Focus on vocabulary development skills, and plan for quality questioning in lesson plans.
- Pilot the new third grade scope and sequence and provide applicable feedback to District coaches and coordinators.

SCIENCE

PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.

HEALTH

PERFORMANCE OBJECTIVE: 95% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Provide students with opportunities to learn about Health and Fitness during their Physical Education class.
- Administer the FitnessGram assessment during the school year.
- Provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.



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AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Provide RTI best practices in all content areas and students who do not meet the expected progress will be given Tier II and III interventions to help close the academic gaps.
- Provide ELL students with the appropriate linguistic accommodation, bilingual instructional support and sheltered instruction.
- Monitor all of our special population accommodations and modifications and will give our staff training on how to implement those support services for students. Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Review, revise, and implement daily attendance procedures to meet 95% average attendance.
- Ensure ELL students receive appropriate English language acquisition and sheltered instruction. Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96% in 2018/19 to 96.5% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: To decrease the number of students who are absent by 0.5% as well as the number of students who are tardy to school or consistently leave school before the end of the day.

STRATEGY DESCRIPTION(S):

- Our administrative team will continue to monitor attendance, consist parent conferences, present Truancy contracts to parents and motivate students to come to school.
- Teacher will call home everyday a student is absent and document on view it their phone call.
- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.
- Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos



Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principals; Assistant Principals

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S): Utilize HR for Principals for principals and supervisors, which provides immediate access to information such as staffing, funding sources, and pertinent documents relating to T-TESS, Eduphoria Appraise/Strive, Absence Management, recruiting, interviewing, Bilingual Pool, and other resources essential to streamlining HR's role as it relates to the principals. Continue to create instructional guides and training presentations for principals regarding frequently used programs such as Eduphoria, WinOcular, and Absence Management

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 Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

PERFORMANCE OBJECTIVE: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

STRATEGY DESCRIPTION(S):

- Provide opportunities for families to participate in shared decision making to empower families.
- Provide timely communications, in a language parents can understand, about campus initiatives, programs, meetings, and activities through a variety of media sources.
- Provide opportunities at school for families to be engaged in academic and social events.

Financial Resources	Campus budget, Title Funds
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

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Conduct emergency drills, such as fire, lockdowns, lockouts, evacuations, etc.
- Safety committee will create and share our EOP with our staff to get familiar with our emergency procedures. Front office staff will receive training on how to require identification for all visitors to the campus and safety procedures.
- Provide programs for student and staff awareness of sexual abuse, dating violence, and the dangers of drugs, alcohol, and tobacco.
- Safe Schools courses for staff.
- Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):

- Students will be provided with more opportunities to utilize academic software in all academic areas.
- Our campus technology department will be training our staff on various media outlets, such as See Saw to allow implementation of curriculum through technology.
- Students will also be given the opportunity through Canvas to have testing accommodations if needed.
- Provide hands-on training in use of new technology hardware and software.
- Provide staff development on integration of technology across the curriculum. Build teacher capacity to fully implement technology in instruction.

Financial Resources	Campus budget, Title Funds
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



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Population Strategy 1-4 ELA Strategy 1-3; Writing Strategy 1-3; Math Strategy 1-3	Academic Tutorials	\$10,962.00	0.20
At-Risk and Special Population Strategy 1-4 ELA Strategy 1-3; Writing Strategy 1-3; Math Strategy 1-3	Instructional Materials for At-Risk Students	\$136.00	0.00
ELA Strategy 1-3; Writing Strategy 1-3; Math St	Tutorial Transportation for At-Risk Students	\$1,500.00	0.00
Provide differentiated instructional strategies to improve the achievement of all at-risk students	Gen Ed Teachers for At-Risk Students	\$1,333,364.00	23.00
	TOTAL SCE	\$1,345,826.00	23.20



TITLE I

Strategy	Activity	Funds Budgeted	FTE
ELA Strategy 1-3; Writing Strategy 1-3; Math Strategy 1,3; Social Studies Strategy 1,2; Science Strategy 1,2	Instructional Support Academic Coaches/Teachers	\$148,009.00	2.69
ELA Strategy 1-3; Writing Strategy 1-3; Math St	Academic Tutorials	\$7,269.00	0.13
ELA Strategy 1-3; Writing Strategy 1-3; Math Strategy 1-3	Instructional Support Paraprofessionals	\$23,098.00	0.42
Technology Strategy 1-4	Technology	\$20,000.00	0.00
ELA Strategy 1-3; Writing Strategy 1-3; M	Books	\$14,000.00	0.00
ELA Strategy 1-3; Writing Strategy 1-3; Math St	Instructional Materials	\$22,913.00	0.00
ELA Strategy 1-3; Writing Strategy 1-3; Math	Staff Development	\$10,623.00	0.00
Parents and Community Strategy 1-3	Family Engagement	\$2,912	0.00
	TOTAL Title I	\$248,824.00	3.24

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk and Special Population Strategy 1-4	Academic Tutorials	\$3,500	0.06
Technology Strategy 1-4	Technology	\$500	0.00
At-Risk and Special Population Strategy 1-4	Books	\$500	0.00
At-Risk and Special Population Strategy 1-4	Instructional Materials	\$1,500	0.00
	TOTAL Title III EL	\$6,000	0.06



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
At-Risk and Special Population Strategy 1-4	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
Parents and Community Strategy 1-3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At-Risk and Special Population Strategy 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community Strategy 1-3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At-Risk and Special Population Strategy 1-4	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At-Risk and Special Population Strategy 1-4	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
At-Risk and Special Population Strategy 1-4	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parents and Community Strategy 1-3	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 1-3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community Strategy 1-3	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Ford Elementary

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

78% scored Approaches Grade Level Standards
48% scored Meets Grade Level Standards
22% scored Masters Grade Level Standards

2019-2020 Goals:

85% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
30% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

61% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

65% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards
42% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: Special Education

47% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
4% scored Masters Grade Level Standards

Focus Student Group: African American

63% scored Approaches Grade Level Standards
36% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards
48% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

50% will score Approaches Grade Level Standards
32% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

Focus Student Group: Special Education

50% scored Approaches Grade Level Standards
31% scored Meets Grade Level Standards
3% scored Masters Grade Level Standards

Focus Student Group: African American

64% scored Approaches Grade Level Standards
37% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

78% will score Approaches Grade Level Standards
49% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

Focus Student Group: Special Education

55% will score Approaches Grade Level Standards
35% will score Meets Grade Level Standards
10% will score Masters Grade Level Standards

Focus Student Group: African American

68% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
25% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students

71% scored Approaches Grade Level Standards

39% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards

24% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: African American

62% scored Approaches Grade Level Standards

32% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards

43% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

Focus Student Group: Special Education

40% will score Approaches Grade Level Standards

30% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

Focus Student Group: African American

65% will score Approaches Grade Level Standards

35% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards

44% scored Meets Grade Level Standards

20% scored Masters Grade Level Standards

Focus Student Group: Special Education

50% scored Approaches Grade Level Standards

33% scored Meets Grade Level Standards

8% scored Masters Grade Level Standards

Focus Student Group: African American

61% scored Approaches Grade Level Standards

37% scored Meets Grade Level Standards

19% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

Focus Student Group: Special Education

60% will score Approaches Grade Level Standards

35% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

Focus Student Group: African American

65% will score Approaches Grade Level Standards

42% will score Meets Grade Level Standards

22% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: African American

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

 % will score Approaches Grade Level Standards

 % will score Meets Grade Level Standards

 % will score Masters Grade Level Standards

Focus Student Group: Special Education

 % will score Approaches Grade Level Standards

 % will score Meets Grade Level Standards

 % will score Masters Grade Level Standards

Focus Student Group: African American

 % will score Approaches Grade Level Standards

 % will score Meets Grade Level Standards

 % will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>n/a</u>% scored Approaches Grade Level Standards <u> </u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: African American <u>n/a</u>% scored Approaches Grade Level Standards <u>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u> </u>% will score Approaches Grade Level Standards <u> </u>% will score Meets Grade Level Standards <u> </u>% will score Masters Grade Level Standards Focus Student Group: Special Education <u> </u>% will score Approaches Grade Level Standards <u> </u>% will score Meets Grade Level Standards <u> </u>% will score Masters Grade Level Standards Focus Student Group: African American <u> </u>% will score Approaches Grade Level Standards <u> </u>% will score Meets Grade Level Standards <u> </u>% will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		Economically Disadvantaged, Hispanic, Special Education
Achievement Math		Economically Disadvantaged, Hispanic, Special Education
Growth Reading		Economically Disadvantaged, Hispanic, Special Education
Growth Math	American Indian, Economically Disadvantaged, Special Education	Economically Disadvantaged, Hispanic, Special Education
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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.

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