



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Glen Loch Elementary

Rating: B

## 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 Succeeds Act (ESSA).*

### Distinction Designations Earned:

Mathematics Earned

Postsecondary Readiness Earned

### ALL STUDENT POPULATIONS

#### PERFORMANCE OBJECTIVE:

- 85% of all students will achieve Approaching Grade Level or above.
- 60% of all students will achieve Meets Grade Level or above.

#### STRATEGY DESCRIPTION(S):

- Reading Strategy: Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.
- Writing Strategy: Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 for fidelity and integration of higher level of practices.
- Math Strategy: Implement CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.

### READING/ELA

#### PERFORMANCE OBJECTIVE:

- 70% of African American students will achieve Approaching Grade Level or above.
- 24% of African American students will achieve Meets Grade Level or above.
- 61% of Special Education students will achieve Approaching Grade Level or above.
- 27% of Special Education students will achieve Meets Grade Level or above.



#### STRATEGY DESCRIPTION(S):

- Re-examine effectiveness and depth 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.
- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students

#### WRITING

##### PERFORMANCE OBJECTIVE:

- 70% of African American students will achieve Approaching Grade Level or above.
- 35% of African American students will achieve Meets Grade Level or above.
- 35% of Special Education students will achieve Approaching Grade Level or above.
- 20% of Special Education students will achieve Meets Grade Level or above.

#### STRATEGY DESCRIPTION(S):

- Address the vertical alignment of Writing Workshop Model supported by the *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins for grades K- 4 for fidelity and integration of higher level thinking practices.
- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.

#### MATH

##### PERFORMANCE OBJECTIVE:

- 68% of African American students will achieve Approaching Grade Level or above.
- 36% of African American students will achieve Meets Grade Level or above.
- 49% of Special Education students will achieve Approaching Grade Level or above.
- 27% of Special Education students will achieve Meets Grade Level or above.

#### STRATEGY DESCRIPTION(S):

- Continued focus on creation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.
- Continue the emphasis on 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.

#### 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):

- Ensure that teachers plan and implement Social Studies lessons based on the district scope and sequence.
- Provide classroom instruction utilizing Differentiated Instruction, Quality Questioning, Cooperative Learning and Formative Assessments.

#### 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):

- Provide support for teachers as they require all students to utilize a science interactive notebook as part of their learning.
- Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model (engage, Explore, Explain, Elaborate, and Evaluate).



## HEALTH

**PERFORMANCE OBJECTIVE:** 90% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

**STRATEGY DESCRIPTION(S):**

- Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.

## AT-RISK AND SPECIAL POPULATIONS

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

- Continued focus of *Do the Math* and *LLI* as targeted instruction for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student.
- Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
- General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.

## POSTSECONDARY READINESS INDICATORS

**POST-SECONDARY READINESS**

Attendance rate will increase from 96.4% in 2018/19 to 97.1% 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:**

Attendance rate will increase from 96.4% in 2018/19 to 97.1% in 2019/20.

**STRATEGY DESCRIPTION(S):**

Continue to monitor and provide incentives for attendance.

## 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

Principal

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** 100% Retention of highly qualified teachers and staff.

### STRATEGY DESCRIPTION(S):

Utilize HR 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.

|                             |   |
|-----------------------------|---|
| <b>Financial Resources</b>  | Campus budget, Teacher Activity Fund, Title III |
| <b>Additional Resources</b> | Position Control Reports, Allocation Reports    |
| <b>Monitoring Timeline</b>  | November, January, March                        |
| <b>Formative Evaluation</b> | HQ data from Human Resources                    |
| <b>Summative Evaluation</b> | TAPR, HQ Report to TEA                          |
| <b>Project Managers</b>     | 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 information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.

Provide opportunities to parents to give input regarding the academic needs of students and programs.

|                             |   |
|-----------------------------|---|
| <b>Financial Resources</b>  | Campus budget, Title Funds  |
| <b>Additional Resources</b> | Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology  |
| <b>Monitoring Timeline</b>  | Formative - November, January; Summative – July   |
| <b>Formative Evaluation</b> | Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate |
| <b>Summative Evaluation</b> | Meet Performance Indicators for Campus  |
| <b>Project Manager</b>      | 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 fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level



**CONROE**  
INDEPENDENT  
SCHOOL DISTRICT

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

## 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):** Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.

|                             |   |
|-----------------------------|---|
| <b>Financial Resources</b>  | Campus budget, Title Funds  |
| <b>Additional Resources</b> | Technology staff  |
| <b>Monitoring Timeline</b>  | Formative - November, January; Summative - July   |
| <b>Formative Evaluation</b> | Records of professional development in technology, Campus and District Technology Plans align with strategies |
| <b>Summative Evaluation</b> | Meet Performance Indicators for STaR Report   |
| <b>Project Manager(s):</b>  | Principal, Assistant Principal, Technology Liaison  |



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

| Strategy  | Activity                                | Funds Budgeted        | FTE          |
|---|---|-----------------------|--------------|
| All Students Strategy 1<br>Reading Strategy 1,<br>Writing Strategy 1,<br>At-Risk Strategy 1 | Academic Tutorials for At-Risk Students | \$7,578.00            | 0.14         |
| All Students Strategy 1   | Gen Ed Teachers for At-Risk Students    | \$1,155,315.00        | 20.00        |
|   | <b>TOTAL SCE</b>                        | <b>\$1,162,893.00</b> | <b>20.14</b> |

TITLE I

| Strategy  | Activity                             | Funds Budgeted      | FTE         |
|---|--------------------------------------|---------------------|-------------|
| All Students Strategy 1<br>Reading Strategy 1,<br>Math Strategy 1<br>Writing Strategy 1<br>At-Risk Strategy 1 | Instructional Support Academic Coach | \$80,520.00         | 1.46        |
| Reading Strategy 1,<br>Math Strategy 1<br>Writing Strategy 1  | Instructional Materials              | \$4,488             | 0.00        |
| All Students Strategy 1<br>Reading Strategy 1,<br>Math Strategy 1<br>Writing Strategy 1<br>At-Risk Strategy 1 | Instructional Support Teacher        | \$56,120.00         | 1.02        |
| Parents and Community<br>Strategy 1   | Family Engagement                    | \$2,912.00          | 0.00        |
|   | <b>TOTAL Title I</b>                 | <b>\$144,040.00</b> | <b>2.48</b> |

TITLE III EL

| Strategy   | Activity                                | Funds Budgeted    | FTE         |
|--|---|-------------------|-------------|
| At-Risk Strategy 1<br>Reading Strategy 1                       | Academic Tutorials for EL Students      | \$2,600.00        | 0.05        |
| At-Risk Strategy 1<br>Reading Strategy 1                       | Technology                              | \$500.00          | 0.00        |
| At-Risk Strategy 1<br>Reading Strategy 1<br>Reading Strategy 2 | Books                                   | \$500.00          | 0.00        |
| At-Risk Strategy 1<br>Reading Strategy 1<br>Reading Strategy 2 | Instructional Materials for EL Students | \$500.00          | 0.00        |
|  | <b>TOTAL Title III EL</b>               | <b>\$4,100.00</b> | <b>0.05</b> |



# 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   |
|--|---|
| <b>Element 1</b>   | <b>Comprehensive Needs Assessment</b>   |
| At-Risk Strategy 1<br>Parents and Community Strategy 2               | The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.   |
| <b>Element 2</b>   | <b>Campus Improvement Plan (CIP)</b>  |
| Parents and Community Strategy 2                                     | The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.   |
| At-Risk Strategy 1   | The campus will regularly monitor the CIP and revise strategies based on identified needs.  |
| Parents and Community Strategy 1                                     | The campus ensures the CIP is publicly available to parents and the community (English and Spanish).  |
| At-Risk Strategy 1<br>Parents and Community Strategy 1               | The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.   |
| At-Risk Strategy 1<br>Parents and Community Strategy 1               | 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 Strategy 1   | 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.   |
| <b>Element 3</b>   | <b>Parent and Family Engagement</b>   |
| Parents and Community Strategy 2                                     | The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.   |
| Parents and Community Strategy 1                                     | The campus offers a variety of family engagement activities which include flexible times and days of the week.  |
| Parents and Community Strategy 1<br>Parents and Community Strategy 2 | 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: Glen Loch Elem

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

81% scored Approaches Grade Level Standards  
53% scored Meets Grade Level Standards  
28% scored Masters Grade Level Standards

#### 2019-2020 Goals:

85% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
33% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

71% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

75% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

70% scored Approaches Grade Level Standards  
34% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

47% scored Approaches Grade Level Standards  
19% scored Meets Grade Level Standards  
5% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

60% scored Approaches Grade Level Standards  
25% scored Meets Grade Level Standards  
8% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

75% will score Approaches Grade Level Standards  
40% will score Meets Grade Level Standards  
17% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

50% will score Approaches Grade Level Standards  
22% will score Meets Grade Level Standards  
7% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

65% will score Approaches Grade Level Standards  
39% will score Meets Grade Level Standards  
11% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### **Economically Disadvantaged Students**

66% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

56% scored Approaches Grade Level Standards  
22% scored Meets Grade Level Standards  
11% scored Masters Grade Level Standards

##### **Focus Student Group: African American**

56% scored Approaches Grade Level Standards  
19% scored Meets Grade Level Standards  
6% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### **Economically Disadvantaged Students**

71% will score Approaches Grade Level Standards  
37% will score Meets Grade Level Standards  
19% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

61% will score Approaches Grade Level Standards  
27% will score Meets Grade Level Standards  
14% will score Masters Grade Level Standards

##### **Focus Student Group: African American**

70% will score Approaches Grade Level Standards  
24% will score Meets Grade Level Standards  
9% will score Masters Grade Level Standards





WRITING

| 2018-2019 Performance:   | 2019-2020 Goals:   |
|--|--|
| <p><b>Economically Disadvantaged Students</b><br/>54% scored Approaches Grade Level Standards<br/>23% scored Meets Grade Level Standards<br/>6% scored Masters Grade Level Standards<br/><b>Focus Student Group: Special Education</b><br/>29% scored Approaches Grade Level Standards<br/>0% scored Meets Grade Level Standards<br/>0% scored Masters Grade Level Standards<br/><b>Focus Student Group: African American</b><br/>63% scored Approaches Grade Level Standards<br/>25% scored Meets Grade Level Standards<br/>0% scored Masters Grade Level Standards</p> | <p><b>Economically Disadvantaged Students</b><br/>59% will score Approaches Grade Level Standards<br/>28% will score Meets Grade Level Standards<br/>10% will score Masters Grade Level Standards<br/><b>Focus Student Group: Special Education</b><br/>35% will score Approaches Grade Level Standards<br/>20% will score Meets Grade Level Standards<br/>20% will score Masters Grade Level Standards<br/><b>Focus Student Group: African American</b><br/>70% will score Approaches Grade Level Standards<br/>35% will score Meets Grade Level Standards<br/>10% will score Masters Grade Level Standards</p> |

MATH

| 2018-2019 Performance:  | 2019-2020 Goals:   |
|---|--|
| <p><b>Economically Disadvantaged Students</b><br/>80% scored Approaches Grade Level Standards<br/>41% scored Meets Grade Level Standards<br/>17% scored Masters Grade Level Standards<br/><b>Focus Student Group: Special Education</b><br/>44% scored Approaches Grade Level Standards<br/>22% scored Meets Grade Level Standards<br/>0% scored Masters Grade Level Standards<br/><b>Focus Student Group: African American</b><br/>63% scored Approaches Grade Level Standards<br/>31% scored Meets Grade Level Standards<br/>13% scored Masters Grade Level Standards</p> | <p><b>Economically Disadvantaged Students</b><br/>85% will score Approaches Grade Level Standards<br/>46% will score Meets Grade Level Standards<br/>20% will score Masters Grade Level Standards<br/><b>Focus Student Group: Special Education</b><br/>49% will score Approaches Grade Level Standards<br/>27% will score Meets Grade Level Standards<br/>10% will score Masters Grade Level Standards<br/><b>Focus Student Group: African American</b><br/>68% will score Approaches Grade Level Standards<br/>36% will score Meets Grade Level Standards<br/>15% will score Masters Grade Level Standards</p> |

SOCIAL STUDIES

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



SCIENCE

**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  
 .% 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**  
 n/a % will score Approaches Grade Level Standards  
 n/a % will score Meets Grade Level Standards  
 n/a % will score Masters Grade Level Standards  
**Focus Student Group: Type Group Here**  
 n/a % will score Approaches Grade Level Standards  
 n/a % will score Meets Grade Level Standards  
 n/a % will score Masters Grade Level Standards  
**Focus Student Group: Type Group Here**  
 n/a % will score Approaches Grade Level Standards  
 n/a % will score Meets Grade Level Standards  
 n/a % will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

| Support Area                | District Targeted Support  | Campus Targeted Support |
|-----------------------------|--|-------------------------|
| Achievement Reading         |  |                         |
| Achievement Math            |  |                         |
| Growth Reading              |  |                         |
| Growth Math                 | American Indian, Economically Disadvantaged, 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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