



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Grangerland Intermediate

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; Science

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 78% of students will score Approaches Grade Level Standards and 44% of students will score Meets Grade Level on 2020 STAAR assessment.

STRATEGY DESCRIPTION(S):

- Monitor student progress by tracking every student's progress.
- Hold Data Meetings to analyze progress and plan effective instructional strategies.
- Provide staff developments, training sessions and planning meetings to ensure that teachers are able to provide rigorous lessons.

READING/ELA

PERFORMANCE OBJECTIVE: 68% of economically disadvantaged students will score Approaches Grade Level Standards and 30% of students will score Meets Grade Level on 2020 STAAR assessment.

STRATEGY DESCRIPTION(S):

- Focus on effective, concise mini lessons, and purposeful individualized conferring using research-based strategies.
- Provide small group intervention to close instructional gaps during class and before and/or after-school.
- Ensure that students have access to appropriate text and teachers have access to professional development in order to build their capacity.



WRITING

PERFORMANCE OBJECTIVE: Address the vertical alignment of the Writer's Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades 5- 6 for fidelity and integration of higher level thinking practices.

STRATEGY DESCRIPTION(S):

- Staff development provided at the Homegrown Writing Institute to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins Units of Study.

MATH

PERFORMANCE OBJECTIVE: 86% of economically disadvantaged students will score Approaches Grade Level Standards and 49% of students will score Meets Grade Level on 2020 STAAR assessment.

STRATEGY DESCRIPTION(S):

- Provide effective first-time instruction and purposeful practice including anchor stations.
- Using data to identify students' gaps and respond with interventions in small group and during tutorials.
- Provide opportunities for teachers to obtain staff development and refine their craft.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

- Teachers will plan/teach lessons that apply critical thinking skills to organize and use information acquired through a variety of sources, including technology that analyze information.

STRATEGY DESCRIPTION(S):

- Planning based on data analysis will take place during PLC that focuses on applying critical-thinking skills to organize and use information acquired through a variety of sources.

SCIENCE

PERFORMANCE OBJECTIVE: 70% of economically disadvantaged students will score Approaches Grade Level Standards on Science assessment and 47% at the Meets Grade Level Standard on the 2020 STAAR.

STRATEGY DESCRIPTION(S):

- Provide effective first-time instruction through building content knowledge.
- Assure students have access to hands-on labs and real-world materials that represent science concepts.
- Using data to identify students' misconceptions to provide reteach opportunities in small group.

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):

- Track and evaluate students' personal level of health-related fitness through student-developed short term and long term goals, testing with the Pacer Test two times a year (Fall and Spring), and practice sessions at least once each 9 weeks.
- Engage students regularly in games and activities that promote physical activity.
- Build capacity of our PE teachers by providing opportunities for staff development.
- Provide additional opportunities for students before school such as Active Start and Marathon Kids Running Club to be active and engaged in physical fitness.

AT-RISK AND SPECIAL POPULATIONS

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

- Monitor the progress of all students and all student groups, identifying individual students needing intervention; and providing targeted students the appropriate instructional intervention as needed.
- Providing intensive, systematic tutoring for identified at-risk students for both Math and Reading.



- As a Title 1 campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students and implement Tier 1 Best Practices.
- Ensure that EL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELs.
- Provide training and materials for intervention and enrichment to meet the needs of all learners.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.0% 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: Earn distinctions in more than one category and increase student attendance rates by at least one percentage point

STRATEGY DESCRIPTION(S):

- Targeted instruction in Math, Reading and Science that focuses on students in reach of Meets and Masters levels of performance.
- Implement a House System that provides campus based incentives for individual and whole-class perfect attendance milestones.
- Promote improved attendance rates with targeted parent communication and subsequent student consequence and/or remediation for students with excessive absences, tardies and/or early releases.

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; 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):

- Host weekly Breakfast Club meetings for first year teachers to focus on building a positive classroom climate.
- Provide every new to Grangerland teacher with a fellow teacher mentor.
- Build a collaborative culture through PLCs and instructional rounds.

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):

- Hold parent nights that provide guidance on how to help your child improve in Math, Reading and Science.
- Use the School Messenger program and other forms of communication to keep parents informed about school events and activities.
- Provide opportunities for parents to volunteer at school activities and provide opportunities for input.
- Conduct a comprehensive Needs Assessment of the school based on student performance and parent input.

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):

- Train all staff members in emergency procedures including lockdown, shelter-in-place, secure the building and evacuations.
- Counselors administer Character Education to all students, including Bullying, Drug Awareness, and Abuse Awareness.
- Teams of selected personnel are trained in CPR, Stop the Bleed, CPI, FEMA First Responder and AED.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July



CONROE
INDEPENDENT
SCHOOL DISTRICT

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):

- Increase opportunities and access to technology across the curriculum areas.
- Provide software, programs, and equipment to increase student engagement and achievement.
- Ensure staff and students utilize technology as a tool and resource to enhance curriculum and assessment.

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	0.28
At-Risk Strategy 2 Reading Strategy 2 Math Strategy 2	Academic Tutorials	\$15,460.00	0.28
At-Risk Strategy 1-5 Math Strategy 1 Science Strategy 2 Reading Strategy 1-3	Instructional Materials for At-Risk Students	\$6,616.00	0.00
At-Risk Strategy 1-5 Math Strategy 1 Science Strategy 2 Reading Strategy 1-3	Instructional Support for At-Risk Students	\$58,210.00	1.00
General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.	Gen Ed Teachers for At-Risk Students	\$2,326,325	40.00
TOTAL SCE		\$2,406,611.00	41.28



TITLE I

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1-5, Math Strategy 1-3 Reading Strategy 1-3 Science Strategy 1-3	Instructional Support Academic Coaches/Teachers	\$142,160.00	2.58
Math Strategy 2 Reading Strategy 2	Instructional Support Paraprofessionals	\$94,142.00	1.71
Technology Strategy 1-3	Technology	\$42,000.	0.00
Reading Strategy 3 Math Strategy 2	Books	\$18,107.00	0.00
At-Risk Strategy 2-5 Science Strategy 2 Math Strategy 1-2 Reading 1-3	Instructional Materials	\$39,012.00	0.00
Math Strategy 3	Staff Development	\$18,012.00	0.00
Parent & Community Strategy 1-3	Family Engagement	\$2,912.00	0.00
At-Risk Strategy 1-5, Math Strategy 1-3 Reading Strategy 1-3 Science Strategy 1-3	Academic Tutorials	\$3,285.00	.06
Safe Schools Strategy 2	Counselor	\$83,979.00	1.53
At-Risk Strategy 1-5, Math Strategy 1-3 Reading Strategy 1-3 Science Strategy 1-3	Heathy Snacks Tutorials	\$1,200.00	0.00
Math Strategy 3	Substitutes	\$9,279.00	0.17
At-Risk Strategy 1-5, Math Strategy 1-3 Reading Strategy 1-3 Science Strategy 1-3	Tutorial Transportation	\$1,000.00	0.00
	TOTAL Title I	\$455,088.00	6.05

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1,2,4,5 Math Strategy 2	Academic Tutorials	\$4,500.00	0.08
Technology Strategy 1-3	Technology	\$500.00	0.00
At-Risk Strategy 5 Science Strategy 1	Books	\$500.00	0.00
Science Strategy 3	Instructional Materials	\$2,500.00	0.00
	TOTAL Title III EL	\$8,000.00	0.08



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
Parents & Community Strategy 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 & Community, Strategy 3-4	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 & Community Strategy 1-3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At-Risk, Strategy 5	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Parents & Community, Strategy 2	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.
Parents & Community, Strategy 5	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 & Community, Strategy 3	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents & Community, Strategy 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents & 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: Grangerland Int

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

75% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
19% scored Masters Grade Level Standards

2019-2020 Goals:

78% will score Approaches Grade Level Standards
44% will score Meets Grade Level Standards
22% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

63% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

66% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

73% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
17% scored Masters Grade Level Standards

Focus Student Group: Special Education

30% scored Approaches Grade Level Standards
8% scored Meets Grade Level Standards
3% scored Masters Grade Level Standards

Focus Student Group: EL

70% scored Approaches Grade Level Standards
34% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

76% will score Approaches Grade Level Standards
41% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

Focus Student Group: Special Education

33% will score Approaches Grade Level Standards
11% will score Meets Grade Level Standards
6% will score Masters Grade Level Standards

Focus Student Group: EL

73% will score Approaches Grade Level Standards
37% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

65% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
12% scored Masters Grade Level Standards

Focus Student Group: Special Education

15% scored Approaches Grade Level Standards
5% scored Meets Grade Level Standards
1% scored Masters Grade Level Standards

Focus Student Group: EL

60% scored Approaches Grade Level Standards
22% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

68% will score Approaches Grade Level Standards
30% will score Meets Grade Level Standards
15% will score Masters Grade Level Standards

Focus Student Group: Special Education

18% will score Approaches Grade Level Standards
8% will score Meets Grade Level Standards
4% will score Masters Grade Level Standards

Focus Student Group: EL

63% will score Approaches Grade Level Standards
25% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards



WRITING

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>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: EL <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>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards Focus Student Group: n/a <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards Focus Student Group: n/a <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students <u>83</u>% scored Approaches Grade Level Standards <u>46</u>% scored Meets Grade Level Standards <u>22</u>% scored Masters Grade Level Standards Focus Student Group: Special Education <u>48</u>% scored Approaches Grade Level Standards <u>7</u>% scored Meets Grade Level Standards <u>4</u>% scored Masters Grade Level Standards Focus Student Group: EL <u>84</u>% scored Approaches Grade Level Standards <u>44</u>% scored Meets Grade Level Standards <u>21</u>% scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students <u>86</u>% will score Approaches Grade Level Standards <u>49</u>% will score Meets Grade Level Standards <u>25</u>% will score Masters Grade Level Standards Focus Student Group Special Education <u>51</u>% will score Approaches Grade Level Standards <u>10</u>% will score Meets Grade Level Standards <u>7</u>% will score Masters Grade Level Standards Focus Student Group: EL <u>87</u>% will score Approaches Grade Level Standards <u>47</u>% will score Meets Grade Level Standards <u>24</u>% will score Masters Grade Level Standards</p>

SOCIAL STUDIES

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>n/a</u>% scored Meets Grade Level Standards <u>n/a</u>% scored Masters Grade Level Standards Focus Student Group: EL <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>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards Focus Student Group: Type Group Here <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards Focus Student Group: Type Group Here <u>n/a</u>% will score Approaches Grade Level Standards <u>n/a</u>% will score Meets Grade Level Standards <u>n/a</u>% will score Masters Grade Level Standards</p>



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p>Economically Disadvantaged Students</p> <p><u>67%</u> scored Approaches Grade Level Standards</p> <p><u>44%</u> scored Meets Grade Level Standards</p> <p><u>18%</u> scored Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p><u>26%</u> scored Approaches Grade Level Standards</p> <p><u>13%</u> scored Meets Grade Level Standards</p> <p><u>3%</u> scored Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p><u>60%</u> scored Approaches Grade Level Standards</p> <p><u>39%</u> scored Meets Grade Level Standards</p> <p><u>14%</u> scored Masters Grade Level Standards</p>	<p>Economically Disadvantaged Students</p> <p><u>70%</u> will score Approaches Grade Level Standards</p> <p><u>47%</u> will score Meets Grade Level Standards</p> <p><u>21%</u> will score Masters Grade Level Standards</p> <p>Focus Student Group: Special Education</p> <p><u>29%</u> will score Approaches Grade Level Standards</p> <p><u>16%</u> will score Meets Grade Level Standards</p> <p><u>6%</u> will score Masters Grade Level Standards</p> <p>Focus Student Group: EL</p> <p><u>63%</u> will score Approaches Grade Level Standards</p> <p><u>42%</u> will score Meets Grade Level Standards</p> <p><u>17%</u> will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, Hispanic, White, EL (Current/Monitored), Special Education
Achievement Math		White, Special Education
Growth Reading		All, Hispanic, White, EL (Current/Monitored), Special Education
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, Hispanic, White
Student Success		All, White, Special Education
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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