



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Reaves 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 Succeed Act (ESSA).*

### Distinction Designations Earned:

Academic Achievement in Mathematics

Postsecondary Readiness

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, Eco Dis, SpED, former SpED, Current and monitored ELLs (through year 4), Continuously and Non-Continuously enrolled

### STRATEGY DESCRIPTION(S):

- Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students.
- Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas.
- Collaboration of professional development between ELA and Bilingual/ESL departments

### READING/ELA

**PERFORMANCE OBJECTIVES:** Focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing. Focus on the effectiveness of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and the critical role of expert teaching in the process of reading.



#### STRATEGY DESCRIPTION(S):

- Training will be provided highlighting how to use data gleaned from district literacy assessments to guide small group Guided Reading instruction.
- Staff development will be provided with a focus on quality practices supported by the *Units of Study in Teaching Reading* by Lucy Calkins for Grades K-4 to grow reading which will deepen teacher understanding of text.
- Staff development will be provided with a focus on research based phonics curriculum supported by the *Units of Study in Phonics* by Lucy Calkins for Grades K-2 to support transfer to reading and writing.

#### WRITING

**PERFORMANCE OBJECTIVES:** Focus on daily writing in every K-6 classroom in genres, including narrative, information and opinion. 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.

#### STRATEGY DESCRIPTION(S):

- Address the vertical alignment of the Writing Workshop Model supported by the *Units of Study in Opinion, Information and Narrative Writing* by Lucy Calkins for Grades K-4 to ensure fidelity of daily writing in every classroom.
- Explicitly teach grammar and conventions within the context of the Writing Workshop model by implementing *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson for Grades 1-4 to recognize the essential grammar conventions that readers and writers require to make meaning.

#### MATH

**PERFORMANCE OBJECTIVES:** Focus on the emphasis of small group math instruction, such as in guided math, whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty. Focus on the progression of early number and counting in Grades Pre-K-1<sup>st</sup> to move students through the learning progression. Focus on the integration of the Mathematics Process Standards in daily math instruction.

#### STRATEGY DESCRIPTION(S):

- Provide training and follow-through on the implementation of the CISD Solves Math Structure.
- Provide math teachers in Grades K-4 professional learning opportunities in identifying individual academic needs and the use of differentiated instruction to close learning gaps.
- Provide training and support for teachers in Grades Pre-K-1<sup>st</sup> with research based instructional strategies to address the progression of early number and counting to move students through the learning progression.

#### SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** Focus on planning and implementing social studies lessons based on the district scope and sequence CISD Remembers.

#### STRATEGY DESCRIPTION(S):

- Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.

#### SCIENCE

**PERFORMANCE OBJECTIVE:** Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E Lesson Model (Engage, Explore, Elaborate and Evaluate).



**STRATEGY DESCRIPTION(S):**

- Prove support for teachers as they plan and implement TEKS aligned science lessons using the 5-E lesson model.

**HEALTH**

**PERFORMANCE OBJECTIVE:** 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

**STRATEGY DESCRIPTION(S):**

- Ensure students recognize the value of physical activity for long term health, enjoyment, challenge, self-expression and social interaction.
- Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.
- Provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.

**AT-RISK AND SPECIAL POPULATIONS**

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

- Increase the percentage of students successfully participating in the general education environment in accordance with Least Restrictive Environment considerations.
- Provide intensive, systematic tutoring for identified at-risk students during and after the school day.
- Provide mentors to targeted at-risk students.

**POSTSECONDARY READINESS INDICATORS**

**POST-SECONDARY READINESS**

Attendance rate will increase from 96.7% in 2018/19 to 97% 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 provide college readiness information and opportunities to all stakeholders.

**STRATEGY DESCRIPTION(S):**

- Promote students as college and career ready through activities including Generation Texas Week and Career Day.
- Communicate the attendance laws to parents and reinforce the importance of school attendance.
- Ensure the school wide implementation of strategies/techniques to promote regular 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

## 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):

- Provide Sam Houston State University field level experience placements at the campus level.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Sponsor student teachers and provide meaningful teaching experiences on the campus.

<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 opportunities for families to participate in shared decision making to empower families.
- Provide timely communication, 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.

<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):**

- Implement a campus wide positive, proactive approach to behavior through implementation of PBIS Foundations.
- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.
- Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.

<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 teacher



**STRATEGY DESCRIPTION(S):**

- Increase student opportunities for utilizing technology across curriculum areas.
- Provide meaningful opportunities for students to access technology for learning.
- Provide support for staff and students to 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
At-Risk Strategy 1	Academic Tutorials	\$12,286.00	0.22
At-Risk Strategy 1	General Ed. Teachers for At-Risk Students	\$985,860.00	17.00
	<b>TOTAL SCE</b>	<b>\$998,146.00</b>	<b>17.22</b>

TITLE I

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 2, Reading/ELA Strategy 1, 2, 3, Math Strategy 3	Instructional Support Academic Coach	\$143,031.00	2.60
Reading/ELA Strategy 1, Math Strategy 1, 2, At-Risk Strategy 2	Instructional Support Teacher	\$37,497.00	0.68
All Students Strategy 1, Reading/ELA Strategy 1, Writing Strategy 1, Math Strategy 2, At-Risk 2	Substitutes	\$15,465.00	0.28
Reading/ELA Strategy 2,3, Writing Strategy 1,2, Technology Strategy 1	Instructional Materials	\$31,643.00	0.00
Reading/ELA Strategy 2, 3	Staff Development	\$14,500.00	0.00
Parent and Community Strategy 3	Family Engagement	\$2,912.00	0.00
	<b>TOTAL Title I</b>	<b>\$245,048.00</b>	<b>3.56</b>

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1	Academic Tutorials	\$3,500.00	0.06
Technology Strategy 1	Technology	\$500.00	0.00
Reading/ELA Strategy 2	Books	\$500.00	0.00
Reading/ELA Strategy 2,3, Writing Strategy 1,2, Technology Strategy 1	Instructional Materials	\$1,500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$6,000.00</b>	<b>0.06</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>
All Students Strategy: 1 Reading/ELA: Strategy 1 Math: 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 1	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Parents and Community: Strategy 2	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community: Strategy 2	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
All Students: Strategy 1, 2 At Risk & Special Populations: Strategy 1, 2	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
All Students: Strategy 1, 2, 3 Reading/ELA: Strategy 2, 3 Writing: Strategy 1,2 Math: Strategy 1, 2, 3	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.
All Students: Strategy 1, 2 Reading/ELA: Strategy 1 Math: Strategy 2 At-Risk & Special Populations: Strategy 1, 2, 3	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 1	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community: Strategy 3	The campus offers a variety of family engagement activities which include flexible times and days of the week.
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: Reaves Elem

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

79% scored Approaches Grade Level Standards  
48% scored Meets Grade Level Standards  
26% scored Masters Grade Level Standards

#### 2019-2020 Goals:

85% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
35% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

53% 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**  
74% scored Approaches Grade Level Standards  
43% scored Meets Grade Level Standards  
23% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
32% scored Approaches Grade Level Standards  
10% scored Meets Grade Level Standards  
4% scored Masters Grade Level Standards  
**Focus Student Group: African American**  
63% scored Approaches Grade Level Standards  
33% scored Meets Grade Level Standards  
16% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
85% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
30% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
50% will score Approaches Grade Level Standards  
30% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards  
**Focus Student Group: African American**  
75% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
74% scored Approaches Grade Level Standards  
43% scored Meets Grade Level Standards  
24% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
34% scored Approaches Grade Level Standards  
7% scored Meets Grade Level Standards  
3% scored Masters Grade Level Standards  
**Focus Student Group: African American**  
58% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
85% 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**  
50% will score Approaches Grade Level Standards  
30% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards  
**Focus Student Group: African American**  
75% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

## WRITING



**2018-2019 Performance:**

**Economically Disadvantaged Students**

58% scored Approaches Grade Level Standards

23% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

14% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

**Focus Student Group: African American**

55% scored Approaches Grade Level Standards

20% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

75% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

30% will score Approaches Grade Level Standards

25% 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

35% will score Meets Grade Level Standards

    % will score Masters Grade Level Standards

**MATH**

**2018-2019 Performance:**

**Economically Disadvantaged Students**

81% scored Approaches Grade Level Standards

54% scored Meets Grade Level Standards

30% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

38% scored Approaches Grade Level Standards

17% scored Meets Grade Level Standards

7% scored Masters Grade Level Standards

**Focus Student Group: African American**

71% scored Approaches Grade Level Standards

42% scored Meets Grade Level Standards

26% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

85% will score Approaches Grade Level Standards

65% will score Meets Grade Level Standards

35% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

50% will score Approaches Grade Level Standards

25% will score Meets Grade Level Standards

25% will score Masters Grade Level Standards

**Focus Student Group: African American**

80% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

35% 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**

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: Special Education**

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: African American**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**SCIENCE**

**2018-2019 Performance:**

**2019-2020 Goals:**



**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

**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: Special Education**  
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: African American**  
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		White, Special Education
Achievement Math		Special Education
Growth Reading		All, Hispanic, White, Economically Disadvantaged
Growth Math	American Indian, Economically Disadvantaged, Special Education	All, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored)
Student Success		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**

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