



# Campus Improvement Plan 2019-2020

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

Distinction Designations Earned: Grade 5 Science Performance

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 90% of all students will Approaches Grade Level Standards and 60% will Meet Grade Level Standards on the 2020 STAAR.

#### STRATEGY DESCRIPTION(S):

- Increase effectiveness of instruction by targeted professional development in all content areas using strategies such as instructional rounds, lab sites and coaching cycles.
- Increase focus on intentional, targeted instruction and remediation for Economically Disadvantaged, African-American and Special Education populations.
- Dedicated Academic Coach and Academic Administrator to partner with and provide leadership in each core instructional team

### READING/ELA

**PERFORMANCE OBJECTIVE:** 75% of Economically Disadvantaged, 50% of Special Education and 60% of African American students will Approaches Grade Level Standards in Reading. 35% of Economically Disadvantaged, 33% of Special Education and 24% of African American students will be at the Meets Grade Level Standards in Reading.

#### STRATEGY DESCRIPTION(S):

- New and ongoing training, including instructional rounds and lab site visits and subsequent implementation of the Reader's Workshop and Units of Study
- Inclusive ELA planning, assessment and calibration of evaluation practices with Bilingual and Special Education teachers to ensure all students are meeting the rigor and pace of grade level instruction
- Addition of dedicated campus Literacy Coach and campus Literacy Administrator to partner with and provide leadership in ELA PLC practices



## WRITING

**PERFORMANCE OBJECTIVE:** Address the vertical alignment of Writer’s Workshop Model to support development of various compositions, including informational and narrative, for fidelity and integration of higher level thinking skills.

**STRATEGY DESCRIPTION(S):**

- Inclusive ELA planning, assessment and calibration of evaluation practices with Bilingual and Special Education teachers will ensure all students are meeting the rigor and pace of grade level instruction

## MATH

**PERFORMANCE OBJECTIVE:** 85% of Economically Disadvantaged, 60% of Special Education and 80% of African American students will Approach Grade Level Standards in Math. 47% of Economically Disadvantaged, 41% of Special Education and 35% of African American students will be a the Meets Grade Level Standards in Math.

**STRATEGY DESCRIPTION(S):**

- New and ongoing training, including instructional rounds and lab site visits and subsequent implementation of high yield math instructional practices including Guided Math
- Inclusive Math planning, assessment and calibration of evaluation practices with Bilingual and Special Education teachers to ensure all students are meeting the rigor and pace of grade level instruction
- Addition of dedicated campus Math Coach and campus Math Administrator to partner with and provide leadership in Math PLC practices

## 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):**

- Implementation of campus-wide, specific and dedicated Social Studies instructional block
- Collaboration with district and campus instructional coaches and teacher leaders to develop common instructional materials to ensure essential curriculum components are being taught

## SCIENCE

**PERFORMANCE OBJECTIVE**

83% of Economically Disadvantaged, 54% of Special Education and 57% of African American Students will Approach Grade Level Standard in Science. 54% of Economically Disadvantaged, 38% of Special Education and 47% of African American students will be at the meets grade level standard.

**STRATEGY DESCRIPTION(S):**

- New and ongoing training, including instructional rounds and lab site visits and subsequent implementation of high yield Science instructional practices including the 5E model
- Inclusive Science planning, assessment and calibration of evaluation practices with Bilingual and Special Education teachers to ensure all students are meeting the rigor and pace of grade level instruction
- Addition of dedicated campus Science Coach and campus
- Science Administrator to partner with and provide leadership
- in Science PLC practices

## 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 allows for maximum student engagement throughout the instructional block
- All students choice between high-impact, competitive activities and low-impact, less competitive activities
- Explicitly teach and practice responsible personal and social behaviors that demonstrate respect for self and others



## AT-RISK AND SPECIAL POPULATIONS

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

- Provide increased practice turns and feedback during large and small group instruction
- Training provided to all core academic teachers on differentiation techniques for ELLs (applicable to any struggling learner)
- Uniform documentation and data collection techniques for students with Rtl, 504, LPAC and/or SpEd accommodations
- Explicit emotional/social lessons to all students via monthly social skills instruction provided by grade level counselors
- Ensure all ELA teachers acquire ESL certification by March 1, 2019 and all other core subject teachers by March 1, 2020
- Provide staff training on Trauma Informed Care/Instruction
- Targeted systematic tutorials for intervention and remediation in Math, Reading and Science
- Dedicated Rtl Interventionist

## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 95.6% in 2018/19 to 96.6% 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:** 1) Earn distinctions in more than one category, 2) 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
- Classroom and 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, Rtl, 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, Academic Coaches, Campus Assessment, LPAC and 504 Coordinator, Campus Diagnostician

## 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):

- Ensure 100% of staff members meet HQ Requirements
- Ensure all staff members acquire ESL certification according to district/campus implementation schedule
- Encourage a balance between work and home to support staff mental health needs
- Provided needed training and support to meet professional and emotional needs
- Celebrate individual and campus successes

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title
<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):

- Develop and maintain a campus communication plan that addresses procedures and practices for communication with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations
- Provide opportunities for parents to be engaged in academic and social events
- Promote the campus good news through a stronger social media presence

<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):

- Provide student education in safe schools and personal safety/wellness through implementation of programs on character development, conflict resolution, drug/alcohol/tobacco resistance and life/coping skills



- Involve parents and community members in activities to support a safe school environment
- Implement bullying prevention and intervention strategies

<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):

- Provide instructional technology training for teachers through a series of “Lunch and Learn” sessions provided by district technology coach
- Increase the student to device ratio through acquisition of additional Chromebook and iPad carts
- Increase student academic growth with engagement and collaboration with the use of technology via platforms such as google docs and Canvas

<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, S7; Closing Gaps, S2; Post-Secondary, S1	Academic Tutorials	\$5,155.00	0.09
Rdg, S1; Math, S1; Sci S1	Instructional Materials for At-Risk Students	\$3,699.00	0.00
Reading Coach, Math Coach	Instructional Support for At-Risk Students	\$182,572.00	3.00
	<b>TOTAL SCE</b>	<b>\$191,426.00</b>	<b>3.09</b>

## TITLE I

Strategy	Activity	Funds Budgeted	FTE
Science Coach	Instructional Support Academic Coaches/Teachers	\$72,138.00	1.00
RtI Interventionist	Instructional Support Paraprofessionals	\$23,630.00	1.00
Goal 5, S2 and S3	Technology	\$20,000.00	0.00
Rdg, S1; Math, S1; Sci S1	Instructional Materials	\$12,218.00	0.00
Rdg, S1; Math, S1; Sci S1	Substitutes	\$10,310.00	0.19
Goal 3, S2	Family Engagement	\$2,912.00	0.00
	<b>TOTAL Title I</b>	<b>\$141,208.00</b>	<b>2.19</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At Risk, S7; Closing Gaps, S2; Post-Secondary, S1	Academic Tutorials	\$2,000.00	0.04
Goal 5, S2 and S3	Technology	\$500.00	0.00
Rdg, S1, S2 and S3	Books	\$500.00	0.00
Rdg, S1; Math, S1; Sci S1	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,500.00</b>	<b>0.04</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>
Closing Gaps: All Students- S1, S2 and S3	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 – S1 and S2	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Closing Gaps: All Students – S1, S2 and S3	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community – S1 and S2	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Post Secondary – S1, Closing Gaps: All Students S1, S2 and S3	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Post Secondary – S1, Closing Gaps: All Students S1, S2 and S3	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 – S1, S2, S3 and S4, Closing Gaps: All Students S1, S2 and S3	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 – S1 and S2	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community – S1 and S2	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community – S1, S2 and S3	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: Wilkerson Intermediate

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

84% scored Approaches Grade Level Standards  
57% scored Meets Grade Level Standards  
32% scored Masters Grade Level Standards

#### 2019-2020 Goals:

90% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
40% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

66% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

70% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

#### ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

75% scored Approaches Grade Level Standards  
40% scored Meets Grade Level Standards  
18% scored Masters Grade Level Standards

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

51% scored Approaches Grade Level Standards  
34% scored Meets Grade Level Standards  
15% scored Masters Grade Level Standards

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

64% scored Approaches Grade Level Standards  
29% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

80% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
23% will score Masters Grade Level Standards

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

55% will score Approaches Grade Level Standards  
37% will score Meets Grade Level Standards  
18% will score Masters Grade Level Standards

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

70% will score Approaches Grade Level Standards  
33% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

69% scored Approaches Grade Level Standards  
33% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

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

46% scored Approaches Grade Level Standards  
31% scored Meets Grade Level Standards  
13% scored Masters Grade Level Standards

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

57% scored Approaches Grade Level Standards  
21% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

75% will score Approaches Grade Level Standards  
35% will score Meets Grade Level Standards  
18% will score Masters Grade Level Standards

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

50% will score Approaches Grade Level Standards  
33% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards

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

60% will score Approaches Grade Level Standards  
24% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards





WRITING

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

MATH

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>80</u>% scored Approaches Grade Level Standards  <u>43</u>% scored Meets Grade Level Standards  <u>20</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>56</u>% scored Approaches Grade Level Standards  <u>38</u>% scored Meets Grade Level Standards  <u>15</u>% scored Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>75</u>% scored Approaches Grade Level Standards  <u>31</u>% scored Meets Grade Level Standards  <u>17</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>85</u>% will score Approaches Grade Level Standards  <u>47</u>% will score Meets Grade Level Standards  <u>23</u>% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>60</u>% will score Approaches Grade Level Standards  <u>41</u>% will score Meets Grade Level Standards  <u>17</u>% will score Masters Grade Level Standards  <b>Focus Student Group: African American</b>  <u>80</u>% will score Approaches Grade Level Standards  <u>35</u>% will score Meets Grade Level Standards  <u>20</u>% will score Masters Grade Level Standards</p>

SOCIAL STUDIES

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



SCIENCE

**2018-2019 Performance:**

**Economically Disadvantaged Students**

78% scored Approaches Grade Level Standards

50% scored Meets Grade Level Standards

24% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

50% scored Approaches Grade Level Standards

35% scored Meets Grade Level Standards

21% scored Masters Grade Level Standards

**Focus Student Group: African American**

53% scored Approaches Grade Level Standards

44% scored Meets Grade Level Standards

6% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

83% will score Approaches Grade Level Standards

54% will score Meets Grade Level Standards

27% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

54% will score Approaches Grade Level Standards

38% will score Meets Grade Level Standards

23% will score Masters Grade Level Standards

**Focus Student Group: African American**

57% will score Approaches Grade Level Standards

47% will score Meets Grade Level Standards

8% 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)	

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