



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Bozman 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:

- Academic Achievement in Science

### ALL STUDENT POPULATIONS

**PERFORMANCE OBJECTIVE:** 80% of students will meet grade level standard or above in all subject areas for STAAR.

#### STRATEGY DESCRIPTION(S):

- Provide additional tutors and paraprofessionals to help support teachers in the classroom and provide additional small group instruction to students.
- Implement PBIS Foundations and CHAMPS campus wide.
- Implement a campus wide student discipline plan.
- Implement a campus wide student mentor program.
- Implement the P2 project to help students with their character and social-emotional skills.
- Track student progress on all common assessments and benchmark testing.
- Implement a campus wide intervention time for teachers to pull small groups based on student data.

### READING/ELA

**PERFORMANCE OBJECTIVE:** 80% of students will meet grade level standard or above on the Reading STAAR.

#### STRATEGY DESCRIPTION(S):

- Training will be provided on the BAS, DRA and other district literacy assessments highlighting how to use data gleaned from these assessments to guide small group Guided Reading instruction.
- Teachers and administration will monitor student progress through weekly meetings and each 6 weeks to ensure any students not making progress are placed in RtI Tier 2 or Tier 3 Interventions or special programs.
- Provide support weekly for teachers to collaborate around student progress and planning of small group instruction and remediation.



- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Continue with our mentor program school wide and thorough Conroe Project Mentor.
- Provide tutorials during the school day, to include before the instructional day begins and strategically during the school day.

## WRITING

**PERFORMANCE OBJECTIVE:** 80% of students will meet grade level stand or above on writing assessments.

### 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.
- Use formative assessment data to guide writing conferences, and writing strategy groups.
- Conference with students to continue utilizing previously learned skills within their writing.

## MATH

**PERFORMANCE OBJECTIVE:** 85% of students will meet grade level standard or above on the Math STAAR.

### STRATEGY DESCRIPTION(S):

- Focus on the emphasis of small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.
- Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models.
- Provide strategies and professional learning opportunities in the integration of the Mathematics Process Standards in daily math instruction.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:** 80% of students will meet grade level stand or above on Benchmark Assessments and District DCCs.

### STRATEGY DESCRIPTION(S):

- Teacher will attend CISD World Cultures and Technology Planning day four times this year.
- 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.
- Create formative assessments that include information acquired through technology and other sources that analyze information

## SCIENCE

**PERFORMANCE OBJECTIVE:** 80% of students will meet grade level standard or above on the Science STAAR.

### STRATEGY DESCRIPTION(S):

- Improve vocabulary building in Science through Science Interactive Word Walls in elementary classrooms, and the use of Marzano Words in the Scope and Sequences.
- Provide support for teachers as they implement CISD Science Success, an intervention strategy to help close achievement gaps between student groups through the review of science process skills.
- Staff development provided by district coaches and campus coaches several times throughout the school year.

## HEALTH

**PERFORMANCE OBJECTIVE:** 85% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment.

### STRATEGY DESCRIPTION(S):

- Provide instruction that provides students with Moderate to Vigorous Physical Activity 65% of the class time.
- Provide students with relevant information that encourages healthy nutrition choices by implementing our Travis Gets Fit Program.



## AT-RISK AND SPECIAL POPULATIONS

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

- 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.
- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Provide mentors to targeted at-risk students.
- Analyze student assessments and mastery by student groups such as homeless, migrant, immigrant, economically disadvantaged, English language learners, ethnicity, etc.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to access the curriculum and meet individual needs.
- Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities.
- Provide an additional counselor to meet the social-emotional needs of all students.

## POSTSECONDARY READINESS INDICATORS

### **POST-SECONDARY READINESS**

Attendance rate will increase from 97.5% in 2018/19 to 97.7% 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:** Campus Administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.

### **STRATEGY DESCRIPTION(S):**

- Campus staff will run attendance reports weekly, contact parents, and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.
- Campus administration will utilize the District's Attendance Specialist as a liaison between the campus and the court system.

## 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 and 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):

- Provide mentor support for beginning teachers.
- Attend and recruit from the CISD Teacher Job Fair and university job fairs.
- Participate in the recruitment, selection, hiring, and campus placement of the District pool of bilingual teachers.
- 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 communications, in a language parents can understand, regarding 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):

- Promote clubs and organizations in areas of interest to promote student involvement in school.



- Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.
- Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.
- Implement a positive, proactive, instructional approach to classroom management through CHAMPS.
- Implement a social and emotional character education through the P2 Project.
- Involve parents and community members in activities to support a safe school environment.

<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):**

- Provide staff development on integration of technology across the curriculum.
- Maintain a 1 to 1 technology implementation across the campus.
- Provide support for staff and students to utilize technology as a tool and resource within curriculum and assessment.
- Build teacher capacity to fully implement technology in instruction.
- Provide meaningful opportunities for students to access technology for learning.

<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 2, At-Risk Strategy 1-2	Academic Tutorials for At-Risk Students	\$10,001.00	0.18
All Students Strategy 1	Gen Ed Teachers for At-Risk Students	\$1,804,100.00	31.00
Reading Strategy 1, Math Strategy 2	Instructional Materials for At-Risk Students	\$4,683.00	0.00
All Student Strategy 1	Instructional Support for At-Risk Students	\$118,440.00	2.00
	<b>TOTAL SCE</b>	<b>\$1,937,224.00</b>	<b>33.18</b>

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Closing the Performance Gap Strategy 1-3	Academic Tutorials	\$6,570.00	0.12
At-Risk Strategy 4	Books	\$2,000.00	0.00
At-Risk Strategy 7	Counselor	\$81,167.00	1.48
Parents and Community Strategy 1-3	Family Engagement	\$2,912.00	0.00
At-Risk Strategy 4	Healthy Snacks Tutorial Students/Family Engagement	\$2,000.00	0.00
ELA Strategy 1, Math Strategy 3,	Instructional Materials	\$19,912.00	0.00
ELA Strategy 2, Math Strategy 3	Instructional Support Academic Coach	\$69,650.00	1.27
ELA Strategy 2, Math Strategy 3	Instructional Support Paraprofessional	\$12,220.00	0.22
ELA Strategy 2, Math Strategy 3	Instructional Support Teacher	\$78,080.00	1.42
ELA Strategy 2, Math Strategy 3	Staff Development	\$8,000.00	0.00
ELA Strategy 2, Math Strategy 3	Substitutes	\$10,310.00	0.19
Technology Strategies 1,3	Technology	\$3,675.00	0.00
	<b>TOTAL Title I</b>	<b>296,496</b>	<b>4.70</b>



TITLE III EL

<b>Strategy</b>	<b>Activity</b>	<b>Funds Budgeted</b>	<b>FTE</b>
At-Risk Strategy 1,4	Academic Tutorials	\$3,500.00	0.06
Technology Strategy 2	Technology	\$500.00	0.00
At-Risk Strategy 4	Books	\$1,500.00	0.00
At-Risk Strategy 4,6	Instructional Materials	\$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>
At-Risk Strategy 1,3	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 1-3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
At-Risk Strategy 1,3	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community 1-3	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
At-Risk Strategy 2,4,6	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
At-Risk Strategy 1,3,4	The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.
	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>
Parent 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 2	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community Strategy 3	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).





# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Bozman Int

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

80% scored Approaches Grade Level Standards  
48% scored Meets Grade Level Standards  
23% scored Masters Grade Level Standards

#### 2019-2020 Goals:

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

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

64% 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**

75% scored Approaches Grade Level Standards  
38% scored Meets Grade Level Standards  
15% scored Masters Grade Level Standards

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

51% scored Approaches Grade Level Standards  
21% scored Meets Grade Level Standards  
6% scored Masters Grade Level Standards

##### **Focus Student Group: EL**

72% scored Approaches Grade Level Standards  
35% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards

#### 2019-2020 Goals:

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

80% will score Approaches Grade Level Standards  
43% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

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

60% will score Approaches Grade Level Standards  
25% will score Meets Grade Level Standards  
10% will score Masters Grade Level Standards

##### **Focus Student Group: EL**

77% will score Approaches Grade Level Standards  
45% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

#### READING/ELA

#### 2018-2019 Performance:

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

68% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
12% scored Masters Grade Level Standards

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

38% scored Approaches Grade Level Standards  
19% scored Meets Grade Level Standards  
4% scored Masters Grade Level Standards

##### **Focus Student Group: ELL**

64% scored Approaches Grade Level Standards  
26% scored Meets Grade Level Standards  
10% scored Masters Grade Level Standards

#### 2019-2020 Goals:

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

73% will score Approaches Grade Level Standards  
40% will score Meets Grade Level Standards  
20% will score Masters Grade Level Standards

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

45% will score Approaches Grade Level Standards  
25% will score Meets Grade Level Standards  
10% will score Masters Grade Level Standards

##### **Focus Student Group: ELL**

70% will score Approaches Grade Level Standards  
36% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards



WRITING

**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: EL**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

\_\_\_% will score Approaches Grade Level Standards

\_\_\_% will score Meets Grade Level Standards

\_\_\_% will score Masters Grade Level Standards

**Focus Student Group: Type Group Here**

\_\_\_% will score Approaches Grade Level Standards

\_\_\_% will score Meets Grade Level Standards

\_\_\_% will score Masters Grade Level Standards

**Focus Student Group: Type Group Here**

\_\_\_% will score Approaches Grade Level Standards

\_\_\_% will score Meets Grade Level Standards

\_\_\_% will score Masters Grade Level Standards

MATH

**2018-2019 Performance:**

**Economically Disadvantaged Students**

83% scored Approaches Grade Level Standards

40% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

65% scored Approaches Grade Level Standards

18% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

**Focus Student Group: EL**

81% scored Approaches Grade Level Standards

42% scored Meets Grade Level Standards

17% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

90% 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**

75% will score Approaches Grade Level Standards

23% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

**Focus Student Group: EL**

85% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

25% 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: EL**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

\_\_\_% will score Approaches Grade Level Standards

\_\_\_% will score Meets Grade Level Standards

\_\_\_% will score Masters Grade Level Standards

**Focus Student Group: Type Group Here**

\_\_\_% will score Approaches Grade Level Standards

\_\_\_% will score Meets Grade Level Standards

\_\_\_% will score Masters Grade Level Standards

**Focus Student Group: Type Group Here**

\_\_\_% will score Approaches Grade Level Standards

\_\_\_% will score Meets Grade Level Standards

\_\_\_% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b></p> <p><u>73%</u> scored Approaches Grade Level Standards</p> <p><u>44%</u> scored Meets Grade Level Standards</p> <p><u>20%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>49%</u> scored Approaches Grade Level Standards</p> <p><u>31%</u> scored Meets Grade Level Standards</p> <p><u>13%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>70%</u> scored Approaches Grade Level Standards</p> <p><u>39%</u> scored Meets Grade Level Standards</p> <p><u>16%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b></p> <p><u>80%</u> will score Approaches Grade Level Standards</p> <p><u>50%</u> will score Meets Grade Level Standards</p> <p><u>30%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>54%</u> will score Approaches Grade Level Standards</p> <p><u>35%</u> will score Meets Grade Level Standards</p> <p><u>20%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>75%</u> will score Approaches Grade Level Standards</p> <p><u>45%</u> will score Meets Grade Level Standards</p> <p><u>25%</u> will score Masters Grade Level Standards</p>

Federal Accountability: Closing the Gaps

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