

Colorado ISD



District Improvement Plan 2008-2009

Jim White, Superintendent

Vision Statement

“Para Los Estudiantes—For the Students”

Mission Statement

CISD: Developing exceptional education programs and opportunities for all students to become successful lifelong learners and productive citizens.

CISD District Level Advisory Council Members 2008-2009

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COLORADO ISD DATA DISAGGREGATION CHECKLIST FOR COMPREHENSIVE NEEDS ASSESSMENT

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Attendance	96.3	96.0	96.1	96.4	96.7	96.5	n/a	n/a	n/a
African Amer	97.6	94.8	94.6	95.1	n/a	95	n/a	n/a	n/a
Hispanic	97.5	96.9	96.3	96.6	n/a	96.6	n/a	n/a	n/a
White	97.4	96.2	95.9	96.3	n/a	96.4	n/a	n/a	n/a
Eco Disadv	97.2	96.0		96.0	n/a	96.2	n/a	n/a	n/a
Drop Out /Completion	--	1.1	0.6	0.0	95.4	96.8	96.2	95.6	
African Amer	--	0.0	0.0	0.0	--	--	100.0	85.7	
Hispanic	--	0.9	0.5	0.0	100	93.3	97.3	94.3	
White	--	1.4	0.8	0.0	91.9	100	93.9	96.7	
Eco Disadv	--	--	--	--	93.8	100	96.7	94.1	
TAKS									
Reading/ELA	86.4	87.8	77	86	82	88	89	88	
African Amer	69.2	65.2	54	56	60	78	68	77	
Hispanic	84.8	86.8	71	84	78	86	85	86	
White	89.9	92.0	87	94	91	92	96	93	
Eco Disadv	78.8	83.1	71	80	76	86	83	84	
SpEd	--	--	--	--	--	--	--	49	
LEP	--	--	--	--	--	--	--	85	
Writing	86.8	89.1	82	93	83	89	97	97	
African Amer	72.7	83.3	43	80	--	50	*	83	
Hispanic	83.5	81.3	87	92	79	87	96	97	
White	90.7	97.8	79	95	88	98	96	98	
Eco Disadv	79.1	83.0	75	87	76	87	97	96	
Math	90.7	89.5	64	67	66	68	76	80	
African Amer	87.5	54.5	33	47	43	36	55	75	
Hispanic	88.3	90.4	59	62	63	65	72	78	
White	93.5	92.1	73	77	72	75	83	83	
Eco Disadv	88.0	85.6	55	58	60	63	71	75	
SpEd	--	--	--	--	--	--	--	33	
LEP	--	--	--	--	--	--	--	88	
Science	--	--	53	66	52	57	55	66	
African Amer	--	--	13	10	14	30	42	36	
Hispanic	--	--	40	62	41	49	45	54	
White	--	--	72	79	69	71	71	83	
Eco Disadv	--	--	45	55	44	44	44	54	

	2001	2002	2003	2004	2005	2006	2007	2008	2009
S.Studies	73.8	87.3	88	84	83	79	87	88	
African Amer	--	--	80	64	50	89	60	67	
Hispanic	--	--	82	79	80	73	84	84	
White	--	--	96	91	93	87	93	94	
Eco Disadv	--	--	88	78	73	76	76	82	
College Adm.							Class '06		
70% Taking	68.2	56.8	58.6	55.6	63.5	50	38.6		
Exceeding 24 (ACT)	11.1	23.8	14.7	10	27.3	15.4	11.1		
TAKS/TASP =	50.7	44.2	63.6	65.4	78.9	n/a	37/32		
Rec/DAP Trans.	61.8	59.0	62.5	67.1	78.3	79.4	62.5		
Completion Rate	--	--	--	92.9	95.4	96.8	96.2		
Dual Credit	--	--	--	22.3	19.5	15.6	13.9		
African Amer	--	--	80	64	50	89	60	67	
Hispanic	--	--	82	79	80	73	84	84	
White	--	--	96	91	93	87	93	34	
Eco Disadv	--	--	88	78	73	76	76	82	
College Adm.							Class '06		
Dual Credit	--	--	--	22.3	19.5	15.6	13.9		

TAKS Criteria: 90% or better, All Students and All Subgroup Populations
Dropout Rate: 1% or less, All Students and All Subgroup Populations
College Admissions Test: SAT 1 score of 1100 or better; ACT composite of 24 or better
TAKS/TASP Equivalency: 80% meet or exceed, Reading TLI>=81; Math TLI>=77; Writing Scale Score >=1540
Recommended/Distinguished Graduation Transcript: =>30%

**CISD District Improvement Plan—
Program Narratives**
“Para Los Estudiantes—For the Students”

SAFE, ORDERLY ENVIRONMENT

Assisting Children in Transition
Suicide Prevention
Conflict Resolution
Violence Prevention
Violence Intervention
Discipline Management

CLEAR AND FOCUSED MISSION

Including Teachers in the Planning Process

CLIMATE OF HIGH EXPECTATIONS

Qualified Staff to work with Students
Attracting Highly Qualified Staff
TAKS Programs For Success In Reading
TAKS Programs for Success in Writing
TAKS Programs for Success in Math
TAKS Programs for Success in Social Studies
TAKS Programs for Success in Science

**OPPORTUNITY TO LEARN, TIME ON
TASK/ESSENTIAL SKILLS FOR SUCCESS**

Timely Assistance To Students
Reform Strategies
Coordination Between Programs
Dyslexia Program
Career Education
Corrective Action Plan—Special Education
Technology
Accelerated Education (Compensatory
Education)

**FREQUENT MONITORING OF STUDENT
PROGRESS**

Assessing Needs
TAKS Analysis/Disaggregation
PBMAS Disaggregation

POSITIVE HOME/SCHOOL RELATIONS

Increasing Parent Involvement
Parent Involvement Programs

STRONG INSTRUCTIONAL LEADERSHIP

Professional Development Opportunities
Staff Development

Colorado Independent School District District Improvement Plan--Program Narratives "Para Los Estudiantes—For the Students"

The overarching structure of the CISD District and Campus Improvement Plans is based on the **Effective Schools Correlates** (in **black**). Additional goals and objectives are based on **Title I Components** (in **red**) and **TEA State Goals** (in **blue**).

SAFE, ORDERLY ENVIRONMENT

Assisting Children in Transition

Kelley Elementary

- Transition Day—an exchange day where all students “move up” to the next grade level for a day and experience a full day in a rotation setting. PreK traveled to Kindergarten; Kindergarten moved up to 1st grade; 1st grade traveled to 2nd grade; 2nd grade traveled to Hutchinson Elementary (intermediate school).
- 2nd Grade Orientation—2nd grade students attended Hutchinson Elementary for a full-day orientation visit with third grade teachers.
- Various opportunities for all students to visit other campuses during the school year: Dare to Care Rally at CMS; Character Counts Assemblies at CMS; Multimedia presentations at CMS.

Hutchinson Elementary

- Transition Day—an exchange day where all students “move up” to the next grade level for a day and experience a full day in a rotation setting. 5th graders return to Kelley Elementary (primary school) to assist with Kindergarten Roundup
- 5th Grade Orientation—5th grade students attend the Colorado Middle School for a two-hour orientation visit, experiencing a tour led by students, welcome from the campus administrators, and a concert by the middle school bands
- Various opportunities for all students to visit other campuses during the school year: Dare to Care Rally at CMS, Band Concert Day at CHS; Character Counts Assemblies at CMS; Multimedia presentations at CMS
- 5th Grade Transition list, compiled by each 5th grade teacher, for use by 6th grade staff.

Colorado Middle School

- Pre-registration and Registration – grade level meeting with parents and students prior to beginning of school
- Student assemblies the first day of school
- 5th Grade Orientation - 5th grade students attend the Colorado Middle School for a two-hour orientation visit, experiencing a tour led by students, welcome from the campus administrators, and a concert by the middle school bands
- 8th Grade Orientation – 8th grade students visit Colorado High School
- 8th Grade Transition Night – parent and student meeting with high school counselor on requirements for high school

Colorado High School and Wallace Accelerated High School

- 9th Grade Orientation—8th grade students attend Colorado High School for a two-hour orientation visit, experience a tour led by student council members and a welcome from the campus administrators.
- Senior College Days—12th Grade students are allocated 2 days in which they may attend orientation and counseling sessions at prospective college campuses.
- College Financial Aid Workshop—The counselor presents a question and answer session about financial aid for higher education.

- Extracurricular integration—Band and athletics bring 8th grade students to visit, practice, and ask questions about the high school programs.
- Scheduling Conferences—Each student has a scheduling conference to discuss their transcript and select courses for the next school year.

Suicide Prevention

Kelley Elementary

- Character Counts Curriculum used in classrooms
- Weekly announcements targeting a character trait for the week
- Counseling program
- Students attend and participate in the annual Red Ribbon Week celebration each October
- Students attend and participate in the annual Dare to Care Rally each April

Hutchinson Elementary

- Character Counts Curriculum used in classrooms
- Daily announcements targeting a character trait for the week
- Counseling program
- Students attend and participate in the annual Red Ribbon Week celebration each October
- Students attend and participate in the annual Dare to Care Rally each April
- 5th grade students train annually in the DARE program sponsored by our law enforcement officers

Colorado Middle School

- Counseling Program
- Motivational Programs and Speakers

Colorado High School and Wallace Accelerated High School

- Rivercrest Hospital sends counselors and speakers for a presentation and training on suicide awareness for faculty and students.
- Daily announcements are affirmative and recognize students with birthdays and accomplishments.
- Counseling programs provide numerous services to students who are seeking help.
- Students attend and participate in the annual Red Ribbon Week celebration each October.
- Students attend and participate in the annual Dare to Care Rally each April
- Crisis intervention planning will take place to provide for an emergency situation.

Conflict Resolution

Kelley Elementary

- Anger Management Groups—meet weekly with counselor
- Social Skills/Life Skills Curriculum Guide

Hutchinson Elementary

- PAWS Program (Peers at Work for Students)—conflict resolution teams
- Peacemaker Training (Abstinence Grant)—train 12 elementary students each summer in conflict resolution strategies
- Anger Management Groups—meet weekly with counselor
- Start With a Purpose (SWAP) groups meet for team building—August of each year

Colorado Middle School

- PAWS Program (Peers at Work for Students)—conflict resolution teams
- Peacemaker Training (Abstinence Grant)—train students and staff each summer in conflict resolution strategies
- Anger Management Groups—meet weekly with counselor

Colorado High School and Wallace Accelerated High School

- Peacemakers program (through the abstinence grant)
- Anger Management—meet with counselor
- Open-door policy is always in effect for discussion.

Violence Prevention

Kelley Elementary

- Character Counts Program
- Anger Management Groups
- Discipline Folders—campus wide discipline plan in which students carry a discipline folder which records both positive and negative behavior
- Kelley Bucks awards—token economy where students earn cash for positive behavior
- Kelleyville General Store—student awards store where students spend Kelley Bucks on a weekly basis

Hutchinson Elementary

- Character Counts Program
- Anger Management Groups
- Discipline Folders—campus wide discipline plan in which students carry a discipline folder which records both positive and negative behavior
- Cowboy Cash awards—token economy where students earn cash for positive behavior
- Dunn Store—student awards store where students spend Cowboy Cash on a weekly basis

Colorado Middle School

- Anger Management Groups
- Counseling Program
- DARE Program
- Motivational Assemblies and Speakers
- “A” Team
- Student Recognition – awards, birthdays

Colorado High School and Wallace Accelerated High School

- Anger Management—meet with counselor
- Character-building through programs and classes such as athletics, band, Communication Applications, Personal Skills Development, Individual and Family Living, PFD.

Violence Intervention

Kelley Elementary

- Anger Management Group
- Bi-weekly in-class counseling lessons

- Discipline Folders
- In-school suspension program
- Cop-a-teria—local and state law enforcement officials visit annually and serve the students lunch in the cafeteria

Hutchinson Elementary

- Anger Management Group
- Bi-weekly in-class counseling lessons
- Discipline Folders
- In-school suspension program
- Cop-a-teria—local and state law enforcement officials visit annually and serve the students lunch in the cafeteria

Colorado Middle School

- Anger Management Group
- In-school Suspension Program
- Alternative Education Placement
- Report or Contact Legal Authorities (Law Enforcement)

Colorado High School and Wallace Accelerated High School

- Anger Management
- In School Suspension
- Crisis intervention Plan
- Disciplinary Alternative Education Program
- “Cool-Down Time” allowed in the presence of a counselor/administrator in a heated situation.

Discipline Management

Kelley Elementary

- Discipline Folders for each student to earn stickers for positive behavior/character; marks for negative behavior
- Kelley Bucks—awarded for perfect weekly attendance, no tardies, no missing homework, positive character
- In-school suspension—principal administered

Hutchinson Elementary

- Discipline Folders for each student to earn dots for positive behavior/character; marks for negative behavior
- Cowboy Cash—awarded for perfect weekly attendance, no tardies, no missing homework, positive character
- In-school suspension—principal administered
- Golden Tray Award for lunchroom behavior—classes earn the daily Golden Tray certificate for exhibiting manners, quiet voices, neatness, and cooperation. Weekly, the class (per grade level) earning the most certificates wins the Golden Tray to hang outside their classroom door

Colorado Middle School

- In-school suspension
- Alternative Education Placement
- “A” Team

Colorado High School and Wallace Accelerated High School

- Colorado High School Letters to parents—Each teacher sends a letter at the beginning of school with their grading policies and classroom management expectations.

- In-school suspension—principal administered
- Disciplinary Alternative Education Program—principal administered
- Every parent/student is given a copy of the Code of Conduct and it is posted in the Registrar's office.

Health Advisory Council

Kelley Elementary

- Free breakfast.
- Learning for Life
- CATCH Program, K—2

Hutchinson Elementary

- Free Breakfast.
- Learning for Life Curriculum, 3—5
- CATCH Program, 3—5
- Puberty program for 4th and 5th grade girls.
- Puberty program for the 5th grade boys.

Colorado Middle School

- Free Breakfast.
- Testicular screening information presented by male coach to 8th grade boys.
- CPR training for all 6th graders.

Colorado High School and Wallace Accelerated High School

- Free Breakfast.
- Teen-Aid curriculum, Sexuality, Commitment & Family presented through the Teen Decision Making Class.
- Learning for Life
- Teen Decision Making Class
- WAIT Program (Why Am I Tempted)

CLEAR AND FOCUSED MISSION

Including Teachers in the Planning Process

Kelley Elementary, Hutchinson Elementary, Colorado Middle School

- Campus Level Advisory Council—established committee comprised of one teacher from each grade level, a paraprofessional representative, a special education representative, and a co-curricular representative (all elected by their peers), two parent representatives, two business representatives, two community representatives. Meets each six weeks to discuss staffing patterns, budgeting, planning, etc.
- Faculty Meetings held once/month or as needed for teacher input
- Rauhauser Survey of Effective Schools distributed bi-annually to staff for input
- Informal communication through e-mails, conferences, and open-door policy in place

Colorado High School and Wallace Accelerated High School

- Campus Level Advisory Council—established committee comprised of one teacher from each department, a special education representative, and a co-curricular representative (all elected by their peers), one parent representative, and one business representative, and one student representative. Meets each six weeks to discuss staffing patterns, budgeting, planning, etc.
- Faculty Meetings held once/month or as needed for teacher input.
- Survey of Staff at the end of the school year.
- Grant planning, application, and implementation.
- Informal communication through e-mails, conferences, and open-door policy in place

CLIMATE OF HIGH EXPECTATIONS

Qualified Staff to work with Students

Kelley Elementary

- All staff members are certified in their area of teaching or are working toward certification
- All paraprofessionals are highly qualified by Region XIV standards
- Student/Teacher ratio for approximately 15:1 (classroom)

Hutchinson Elementary

- All staff members are certified in their area of teaching or are working toward certification
- All paraprofessionals are highly qualified by Region XIV standards
- Student/Teacher ratio for is 17:1 (classroom)

Colorado Middle School

- All staff members are certified in their area of teaching or are working toward certification
- All paraprofessionals are highly qualified by Region XIV standards
- Student/Teacher ratio for 14:1 (classroom)

Colorado High School and Wallace Accelerated High School

- All staff members are certified in their area of teaching or are working toward certification
- All paraprofessionals are highly qualified by Region XIV standards
- Student/Teacher ratio for is 15:1 (classroom)
- Dual credit courses taught by college professors through distance learning.

Attracting Highly Qualified Staff

Kelley Elementary, Hutchinson Elementary, Colorado Middle School, Colorado High School

- Principals attend Job Fairs at San Angelo, Abilene, and Stephenville annually
- Principals communicate and advertise regularly with Region XIV ESC and Region XVIII ESC concerning vacancies
- District pays above state base for personnel with bachelor's degrees
- District pays above state for personnel with master's degrees

- District offers comp time during school year for those who attend additional staff development training at their own expense during the summer
- District pays additional monies for certified personnel in high need areas (science, math, Spanish, etc.)

TAKS Programs for Success in Reading

Kelley Elementary

- Staff utilizes the 4 Blocks of Literacy program to enhance reading instruction in reading comprehension, word recognition, fluency, leveled readers for optimal success for all students
- Staff utilizes Word Walls on a daily basis for success in word recognition and spelling
- Staff teams weekly for curriculum planning
- Staff utilizes TAKS/TEKS alignment and disaggregation to plan for unit planning
- Staff has organized Accelerated Reader program in place to enhance students fluency rates
- Paraprofessionals spend at least 45 minutes in each teacher's classroom during the day to assist in one-on-one tutoring with struggling readers
- Computer-assisted instruction consists of Buggles software in reading, Type to Learn, Jr. in writing, and Mathblaster in math
- Optional Extended Year program (OEY) is offered daily beginning in January to struggling readers
- CEI computer lab is used for small group settings of first/second grade students; meet 4 times a week
- "Beat the Clock" is a teacher made program for increasing math skills

Hutchinson Elementary

- Staff utilizes Word Walls on a daily basis for success in word recognition and spelling
- Staff teams weekly for curriculum planning
- Staff utilizes TAKS/TEKS alignment and disaggregation to plan for unit planning
- Staff has organized Accelerated Reader program in place to enhance students fluency rates
- Paraprofessionals spend at least 1 hour in each teacher's classroom during the day to assist in one-on-one tutoring with struggling readers
- Computer-assisted instruction consists of Heartbeeps software in reading, writing, math
- Accelerated Reading/Math Initiative is offered 2-3 days/week beginning in February to struggling readers/math

Colorado Middle School

- Staff utilizes Word Walls on a daily basis for success in word recognition and spelling
- Staff utilizes TAKS/TEKS alignment and disaggregation to plan for unit planning
- Staff has organized Accelerated Reader program to enhance students' fluency rates
- Paraprofessionals spend at least 1 hour in each teacher's classroom during the day to assist in one-on-one tutoring with struggling readers
- Computer-assisted instruction consists of Heartbeeps software in reading, writing, and math
- Optional Extended Year program (OEY) is offered, targeting students who are in danger of failing for the year and who are experiencing difficulty in a large group setting

Colorado High School and Wallace Accelerated High School

- Staff meets regularly in common conference periods for curriculum planning.
- Staff utilizes TAKS/TEKS alignment and disaggregation to plan for unit planning.
- Language Arts Dept utilizes the expertise of a Master Reading Teacher as defined by TEA.

- Cross-curricular emphasis of reading is encouraged.
- Teachers attend TAKS training at ESC XIV.

TAKS Programs for Success in Writing

Kelley Elementary

- Students write on a regular basis
- Staff disaggregates data from prior year testing to determine weaknesses in curriculum
- Students utilize software for writing success in the classroom setting 2-3 times weekly

Hutchinson Elementary

- Students write on a regular basis
- Staff disaggregates data from prior year testing to determine weaknesses in curriculum
- Students utilize software for writing success in the computer-assisted lab 2-3 times weekly

Colorado Middle School

- Students write on a regular basis
- Staff disaggregates data from prior year testing to determine weaknesses in curriculum
- Students utilize software for writing success in the computer-assisted lab 2-3 times weekly

Colorado High School and Wallace Accelerated High School

- Students write on a regular basis in all curricular areas.
- Staff disaggregates data from prior year testing to determine weaknesses in curriculum.
- Student remediation through computer program.
- TAKS Blitz for writing.
- Teachers attend TAKS training at ESC XIV.

TAKS Programs for Success in Math

Kelley Elementary

- Staff utilizes manipulatives on a regular basis
- Staff aligns curriculum vertically and horizontally for optimum student success
- Students "Build-a-Sundae" for achieving math facts at 100% accuracy on timed tests
- "Check it Out" is a teacher-created, hands-on day whereby students learn higher level math skills by playing dominoes, checkers, chess, etc
- Accelerated Reading/Math Initiative program begins on an after-school basis for struggling math students in January
- Students utilize Mathblaster software for math success in the classroom 2-3 times weekly
- Students utilize math/science lab for measuring substances, weighing objects, etc

Hutchinson Elementary

- Staff utilizes manipulatives on a regular basis
- Staff aligns curriculum vertically and horizontally for optimum student success
- Students earn "Math Licenses" for achieving math facts at 100% accuracy on timed tests
- Accelerated Reading and Accelerated Math Instruction programs begin on an after-school basis for struggling math students in January
- Students utilize software for math success in the computer lab 2-3 times weekly

Colorado Middle School and Wallace Accelerated High School

- Staff utilizes manipulatives on a regular basis
- Staff aligns curriculum vertically and horizontally for optimum student success
- Optional Extended Year (OEY) program, targeting math students who are in danger of failing for the year and who are experiencing difficulty in a large group setting
- Students utilize software for math success in the computer lab 2-3 times weekly

Colorado High School and Wallace Accelerated High School

- Staff utilizes manipulatives on a regular basis.
- Graphing calculators are provided for all students.
- Staff aligns curriculum vertically and horizontally for optimum student success.
- All staff incorporates life application of math concepts across all areas of curriculum.
- Student remediation through software for math success.
- TAKS Blitz for math and reading in July.
- Teachers attend TAKS training at ESC XIV.

TAKS Programs for Success in Social Studies

Kelley Elementary

- Teachers team for social studies curriculum at grade level
- Staff vertically aligns social studies curriculum to address TEKS
- Students and Staff celebrate Freedom Week, Veteran's Day, 9-11, and Memorial Day annually with crafts, programs, and renewed patriotism
- Students cite the US Pledge of Allegiance, the Texas Pledge, the Character Word of the Week, a moment of silence, and the day's weather each day in their classrooms and weekly over the loud speaker
- Students celebrate good citizenship by earning Kelley Bucks, which they spend in the Kelleyville General Store on Fridays
- Staff and students celebrate Texas during Texas Week festivities each March, which include speakers, field trips, and hands-on activities which represent pioneer days in Texas

Hutchinson Elementary

- Teachers team for social studies curriculum at grade level
- Staff vertically aligns social studies curriculum to address TEKS
- Students and Staff celebrate Freedom Week, Veteran's Day, 9-11, and Memorial Day annually with crafts, programs, and renewed patriotism
- Students are selected weekly as the Citizen of the Week and are pictured in the local newspaper.
- Students cite the US Pledge of Allegiance, the Texas Pledge, the Character Word of the Week, a moment of silence, and the day's weather each day over the loud speaker
- Students celebrate good citizenship by earning Cowboy Cash, which they spend in the Dunn Store on Fridays
- G/T students participated in the re-creation of Colorado City's earliest mercantile, the Dunn Store, 4th Grade G/T students celebrated Hutchinson History by researching the namesake of the school and making a historical presentation to the descendants of Mr. H.L. Hutchinson
- Staff and students celebrate Texas during Texas Week festivities each March, which include speakers, field trips, and hands-on activities which represent pioneer days in Texas

- Students attend various field trips which enhance the study of Texas, including Ft. Concho in San Angelo
- Colorado Middle School
- Staff vertically aligns social studies curriculum to address TEKS
 - Students and Staff celebrate Freedom Week, Veteran’s Day, 9-11, and Memorial Day annually with crafts, programs, and renewed patriotism
- Colorado High School and Wallace Accelerated High School
- Teachers are receiving training through the ESC for assessment preparation.
 - Staff vertically aligns social studies curriculum to address TEKS.
 - Students and Staff celebrate Freedom Week, Veteran’s Day, 9-11, and Memorial Day.
 - Students visit various civic organizations and offices to learn about local government.
 - FCCLA students participate in the recognition of Colorado City’s veterans as part of a Learn and Serve Grant.
 - Teachers attend TAKS training at ESC XIV.

TAKS Programs for Success in Science

- Kelley Elementary
- Students participate in hands-on experiments weekly in the math/science lab
 - Students celebrate Earth Day yearly by planting flowers and bushes on the campus
- Hutchinson Elementary
- Students participate in hands-on experiments weekly
 - Students participated in the creation of the Texas Butterfly Garden
 - Students celebrate Earth Day yearly by planting flowers and bushes on the campus
- Colorado Middle School
- Students participate in hands-on experiments
- Colorado High School and Wallace Accelerated High School
- Students participate in hands-on experiments weekly
 - Staff utilizes a common conference period for teaming and curriculum alignment.
 - Math and science teachers attend cross-curricular training at Region XIV.

OPPORTUNITY TO LEARN, TIME ON TASK/ESSENTIAL SKILLS FOR SUCCESS

Timely Assistance to Students

- Kelley Elementary
- One-on-One Assistance—Reading Recovery certified instructors meet daily with 9-12 targeted first grade students to assist in reading strategies
 - Content Mastery—assistance provided for students who need smaller group setting or individualized instruction; targets both special education students and regular education students, 504, etc. Special Education certified instructor, regular education certified instructor, and paraprofessional available to assist students
 - Migrant Program—paraprofessional assigned to pull in to the classroom to provide timely assistance to migrant students
 - Breakfast Program—free, daily breakfast offered to all students daily in the classroom

- ESL Certified Teachers in each grade level provide timely assistance to limited English speaking students

Hutchinson Elementary

- ARI/AMI Extended Day Program—addressed in Reform Strategies
- Literacy Groups—Reading Recovery certified instructor meets daily with small groups of targeted students to assist in reading strategies
- Content Mastery—assistance provided for students who need smaller group setting or individualized instruction; targets both special education students and regular education students, 504, etc. Special Education certified instructor, regular education certified instructor, and paraprofessional available to assist students
- Migrant Program—paraprofessional assigned to pull in to the classroom to provide timely assistance to migrant students
- Breakfast Program—free, daily breakfast offered to all students daily in the classroom
- Enrichment Time—students rotate between teachers on a six-week basis to work on TAKS objectives. Students are placed in the enrichment class based on their prior TAAS/TAKS scores, utilizing the Shirley Crook disaggregation system

Colorado Middle School

- OEY Extended Day Program—addressed in Reform Strategies, page 4
- Content Mastery—assistance provided for students who need smaller group setting or individualized instruction; targets both special education students and regular education students, 504, etc. Special Education certified instructor, regular education certified instructor, and paraprofessional available to assist students
- Migrant Program—paraprofessional to provide assistance to migrant students
- Migrant Summer Program – 2-week summer school of field trips
- Breakfast Program—free, daily breakfast offered to all students daily in the classroom
- Career Day
- Career Investigations - 7th Grade
- College Campus Visits - Texas Tech, McMurry, UTPB, TSTC

Colorado High School and Wallace Accelerated High School

- Tutorials are required for all students showing below expectation performance in any class.
- Content Mastery—assistance provided for students who need smaller group setting or individualized instruction; targets both special education students and regular education students, 504, etc. Special Education certified instructor, regular education certified instructor, and paraprofessional available to assist students.
- AKS enrichment courses to assist students in preparation for state assessment.
- G/T provides an avenue for students to choose an area of enrichment, receive state credits, and produce a major project.
- DCP/VAC programs provide job-related experience in addition to classroom expectations.

Reform Strategies

Kelley Elementary

- 4 Blocks of Literacy philosophy—researched-based reading/writing strategies to enhance student success in the area of literacy. Word walls, guided reading practice, independent reading time, writing strategies area all components of the philosophy
- Buggles software, Type to Learn Jr. software, Mathblaster software, Accelerated Reader program—technology to enhance reform strategies

Hutchinson Elementary

- Extended Year Program—OEY and AMI services on an Extended Day format, targeting students who are in danger of failing for the year and who are experiencing difficulty in a large group setting
- CAI software, Cornerstone software, Accelerated Reader program—technology to enhance reform strategies
- Extended Year Program—OEY services on an Extended Day format, targeting students who are in danger of failing for the year and who are experiencing difficulty in a large group setting

Colorado Middle School

- 4 Blocks of Literacy philosophy—researched-based reading/writing strategies to enhance student success in the area of literacy. Word walls, guided reading practice, independent reading time, writing strategies area all components of the philosophy
- CAI software, Accelerated Reader program—technology to enhance reform strategies
- Extended Year Program—OEY services on an Extended Day format, targeting students who are in danger of failing for the year and who are experiencing difficulties in a large group setting

Colorado High School and Wallace Accelerated High School

- TAKS remediation courses are available for students who have not passed the state assessment.
- Heartbeeps software—technology to enhance reform strategies.
- GAP Program—a computer-based credit recovery system for an alternative education.
- Parent conferences are available when needed.
- Juniors and Seniors who have not passed the state assessment attend a training day at Region XIV

Coordination Between Programs

Kelley Elementary

- Teachers disaggregate data during grade level meetings
- Each grade level team contains a specialist in reading, language arts, science, social studies, math in order to become experts in the TEKS for that grade level. The curriculum specialist is responsible for ensuring that all TEKS are mastered during the school year.
- Twice yearly, the staff meets to vertically align the curriculum. Curriculum specialists from each grade level meet to look at the TEKS/TAKS goals, determine the areas of weakness, then make new goals for the team and campus
- Campus staff includes migrant paraprofessional, dyslexia paraprofessional, ESL certified instructor at each grade level, and all staff certified in gifted and talented education
- Coordination between campuses for Transition Day (Hutchinson)

Hutchinson Elementary

- Teachers disaggregate data during grade level meetings
- Each grade level team contains a specialist in reading, language arts, science, social studies, math in order to become experts in the TEKS for that grade level. The curriculum specialist is responsible for ensuring that all TEKS are mastered during the school year.
- Twice yearly, the staff meets to vertically align the curriculum. Curriculum specialists from each grade level meet to look at the TEKS/TAKS goals, determine the areas of weakness, then make new goals for the team and campus
- Campus staff includes migrant paraprofessional, dyslexia paraprofessional, ESL certified instructor at each grade level, and all staff certified in gifted and talented education

- Teachers in various curricular areas collaborate on field trip ideas (Lake Day collaboration) and grant opportunities (Learn and Serve)
- Coordination between campuses for Concert Day (CHS)

Colorado Middle School

- Teachers disaggregate data during grade level meetings
- Twice yearly, the staff meets to vertically align the curriculum. Teachers from each subject area meet to look at the TEKS/TAKS goals, determine the areas of weakness, then make new goals for the team and campus
- Campus staff includes migrant paraprofessional, dyslexia paraprofessional, and an ESL certified instructor, and all reading teachers are certified in gifted and talented education
- Teachers in various curricular areas collaborate on field trip ideas and grant opportunities (Learn and Serve)

Colorado High School and Wallace Accelerated High School

- Teachers disaggregate data during departmental meetings during common planning periods.
- Dyslexia, ESL, G/T, and A.P. students are all served by appropriately certified staff.
- Appropriate measures are taken to ensure the needs of 504, special education, and homebound students are receiving necessary services.

Dyslexia Program

Kelley Elementary, Hutchinson Elementary

- Scottish Rite Program—video series monitored by a paraprofessional trained at Scottish Rite Hospital, supervised by coordinating teacher. Students meet daily for 1 hour training, 4 days/week

Colorado Middle School

- Scottish Rite Program—video series monitored by a certified teacher trained at Scottish Rite Hospital, supervised by coordinating teacher. Students meet daily.

Colorado High School

- Scottish Rite Program—video series monitored by a paraprofessional trained at Scottish Rite Hospital, supervised by coordinating teacher. Students meet daily for 50 minutes. Appropriate hardware and software are provided.

Career Education

Kelley Elementary

- Community Visits—students visits area banks, museums, post office, banks, etc., as part of their social studies curriculum
- Kelleyville Market Day—using knowledge gained through community visits, students establish and monitor a market day whereby they create and “market” a skill/trade/product

Hutchinson Elementary

- Community Visits—students visits area banks, museums, post office, banks, etc., as part of their social studies curriculum
- Counselor utilizes classroom instruction to enhance career knowledge

Colorado Middle School

- Community Visits—students visits area banks, museums, post office, banks, etc., as part of their social studies curriculum

Colorado High School and Wallace Accelerated High School

- Courses offered in computers, automotive technology, family and consumer sciences, and agricultural sciences.
- Transition meetings for students with special needs provide long-range career planning.

- Abstinence programs throughout the year bring positive messages and motivation about students' futures.
- Career orientations course is offered.
- Seniors have 2 college days as well as a field trip to the Western Texas College Fair.
- Seniors have the opportunity to take a field trip to Texas State Technical College.
- Teachers attend the State Professional Conference.

Corrective Action Plan—Special Education (see PBMAS in district plan for Special Ed)

Kelley Elementary, Hutchinson Elementary, Colorado Middle School, Colorado High School, and Wallace Accelerated

- CAP Plan and Team in place
- Inclusive environment at the campus level
- Content Mastery Program provided for special education students
- Teachers trained in PAS/DAS disaggregation
- Special ed training yearly

Technology

Kelley Elementary

- 5 computers per classroom
- 25 station lab which meets 4 times weekly
- Accelerated Reader
- Gifted and Talented research for projects
- Internet training for all students

Hutchinson Elementary

- 5 computers per classroom
- 25 station lab which meets 2 ½ times weekly
- Classes in keyboarding, TAKS tutorials, word processing
- Accelerated Reader
- Gifted and Talented training on website for projects
- Internet training for all students

Colorado Middle School

- Computer(s) in all classrooms
- 12 stations in the library for all teachers to use
- Classes in keyboarding, TAAS/TAKS tutorials, word processing
- Accelerated Reader
- Gifted and Talented training on website for projects
- CEI lab in special education classrooms and 10 station lab open to all teachers for computer use

Colorado High School and Wallace Accelerated High School

- Every teacher has at least one computer.
- New technology courses are offered in web mastering, digital imaging, multi-media, and desktop publishing.
- CHS has four computer labs (3 PC labs).
- Heartbeeps software is used for fortification of TAAS/TAKS objectives.

- GAP program provides online coursework for AEP students.
- Classes in keyboarding, TAKS tutorials, word processing, BCIS, are in regular technology track.
- Distance Learning Lab brings four college courses to school, some providing dual credit.
- Internet training is available for all students.
- Each student is required to sign an AUP (acceptable use policy).
- Number of teachers certified to teach specific computer courses has increased.

Accelerated Education (Compensatory Education)

Kelley Elementary, Hutchinson Elementary, Colorado Middle School, Colorado High School, and Wallace Accelerated High

- TECS Addendum
- TAKS Disaggregation—All TAKS data disaggregated yearly, goals set for grade levels, school, and individual students based on the data.
- Abstinence grants provide speakers and materials.
- Teen Decision-Making course is required for all 9th grade students.
- At-Risk students are identified by state criteria.

FREQUENT MONITORING OF STUDENT PROGRESS

Assessing Needs

Kelley Elementary

- Rauhauser Survey conducted yearly—survey based on the Effective School Correlates. Administered to staff/ paraprofessionals and parents/students on an every-other-year-basis. Results are disaggregated and sent to staff, the Campus Level Advisory Council, and the administrative offices
- TPRI assessments—administered at least 2 times yearly, sometimes three. Results are shared with parents and goals are established with students.
- STAR test—Accelerated Reader reading proficiency check list. Administered 2-3 times yearly
- TAKS Disaggregation—All TAAS data disaggregated yearly, goals set for grade levels, school, and individual students based on the data
- Confidential Student Roster—locally developed folder containing all pertinent data on students; becomes part of their permanent folder and passed on through each grade level. Contains all educational data at a glance.

Hutchinson Elementary

- Effective Schools Survey conducted yearly—survey based on the Effective School Correlates. Administered to staff/ paraprofessionals and parents/students on an every-other-year-basis. Results are disaggregated and sent to staff, the Campus Level Advisory Council, and the administrative offices
- TAKS benchmark—administered at least 2 times yearly, sometimes 3. Results are disaggregated, shared with parents, and goals are established with students
- STAR test—Accelerated Reader reading proficiency check list. Administered 2-3 times yearly
- TAKS Disaggregation—All TAKS data disaggregated yearly, goals set for grade levels, school, and individual students based on the data

- Confidential Student Roster—locally developed folder containing all pertinent data on students; becomes part of their permanent folder and passed on through each grade level. Contains all educational data at a glance.

Colorado Middle School

- Rauhauser Survey conducted yearly—survey based on the Effective School Correlates. Administered to staff/ paraprofessionals and parents/students on an every-other-year-basis. Results are disaggregated and sent to staff, the Campus Level Advisory Council, and the administrative offices
- TAKS pretests—Results are disaggregated, shared with parents, and goals are established with students
- STAR test—Accelerated Reader reading proficiency check list. TAKS Disaggregation—All TAKS data disaggregated yearly, goals set for grade levels, school, and individual students based on the data
- Confidential Student Roster—locally developed folder containing all pertinent data on students; becomes part of their permanent folder and passed on through each grade level. Contains all educational data at a glance.

Colorado High School and Wallace Accelerated High School

- Staff Survey conducted yearly—all staff members are polled on several different areas and results are reported to the staff and the CLAC/CIC committee for discussion.
- TAAS/TAKS Disaggregation—All TAAS data disaggregated yearly, goals set for grade levels, school, and individual students based on the data.
- Teacher-made assessments for special education students are used instead of TAAS/TAKS.
- 3-week and 6-week progress reports monitor classroom performance.
- Oral Language Proficiency Test (OLTP) is used for ESL/Bilingual.
- Six weeks and semester tests are used as summative evaluations for students.

TAKS Analysis/Disaggregation

Kelley Elementary, Hutchinson Elementary, Colorado Middle School, Colorado High School, and Wallace Accelerated

- See attached disaggregation checklist
- Teachers meet annually to disaggregate data, view individual students scores and grade level scoring of prior year TAKS/SDAA to discern campus goals

POSITIVE HOME/SCHOOL RELATIONS

Increasing Parent Involvement

Parent Involvement Programs

Kelley Elementary

- Lone Wolf Leaders Mentoring Program (Abstinence Grant)—20 volunteers visit weekly with “their” student at lunch or during the class day to provide assistance or a helping hand
- Kelley LAUNCH (Learning And Understanding the Needs of Children)— a parent/teacher organization who help organize school activities, parties, popcorn Fridays, etc. Donate \$1000 annually to the school
- Popcorn Fridays—provided by the LAUNCH group each Friday during the school year
- Grandparents Day—Grandparents are invited for lunch during week of national observance day for grandparents.
- Fall Festival—school wide celebration of fall.. Carnival, dinner, Bingo, etc. Annual fundraiser and parent supported

- Texas Week—school wide celebration of Texas. Local studies, field trips, Texas legends, Texas symbols, etc.
- Field Trips—parents assist on annual field trips for students
- Parent Meetings—held monthly at the first of school to provide information to parents about school happenings, policies, etc.
- School Parties—parents assist in planning and implementing all school parties during the year
- Annual—produced entirely by parents
- Open House Meetings—at the beginning of the year, parents are invited to meet teachers, learn about school procedures, etc.
- Awards Assembly—end of school assembly recognizing students for honors in character education, academics, co-curricular successes, etc. Also recognizes those parents who have volunteered their time during the school year
- 3rd Thursday Celebrations—Monthly Accelerated Reader celebration to reward students for meeting percentages of their yearly goals

Hutchinson Elementary

- Hutchinson PTO—help organize school activities, parties, popcorn Fridays, etc. Donate \$1000 annually to the school
- Donuts for Dad—Fall morning for students and their dads, big brothers, uncles, grandfathers, any significant male role model. Free to students and guests.
- Muffins for Mom—Spring morning for students and their significant female relatives or friends (see above)
- Grandparents Day—Grandparents are invited for lunch on Columbus Day annually
- TexasFest—school wide celebration of Texas. Carnival, dinner, Bingo, etc. Annual fundraiser and parent supported
- Texas Week—school wide celebration of Texas during the week of TexasFest. Local studies, field trips, quilt making, butter churning, horse shoeing, etc.
- Field Trips—parents assist on annual field trips for students
- Parent Meetings—held monthly at the first of school to provide information to parents about school happenings, policies, etc.
- PE Theme Days—Circus Day and Western Day are celebrated annually through the physical education department; parents attend and participate in the fun
- Play Days—PE sponsored spring competition for students; parents assist in organization
- School Parties—parents assist in planning and implementing all school parties during the year
- Annual—produced entirely by parents
- TAKS Night—teachers invite parents to view prior year TAAS/TAKS tests and to take them in a testing environment with their children
- Awards Assembly—end of school assembly recognizing students for honors in character education, academics, co-curricular successes, etc. Also recognizes those parents who have volunteered their time during the school year
- White Water Wednesdays—Periodic Accelerated Reader celebration to reward students for meeting percentages of their yearly goals

Colorado Middle School

- Lone Wolf Leaders Mentoring Program (Abstinence Grant)—volunteers visit weekly with “their” student at lunch to provide assistance or a helping hand
- Field Trips—parents assist on annual field trips for students
- Parent Meetings—held once every 6 weeks to provide information to parents about school happenings, policies, etc.
- Open House
- Band concerts

- PACK – Parent Association of Colorado Kids
- Veterans Program – Dare to Care
- Volunteers for dances
- Awards assemblies
- Extracurricular activities
- Math and Science Night
- All Star Graduation/Program
- Aim for Success parent training
- Thanksgiving lunch

Colorado High School and Wallace Accelerated High School

- Letters are sent home at the beginning of the school year with information about the teacher, class, and course.
- Open house is scheduled each September.
- Organizational Booster Clubs and parent organizations are visible for band, athletics, academic UIL, Ag.
- Project Celebration is parent organized for graduation celebration (alcohol and drug free).
- Parents sponsor field trips and meetings outside the school day.
- An academic awards assembly and reception is held each spring.
- Senior Play Day and Pep Rally are parent-sponsored.
- UIL night practices use parents as resources for knowledge, experience and snacks!
- Junior Parent Night and Senior Parent Night are sponsored by the counseling department to prepare for life beyond high school.
- Organizational banquets (band, athletics, FFA, FCCLA) are held regularly.
- Fine arts performances such as band concerts, art exhibits, and drama productions are produced regularly.
- Howl Night, a student-produced variety show, is presented each spring.
- Pigskin Preview is scheduled each fall to showcase and introduce football, volleyball, cheerleaders, band, flags, and twirlers. Parents provide refreshments.

STRONG INSTRUCTIONAL LEADERSHIP

Professional Development Opportunities

Staff Development

Kelley Elementary

- Three additional waiver days for staff development yearly
- All teachers trained in gifted education
- 6 hour G/T update training for all staff
- Technology training for paraprofessionals
- Additional days provided for all staff during the school year for academic purposes

Hutchinson Elementary

- Three additional waiver days for staff development yearly
- All teachers trained in gifted education

- 6 hour G/T update training for all staff
- Technology training for paraprofessionals
- Additional days provided for all staff during the school year for academic purposes
- 3rd Grade Reading Academy, Summer 2002—all 3rd grade teachers attended
- 5th Grade Math Academy, Summer 2002—all 5th grade teachers attended

Colorado Middle School

- Three additional waiver days for staff development yearly
- Technology training for paraprofessionals
- Additional days provided for all staff during the school year for academic purposes
- Kay Price-Hawkins – reading and writing
- Region 14 – training in math, social studies, science, reading/language arts
- PDAS
- Sexual Harassment
- Special Ed. Updates
- Harry Wong Video Series

Colorado High School and Wallace Accelerated High School

- Three additional waiver days for staff development are provided yearly.
- Additional teachers are trained in G/T.
- 6 hour G/T update training for all staff.
- Staff is directed to take one day for technology training.
- Additional days provided for all staff during the school year for academic purposes (TAKS).
- ESC 14 training for days at the beginning of the school year (Super Start).

COLORADO INDEPENDENT SCHOOL DISTRICT GOALS FOR 2008-2009

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- Performance indicator: The percentage of students, in the aggregate and for each subgroup (race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment,
- Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.
- Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: By 2010, all Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- Performance indicator: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment.
- Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment.

Performance Goal 3: By August of 2010, all students will be taught by highly qualified teachers.

- Performance indicator: The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools,
- Performance indicator: The percentage of teachers receiving high-quality professional development,
- Performance indicator: The percentage of paraprofessionals who are qualified.

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- Performance indicator: The percentage of students who graduate from high school, with a regular diploma,
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- Performance indicator: The percentage of students who drop out of school,
--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective Schools Correlate: Safe, Orderly Environment

Title I Components: Assisting Children in Transition

TEA State Goals: Suicide Prevention, Conflict Resolution, Violence Prevention, Violence Intervention, Discipline Management, Dating Violence Education

GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

OBJECTIVE: By May of 2009, discipline referrals will be reduced by 25%, staff will be trained in Crisis Prevention, and the all students grades 3—12 will complete the Fitness Gram.

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Completion/ Evaluation
Continue the Abstinence Grant to fund programs (last year available)	State	Janey Burke, principals, counselors	August, 2008	May 2009		Grant funds, programs, monthly reports
Continue permanent Health Advisory Committee as part of the DLAC	Local	Mary Smith, RN., DLAC members	September 2008	May 2009		Health Advisory report to the DLAC twice yearly
Continue a follow-up letter for tardies and absenteeism for staff to send to parents	Local--\$100 postage	Principals, secretaries	September 2008	May 2009		Copies of letters to parents
Monitor the District Wide Crisis Intervention Plan	Local	Jim White, Principals, Counselors, Janey Burke	September 2008	September 2008	Completed	Record of planned events to practice the crisis plan; ESC 14 audit results
Train campus teams in Texas Behavior Support Initiative (TBSI)	Region XIV ESC Personnel	Principals, Counselors, SpEd Staff, Teachers	September 2008	September 2008	Completed	Record of Training/ Certificates of Completion

Provide transition awareness sessions for students who will “graduate” from each school	Local	Principals, Counselors	April 2009	May 2009		Trip requests for campus visits, records of student sessions at new schools, PreK Roundup
Review Fitness Center for staff, students, and community members	Local	Mark Merrell, Jim White, CISD Board	November 2008	November 2008		List of trained and certified members, plus rosters of those using the facility
Monitor the abstinence based education program for middle and high school students	Local	Mary Smith, Health Advisory Council	September 2008	April 2009		Parent and student surveys after programs
Institute the CATCH program at Kelley, Hutchinson, and CMS	CATCH promotion	Mary Smith, Susan Anderson, and CATCH team	September 2008	May 2009		Teacher lesson plans, campus initiatives
Monitor the fitness levels of students in grades 2—12	State	Health Advisory Councils, Principals	May 2009	May 2009		Fitness Gram or other appropriate materials from the state
Institute Wellness and Obesity Awareness programs	Local, State, Community	Principals	August 2008	May 2009		Campus plans and goals, Fitness tests of students, healthy recipes & ideas
Coordinate safety training for all district employees twice yearly to address accidents on the job	Local	Shelia Redwine, Jim White, Wellness Team, Principals	January 2009	June 2009		Safety training twice yearly, beginning January 09 and continuing each semester afterwards; copies of staff training rosters

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective Schools Correlate: Clear and Focused Mission

Title I Components: Including teachers in the Planning Process, Graduation Requirements

TEA State Goals: None listed in this category

GOAL: All students will graduate from high school

OBJECTIVE: The number of students who graduate from high school with a regular diploma will increase by .5%

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor Adjust	Completion/ Evaluation
Post the District Mission at each campus and the district offices	Local	Jim White, principals	May, 2009	May, 2009		District Logo and Mission Statement posted at various district locations and on CISD website
Inform the public about graduation requirements for incoming freshmen	Local	Jeremy Ross	September, 2008	May, 2009		Sign-in sheets, news articles
Compile information for leaver codes and completion rates	Local	Jeremy Ross, Mark Merrell	May, 2009	May, 2009		Leaver records
Review PBMAS documentation about completion rates	Local	PBMAS team	January, 2009	January 2009		PBMAS minutes, CIP on file

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective Schools Correlate: Climate of High Expectations

Title I Component: Qualified Staff to Work with Students, Attracting Highly Qualified Staff

TEA State Goals: TAKS Programs for Success in Reading, Writing, Math, Social Studies, Science

GOAL: By 2013, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

OBJECTIVE: By May of 2009, students in all content areas, all subgroups, and all disability levels, including special education, migrant, ESL, and dyslexia will demonstrate a 1% increase in TAKS scores

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor Adjust	Completion/Evaluation
Perfect Attendance drawing each six weeks, semester, and year-end	Local	Jim White	Each 6 weeks and semester	May, 2009		\$25.00/six weeks; \$75.00/semester; \$200/year
Individual TAKS counseling for each student	TAKS results profile	Principals, teachers	Fall 2008	March 2009		TAKS folder on each student
Provide for experiential learning trips for all students to enhance hands on learning in the four core areas	Local, SCE funds, Principals' Activity accounts; Abstinence Grant	All staff	September 2008	May 2009		Records of lesson plans, field trip guides, trip requests
All students will write daily in a variety of disciplines	None needed	All staff	August 2008	May 2009		Lesson plans, examples of student work displayed
Provide tutorial sessions after school or during the summer	SCE funds, ARI/AMI funding, OEY funding	Kelley, Hutch, CMS principals and staff	December 2008	June 2009		Records of attendance, SCE and ARI applications for funding, evaluations

Attend Teacher Job Fairs annually to look for highly qualified candidates	Local	Principals	April 2009	April 2009		Applications from job fairs on file in central office
Pursue new funding avenues to attract or retain HQ teachers and staff	Title I funds	Principals, Jim White	January 2008	May 2008		Records of HQ certificates, passing ExCet tests, etc.
Increase spending for science and math supplies and curriculum	Title I, state, local	Principals, CLAC teams	September 2008	April 2009		Records of PO's for science and math supplies and curriculum
Increase time on task for science and math	Local, SCE, ARI/AMI funds, OEY funding, Title I	Principals, counselors	September 2008	April 2009		Records of increased time in tutorials, after school tutorials, and schedule changes to accommodate more time on math and science, TAKS scores increase by 1%

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective Schools Correlate: Opportunity to Learn, Time on Task/Essential Skills for Success

Title I Component: Timely Assistance to Students, Reform Strategies, Coordination Between Programs

TEA State Goals: Dyslexia, Career Education, Corrective Action Plan (Special Education), Technology

GOAL: To provide optimal time for learning in the content and program areas

OBJECTIVE: By May of 2008, students will demonstrate a 2% increase in TAKS scores in the core areas

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor Adjust	Completion/Evaluation
Continue Career Path Counseling, beginning at CMS	None needed	Counselors at CMS/CHS, Principals	Fall 2008	May, 2009		Career Pathway Sheets completed and signed by parents
Update the STAR report and the District Technology Plan to attain higher levels of technology education and application	Technology funds, local	Tech Director, Principals, ESC 14	August 2008	September 2008	Completed	New STAR report and District 3 year plan
Counselor planning pathways with students and reviewing them annually	None needed	Jeremy Ross, Jincy Ross, Campus Committee	October 2008	May 2009		Minutes of campus meeting, teacher input
Creation of Response to Intervention Teams to address at risk students	SCE. Local, WCTSSA funds	Principals, Counselors, staff members representing each program area	August 2008	May 2009		RTI for students scoring low on benchmark testing

Conduct after school tutorials	ARI, AMI, OEY funds	Principals, Counselors, teachers at all grade levels	February 2009	July 2009		Evaluation reports to the state, attendance records
Host Career Awareness activities at all campuses	None needed	Principals, CATE members, Counselors	October 2008	April 2009		Lesson plans from counselors, CATE Career Day at CHS, Career Day at CMS sign in sheets
Continue dyslexia intervention at early grades	SCE	Principals, Counselors, testing coordinators	September 2008	December 2009	Completed	Testing results from dyslexia referrals
Reduce number of referrals to special education	Special education, WCTSSA	Principals, Teachers, RTI teams	August 2008	May 2009		Establish RTI programs, copies of files and attendance for RTI, records of reduced placement and referrals to special ed
Purchase SMART and/or Promethean interactive white boards to facilitate student learning through technology	Local, Rural Ed Grant, Rural technology grant	Principals, Tech department	August 2008	May 2009		Copies of purchase orders for boards
Purchase technology supplies and laptops for secondary staff and students	Rural Technology Grant	Melinda Alexander, Jeremy Ross, Mark Merrell	October 2008	May 2009		Copies of purchase orders for technology supplies and hardware

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective School Correlate: Frequent Monitoring of Student Progress

Title I Components: Assessing Needs

TEA State Goals: TAKS Analysis/Disaggregation, PBMAS

GOAL: To provide an ongoing monitoring of student progress, including at-risk, economically disadvantaged, and Priority for Service Migrant students, through timely disaggregation of data, in order to show yearly progress

OBJECTIVE: By October, all staff will have disaggregated data on their students and created individual goals for student success

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Completion/ Evaluation
Develop District and Campus Improvement Plans based on student needs	Local	Jim White, Principals, DLAC and CLAC members	September 2008	November 2008	Completed	Board approval of District and Campus Plans
Disaggregate data for special needs students	None needed	Principals	September 2008	September 2008		Evaluation check list for At Risk students
Administer benchmark tests in the area of TAKS	Local--\$1000	All Staff	September 2008— January, 2009	Ongoing through January 09		Student scores on benchmarks, communication with parents
Each at-risk student, including Priority Migrant students will be assessed to determine needs and provide appropriate teaching methods	Compensatory, Title I, Migrant funding	Counselor Migrant service coordinator	Each 6 weeks, August— May	May 2009		List of programs and students; migrant service provision table, progress reports and report cards

Follow guidelines set forth in the Accountability Data Standards report	Local	Jim White, Principals	September 2008	May 2009		Monitor results in 09 report
Complete PBMAS report in those areas scoring a 2 or higher for submission to TEA	Local	K. Arthur, principals	October 08	January 09		Report kept on file in district office with possibility of audit by TEA
Determine best testing choices for students with disabilities in the 2008-2009 Accountability System	Local	Principals, Parents, ARD committees	September 2008	April 2009		ARD decisions, TAKS-M, TAKS-Alt, TAKS-ACC delivery

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective Schools Correlate: Positive Home/School Relations

Title I Component: Increasing Parent Involvement

TEA State Goals: Parent Involvement Programs

GOAL: Develop open communication with parents and community

OBJECTIVE: By May of 2009, the CISD will offer more parent *training* opportunities and communication through a variety of media, both in print and through technology

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Completion/ Evaluation
Develop more parent training initiatives for district parents	None needed	Campus Principals, District Office	September 2008	May 2009		Record of parent attendance sheets
Provide a 3-week progress report to parents of all students	\$550 local for forms and stamps	All Teachers	September 2008	May 2009		Student grades and parent contact logs
Host Registration activities for all schools	Campus facilities	Principals	August 2008	August 2009	Completed	Parent sign-in sheets
Parent TAKS conferences	Conference period and facilities	All Staff	December 2008	February 2009		Record of parents attending
Host Title I Parent Student Teacher Compact meeting	None needed	All Staff	August 2008	October 2008	Completed	Title I Parent Compact, copies of parent sign in sheets
Utilize media to keep parents informed i.e. student of the week, recognition of students, and any upcoming events	Newspaper, radio, letters home, and television \$100 local	Principals, staff	August 2008	May 2009		Copies of articles and increased evidence of teacher/campus website creation

Host Parent Nights to discuss district programs—AR, Technology, Core Area TEKS, etc.	Local	Principals, All Staff	September 2008	May 2009		Copies of parent sign-in sheets, pictures with digital camera
Host Parent Training Opportunities in the areas of dyslexia, ADD/ADHD, other special needs programs	Local	Principals, Staff, Counselors	January 2009	April 2009		Copies of parent sign-in sheets
Host Parent Meetings for Special Needs areas at least once annually—G/T, ESL, Title I	Local	Principals, G/T Teachers, ESL teachers	September 2008	May 2009		Copies of parent sign-in sheets
Communicate with parents regularly utilizing technology and Academic Planet website	ESC14, Technology	Principals, Teachers	August 2009	May 2009		Academic Websites updated weekly
Provide Family Access to parents of CISD students so that parents may view their students' grades, attendance, etc., online through Skyward	Local	Pam Alvarez, Technology Department	August, 2008	May 2009		Parent access codes distribution

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2008-2009

Effective Schools Correlate: Strong Instructional Leadership

Title I Component: Professional Development Opportunities

TEA State Goals: Staff Development

GOAL: By 2009, all students will be taught by highly qualified teachers

OBJECTIVE: By May of 2009, all staff members will have participated in at least 12 hours of staff development and be highly qualified

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Completion/ Evaluation
Comp time offered for the week of Thanksgiving for all staff who attend 12 hours of staff development at their own expense during summer 2008	Region XIV ESC; District Technology lab (Colorado City)	Staff	June 2008	November 2008	Completed	Staff development certificates, list sent to district office
TAKS Awareness Training sessions with grade level teams and principal	None needed	Staff and Principals	September 2008	October 2008	Completed	Certificates of staff development
Various TAKS training opportunities	Title I, Local, State Comp	Curriculum specialists	August 2008	April 2009		Certificates of staff development
Continue Vertical Alignment training between grade levels and campuses	Release time	Principals, Staff	August 2008	January 2009		Certificates of staff development for vertical teaming
Apply for waiver days for additional staff development	Waiver from state	Jim White, principals	July 2008	August 2008	Completed	Copy of waiver and agendas for additional days

Survey of Highly Qualified Teachers conducted and reported	Local	Principals	October 2008	October 2008	Completed	Copy of survey and report sent to TEA by electronic submission
Training for all staff in <i>Love and Logic</i>	Abstinence Grant	Principals, Janey Burke, Ouida Hargrove	January 2009	June 2009		Copies of staff rosters and signatures for attendance
Technology training in the areas of SMART technology	Rural Ed Grant, local	SMART technology personnel, Principals, Promethean training	August 2008	June 2009		Copies of staff rosters for training opportunities