



Colorado ISD

District Improvement Plan 2021-2022

Reggy Spencer, 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 2021-2022

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COLORADO INDEPENDENT SCHOOL DISTRICT GOALS FOR 2021-2022

Performance Goal 1: By 2021-2022, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Critical Success Factors: IMPROVED ACADEMIC PERFORMANCE/OPPORTUNITY TO LEARN, TIME ON TASK/ESSENTIAL SKILLS FOR SUCCESS, INCREASED USE OF QUALITY DATA TO DRIVE INSTRUCTION/FREQUENT MONITORING OF STUDENT PROGRESS

- **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.
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- **CHS Goal:** Conduct benchmark assessments at the end of each unit and then conduct a curriculum review again before the STAAR test is administered both in the fall and in the spring.
 - **CHS & Wallace Goal:** Hold tutorial sessions outside as well as inside of the school day for students in needs of additional assistance for STAAR preparations.
 - **Wallace Goal:** Provide opportunities for students to recover credits at an accelerated pace.
 - **Wallace Goal:** Hold benchmark testing, using Edmentum Accucess, for each student upon enrollment in WHS.
 - **Elementary Goal:** Provide program materials and incentives for all students to build a strong academic foundation, promote regular attendance, develop and promote parent communication through social media, google classroom and Class DoJo.
 - **Elementary Goal:** Continue the Response to Intervention program in Reading and Math for all students and targeting struggling students in the regular classroom for Tier 3 instruction.
 - **Elementary Goal:** Provide additional intervention opportunities for all students.
 - **Elementary Goal:** Through 504 continue to look for struggling readers that may need to be tested for Dyslexia.
 - **Elementary Goal:** Administer reading screenings, NWEA progress monitoring and implement STAAR Testing Strategies to help students prepare for transition to CMS.

- **Elementary Goal:** Progress monitoring each 6 weeks in Reading and Math content areas.
- **Elementary Goal:** Screen all Kindergarten and First grade students at the beginning and end of the year for dyslexia.
- **CMS Goal:** Host formative and summative assessments throughout the school year.
- **CMS Goal:** Hold after-school tutorials throughout the year.
- **CMS Goal:** Provide an extra period of instruction during the school day for all students to master the math and reading portion of the STAAR test.
- **CMS Goal:** Continue to host additional instruction through workshops presented by Region XIV.
- **CMS Goal:** To utilize NWEA testing information to assist students in academic growth and personal goal setting.
- **CMS Goal:** To disaggregate data for subgroup population to determine tutorial schedules.
- **CMS Goal:** Hold common assessments, skills checks, and progress monitoring in all major content areas.
- **CMS Goal:** Continue the Response to Intervention for students struggling early in the regular classroom.
- **CMS Goal:** Continue to utilize Reading Plus, and Education Galaxy for all grade levels.
- **CMS Goal:** Provide program materials and incentives to build strong academic foundations, promote regular attendance, and promote parent communication through social media outlets.

Performance Goal 2: 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.

(Critical Success Factors: IMPROVED ACADEMIC PERFORMANCE/OPPORTUNITY TO LEARN, TIME ON TASK/ESSENTIAL SKILLS FOR SUCCESS; INCREASED USE OF QUALITY DATA TO DRIVE INSTRUCTION/FREQUENT MONITORING OF STUDENT PROGRESS)

- **Performance indicator:** The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
 - **CHS Goal:** Administer a mixture of sheltered instruction and mainstream opportunities to help LEP students reach proficiency.
 - **Elementary Goal:** Host ESL instruction through integrated classroom instruction or pull out program with an ESL certified instructor.
 - **Elementary Goal:** To host Summer School for ESL student's grades Pk-1.
 - **CMS Goal:** Host ESL instruction through language arts classes by certified ESL instructors.
 - **CMS Goal:** Host ESL instruction through integrated classroom instruction with ESL certified teachers.

- **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: All students will be taught by highly qualified teachers.

(Critical Success Factor: INCREASED TEACHER QUALITY/CLIMATE OF HIGH EXPECTATIONS)

- Performance indicator: The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools,
 - **CHS Goal**: To have 100% of all core classes being taught by HQ teachers before the 2021-2022.
 - **Wallace Goal**: 100% of all classes are self-taught with a recognized computer based curriculum that is aligned and has the depth and rigor to drive success. This curriculum will be supplemented with tutorials, acquired through Title 1 funding.
 - **Elementary Goal**: To have 100% of all classes being taught by "highly qualified" teachers for 2021-2022
 - **CMS Goal**: 100% of all certified teachers are highly qualified for 2021-2022
- Performance indicator: The percentage of teachers receiving high-quality professional development,
 - **CHS Goal**: Provide training through region service centers, universities, and private technology companies.
 - **Elementary Goal**: Continue TEKS Resource curriculum planning teams to review and promote vertically aligned curriculum.
 - **Elementary Goal**: Provide training to utilize the NWEA data for instruction and intervention planning.
 - **CMS Goal**: Provide training for NWEA to utilize the data successfully.
 - **CMS Goal**: All staff attended "Hack the STAAR" training.
 - **CMS Goal**: Continue TEKS Resource Training from Region 14.
 - **CMS Goal**: Require additional core area training at ESC 14 in the areas of math, ELAR, and science for STAAR implementation.
 - **CMS Goal**: Continue TEKS Resource curriculum planning teams to review and promote vertically aligned curriculum.
- Performance indicator: The percentage of paraprofessionals who are qualified.
 - **CHS Goal**: 100% of paraprofessionals meet the highly qualified requirements.

- **Elementary Goal:** 95% of paraprofessionals are highly qualified.
- **Elementary Goal:** All non- highly qualified paraprofessionals will attend Para-Academy at Region 14
- **CMS Goal:** 95% of paraprofessionals are highly qualified.
- **CMS Goal:** All non-highly qualified paraprofessionals will attend Para-Academy at Region 14.

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

(Critical Success Factor: IMPROVED SCHOOL CLIMATE/SAFE, ORDERLY ENVIRONMENT; INCREASED PARENT/CMMUNITY INVOLVEMENT/POSITIVE HOME/SCHOOL RELATIONS)

- ✓ **Performance indicator:** The number of persistently dangerous schools, as defined by the State.
 - **CHS & Wallace Goal:** To work on maintaining a low number of disciplinary incidents through the use of character education, bully prevention, principal forums and abstinence.
 - **CHS Goal:** To continue to increase parent involvement in student life—academic, co-curricular as well as in extracurricular activities.
 - **CHS Goal:** Provide Incentives for students exhibiting academic excellence and/or superior character
 - **CHS & Wallace Goal:** Provide opportunity for character education, bully prevention training, drug and alcohol education and making healthy choices through community education and counseling services.
 - **WHS Goal:** Phone calls will be utilized to inform parents of student absences as well as other important events affecting students; truancy prevention measures will be in place and communicated to parents.
 - **Elementary Goal:** Promote PBIS, Character Counts and Social Skills Curriculum used school-wide, in campus morning assembly, in classrooms; as well as train staff in Bully Prevention.
 - **Elementary Goal:** Increase parental involvement in the campus community through enhanced communication through Facebook, Virtual Open House, and weekly campus updates.
 - **Elementary Goal:** Provide training and practice safety drills to provide safety for students and staff.
 - **Elementary Goal:** Provide student and staff incentives for motivation.
 - **Elementary Goal:** Security system at entrance of school to identify weapons.

- **CMS Goal:** Bully Prevention training provided by Region XIV for staff, students, and parents.
- **CMS Goal:** Increase parent involvement through academic and extracurricular Activities-Breakfast with a Buddy, Muffins with Mom, Donuts with Dad, Grandparents Day, Thanksgiving Meal, and Christmas coffee and chocolates.
- **CMS Goal:** Provide training and drills to provide safety for students and staff.
- **CMS Goal:** Skylert software will be utilized to notify parents of district events as well as student absences.
- **CMS Goal:** Train staff and students in Bully Prevention; continue Character Counts Reward System.
- **CMS Goal:** Increase parent involvement and communication through Facebook, Skylert, and email.
- **CMS Goal:** Review the Safety Audit and make necessary corrections.
- **CMS Goal:** Security system at entrance of school and bus drip off to identify weapons.
- **CMS Goal:** HALO system installed in 7th/8th bathrooms to detect vaping, fights, and cries for help.
- **CMS Goal:** Technology program to track what all students are doing while on Chromebooks. Alerts if searching inappropriate or concerning information.

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

(Critical Success Factor: INCREASED LEARNING TIME/CLEAR AND FOCUSED MISSION; INCREASED LEADERSHIP EFFECTIVENESS/STRONG INSTRUCTIONAL LEADERSHIP)

- ✓ **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.
- **CHS Goal:** Maintain high standard with regard to attendance by maintaining a constant level of communication between parents, school officials, and community members who assist in attendance issues.
- **CHS Goal:** Offer Career and Technology dual credit coursework through TSTC and WTC.
- **CHS Goal:** Enhance career pathways for all students through field trips and enhanced learning experiences.

- **Wallace Goal:** To offer students the opportunity to recover credits in order to regain good standing and return to their home district or to accelerate towards an early graduation.
- **Elementary Goal:** Establish Response to Intervention strategies to be used for struggling students.
- **Elementary Goal:** The campus Student Assistant Committee will meet at a minimum of 3 times per year to discuss each individual student's academic, mental health, behavior and overall welfare state of being.
- **Elementary Goal:** Provide educational learning experiences through field trips.
- **Elementary Goal:** Provide after school tutoring for struggling students.
- **CMS Goal:** Talent Search to encourage students to plan for the future.
- **CMS Goal:** Provide after school and during school tutorials for those students in need of additional academic help.
- **CMS Goal:** Continue Response to Intervention team and classroom for struggling students.
- **CMS Goal:** Create and maintain a grade level database, citing all data necessary to recognize students who may need additional assistance in the core areas subjects.
- **CMS Goal:** Adhering to HB4545 to help students with learning loss to achieve grade level academic successfully. It is served during the day called WIN (What I Need) time.



**10 Effective School Correlates Components
SWC-School-wide Components**

1. Comprehensive needs assessment
2. School-wide reform strategies
3. Instruction by Highly Qualified Teachers
4. High-Quality Professional Development
5. Strategies to Attract HQ Teachers
6. Strategies to increase Parental Involvement
7. Transition
8. Teacher Decision-Making Regarding Assessment
9. Effective and Timely Assistance to Students
10. Coordination and Integration

Comprehensive Needs Assessment Summary-2021-2022

Data Sources Reviewed: <ul style="list-style-type: none"> • STAAR, STAAR EOC, PBMAS, TAPR, ACT, SAT, TELPAS, Attendance, Discipline Data, RTI Data, Walkthroughs, Failure Rates, Survey Data, Campus Level Advisory Committees, Parent Participation; • 			
Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs:	Priorities What are the priorities for the district including how federal and state program funds will be used?
Demographics	Friendly, family-oriented; hometown atmosphere; lower cost of living; Diverse in culture; we have a high number of students taking dual enrollment classes through the YCC Grant;	We have an above average number of economically disadvantaged students and special education students	Increase passing rate on EOC/STAAR failures use SCE funding; Increase parent training and train educators and administrators on RTI, 504, and ARD decision making;
Student Achievement	Students can receive 3-12 college hours a year in high school; In previous years, CHS showed strengths in ELA and Postsecondary Readiness where they received a distinction in of these areas; We are strong in some of the testing areas at different grade levels but there are	Due to COVID and virtual learning in the spring of 2020, It has been challenging to recover the learning loss during the time when the students were away from school. We are implementing NWEA to check for growth and to help find the gaps in students learning so that we are able to better help	Provide early intervention at PK -3 grades to ensure all learners are meeting expectations of literacy; identify learners with special learning needs such as dyslexia as early as possible; make good decisions for learners classified 504 or special education learners; write IEP's for all learners not

	gaps and we are continuing to work on these areas.	them. We are implementing a Sylvan Program to help students that are struggling. With the passing HB4545 we are tutoring more students and preparing them to be ready for STAAR and the EOC's. CISD is working to provide students and teachers with the tools they need to recover the loss that occurred during COVID.	progressing on TELPAS; and for learners who failed any STAAR Test or EOC, teachers will be required to offer 30 hours of tutoring per HB4545.
School Culture and Climate	We have added more cameras and installed the security scan systems at all main entrances at all buildings. We use Ident-A-Kid Visitor Management System at the CES, CMS & CHS for all guests that check into the school; we have a report bullying form on the homepage of our district webpage for students, teachers, parents to report bullying	We have students that have experienced bullying	Parents will receive information and processes regarding bullying and procedures to follow; Counselors will train staff on protocols in creating an anti-bullying environment in the classroom, locker room, playground, cafeteria; Administration will bring in guest speakers to speak to students about bullying
Staff Quality/Professional Development	89% of the staff in CISD is highly qualified; Colorado Elementary is 100% ;CMS is 92%; CHS is 74% ; Wallace is 100%	Continue to seek highly qualified staff	Provide incentives for teachers that will be certified in critical needs areas
Curriculum, Instruction, Assessment	We have a RTI process in place; educators have autonomy in their planning; we have strong literacy libraries at the elementary and middle school campus; we have benchmark assessments in all subject areas; we have 3 week common assessments in all subjects areas that are required; NWEA Map Growth is being	Train new staff to use the TEKS Resource System for vertical and horizontal alignment; Train teachers to use Eduphoria to assist with creating their 3 week assessments; Train teachers in using NWEA to utilize their data.	Monitor to see that curriculum is horizontally and vertically aligned; provide appropriate curriculum documents to campuses for effective planning and instruction; continue the use of the Fundamental Five in all areas of instruction.

	utilized; District Wide TEKS Resource System		
Family and Community Involvement	Average parental involvement; Parents have access to Family Access, Website, Twitter Facebook, and Skylert	Educate parents on technology use in the school and in the area of literacy; We need to get more parents involved in activities with their children	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools
School Context and Organization	Educators and administrators have data in which to drive decision-making; Administrators are required to do Walkthroughs at least 2 times a semester for each teacher.	Opportunities for small individual and small group differentiated instruction is needed; training on instructional strategies is needed	Provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective strategies or best practices and use data to implement strategies for appropriate activities
Technology	CISD has approximately 800 to 900 devices on our system each day; there is a high level of technology use in our district; all CHS Students have laptops and use lab classroom computers; grades 6-8 CMS students have chrome books and lab computers that are used; grades K-4 have Chromebook stations in their rooms and use lab computers as well; there are also devices that are used by staff such as iPads and phones for email and other classroom use apps.	Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services; replenish technology that is out of dat.	Expand Wi-Fi capability; Begin to replace technology in cycles



Fund Sources SWC #10

Colorado ISD

Title 1, A	\$254,362
Perkins	
SCE	
Local	
Special Ed	\$580,656
Rural and Low Income School Program	\$20,366
Migrant	
GT	
CTE	
ESSER II	\$882,655

All districts and campuses are labeled *Not Rated: Declared State of Disaster for 2021*

Colorado ISD 2021 Domain 1 STAAR Data (Snapshot)													
		Approaches Grade Level			Meets Grade Level			Masters Grade Level			Domain 1 Average		
		District	Region	State	District	Region	State	District	Region	State	District	Region	State
Reading	Grade 3	52%	70%	68%	24%	41%	38%	9%	20%	19%	28%	44%	42%
	Grade 4	49%	63%	63%	24%	37%	36%	14%	18%	18%	29%	39%	39%
	Grade 5	64%	73%	72%	47%	44%	45%	26%	29%	30%	46%	49%	49%
	Grade 6	59%	63%	61%	25%	30%	31%	7%	13%	14%	30%	35%	35%
	Grade 7	64%	69%	68%	37%	44%	44%	20%	25%	25%	40%	46%	46%
	Grade 8	71%	75%	72%	42%	46%	45%	15%	21%	21%	43%	47%	46%
	English I	50%	71%	66%	39%	55%	50%	4%	13%	12%	31%	46%	43%
	English II	88%	75%	70%	73%	62%	57%	8%	10%	11%	56%	49%	46%

Mat h	Grade 3	53%	64%	61%	16%	32%	30%	7%	14%	14%	25%	37%	35%
	Grade 4	51%	61%	58%	24%	36%	35%	16%	21%	21%	30%	39%	38%
	Grade 5	89%	72%	69%	62%	43%	43%	26%	23%	24%	59%	46%	45%
	Grade 6	61%	70%	66%	25%	35%	34%	7%	13%	14%	31%	39%	38%
	Grade 7	43%	58%	54%	14%	27%	25%	3%	11%	11%	20%	32%	30%
	Grade 8	87%	65%	60%	73%	38%	35%	35%	10%	10%	65%	38%	35%
	Algebra I	92%	80%	72%	49%	46%	41%	26%	23%	23%	56%	50%	45%
Scie nce	Grade 5	70%	63%	61%	34%	29%	30%	11%	11%	12%	38%	34%	34%
	Grade 8	69%	71%	67%	44%	43%	42%	30%	21%	23%	48%	45%	44%
	Biology	70%	85%	81%	43%	56%	54%	9%	16%	22%	41%	52%	52%
Soci al Stud ies	Grade 8	69%	58%	56%	44%	27%	27%	24%	12%	13%	46%	32%	32%
	US History	94%	92%	88%	78%	75%	69%	46%	49%	43%	73%	72%	67%
Writ ing	Grade 4	40%	54%	53%	15%	27%	26%	4%	8%	8%	20%	30%	29%
	Grade 7	55%	65%	61%	26%	33%	31%	3%	8%	9%	28%	35%	34%
OVERALL AVERAGE											40%	43%	41%

All districts and campuses are labeled *Not Rated: Declared State of Disaster* for 2021

State Accountability Data Tables Student Performance by Year

	Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	2018	18-19	20-21	2018	18-19	20-21	2018	18-19	20-21

All Students by Race Economic Status	All Students	73	73	66	43	41	39	17	15	16
	African American	63	49	51	36	29	31	14	12	9
	Hispanic	70	71	58	40	39	29	15	13	11
	White	78	78	75	48	46	49	19	18	22
	Econ. Disadvan.	66	65	55	35	33	28	11	12	10

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		2018	18-19	20-21	2018	18-19	20-21	2018	18-19	20-21
EL A/ Reading in g	All Students	71	70	62	41	41	38	13	13	13
	African American	59	42	42	33	29	27	15	11	4
	Hispanic	68	69	54	37	37	26	11	9	8
	White	76	76	73	46	46	51	15	19	19
	Econ. Disadvan.	64	62	51	34	33	28	10	10	7

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		2018	18-19	20-21	2018	18-19	20-21	2018	18-19	20-21
M at h	All Students	81	79	68	50	46	38	24	21	17
	African American	71	54	50	40	32	50	14	14	17
	Hispanic	79	77	60	47	42	60	20	18	9
	White	86	86	79	55	53	79	29	24	24
	Econ. Disadvan.	76	72	59	41	36	59	16	16	12

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		2018	18-19	20-21	2018	18-19	20-21	2018	18-19	20-21
Writing	All Students	56	53	50	37	19	23	7	3	3
	African American	*	22	25	*	0	0	*	0	0
	Hispanic	*	57	49	*	22	24	*	4	7
	White	*	56	52	*	20	26	*	2	0
	Econ. Disadvan.	*	47	36	*	20	13	*	4	3

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		2018	18-19	20-21	2018	18-19	20-21	2018	18-19	20-21
Science	All Students	69	76	71	38	46	42	16	15	18
	African American	*	60	67	*	30	42	*	10	8
	Hispanic	68	72	58	38	46	27	17	16	10
	White	71	82	83	42	49	54	17	18	26
	Econ. Disadvan.	58	68	63	28	39	27	9	12	11

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		2018	18-19	20-21	2018	18-19	20-21	2018	18-19	20-21
Social Studies	All Students	74	71	82	41	38	60	17	15	33
	African American	*	67	75	*	44	50	*	22	13
	Hispanic	78	65	78	44	39	53	19	16	31
	White	71	76	85	46	34	66	19	10	38
	Econ. Disadvan.	68	64	72	29	32	50	11	13	26

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective Schools Correlate: *Improved School Climate/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 2022, discipline referrals will be reduced by 5%

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Title I SWC	Completion/ Evaluation
Recognize students for positive behavior on a regular basis	Local	Staff	August 2021	May 2022	Ongoing		Newspaper articles; bulletin boards; programs; teacher logs, social media

Provide guest speakers on the prevention of drug abuse, bullying, and dating violence.	Local; Region 14	Principals; Counselors	August 2021	May 2022	Ongoing	10	Dates of programs; sign in sheets of students attending
Monitor the District Wide Crisis Intervention Plan	Local	Asst. Superintendent; Principals	August 2021	May 2022	Ongoing	10	Record of planned events to practice the crisis plan
Training in CPI, TBSI, Child Abuse Prevention, Suicide Prevention	Local; Region 14; EduHero	Principals; Asst. Superintendent	August 2021	Dec. 2021		10	Training records; Registry with ESC 14
Provide transition awareness sessions for students who will “graduate” from each school	Local; WCTSSA	Principals, Counselors	August 2021	May 2022		7	Trip requests for campus visits, records of student sessions at new schools,
Provide and support programs which promote school discipline, school culture and character development in order to reduce	Skyward; Local	Principals; Counselors; Staff	August 2021	May 2022			Dates of programs; Discipline records; Attendance sheets

Code of Conduct Violations							
Coordinate safety/health training for all district employees	Local; Mitchell County Hospital	District Nurse, Principals	August 2021	May 2022		10	Safety/Health training yearly; copies of staff training rosters
Disaggregate data from PEIMS discipline report for RDA review	Local	Principals; Asst. Superintendent	August 2021	June 2022			RDA report to TEA or on file in the district, as required
Review and implement necessary concerns from Safety Audits	Local; Region 14	Principals	August 2021	May 2022	Ongoing	10	Correct safety issues to meet the requirements of the external safety audit
Emergency Drills to provide campus security	Local; Local Law Agencies	Principals	August 2021	May 2022	Ongoing	10	Documentation of dates and drills during the school year
Maintain effective reporting, and monitoring of student absenteeism.	Skyward	Principals; Secretaries	August 2021	May 2022			Review of attendance records; Progress Reports; Attendance Policy on Website
Ensure compliance with requirements of Title IX (gender equity)	Local	Superintendent; Administrators, Counselors, AD, Coaches	August 2021	May 2022	Ongoing		Training Certificates on file for Title IX; Forms on Website

Provide buildings and classrooms with secure systems; maintain clean buildings to help prevent the spread of contagious virus	Local, ESSERII,III	Administration; Principals;	September 2021	May 2022	Ongoing		Purchase Orders for Supplies; Cameras, Vape Detectors
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COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective Schools Correlate: Increased Learning Time/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 with college academic hours or a certification in a technical field.

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	Title I SWC	Completion/ Evaluation
Inform the public about graduation requirements and HB 5	Local	Principals, Counselors	August 2021	May 2022		6,7,8	Sign-in sheets, copies of parent signatures from meetings
Review RDA documentation about completion rates	Local	RDA team	August 2021	June 2022		7,8,9	CIP on file
Assist students and parents in planning for continuing education/training in a chosen field of study by guiding them into a career pathway to aid in their career selection	Local	Counselor	August 2021	May 2022		6.7	Number of graduates enrolled in higher education or technical school

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective Schools Correlate: Increased Teacher Quality/Climate of High Expectations

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

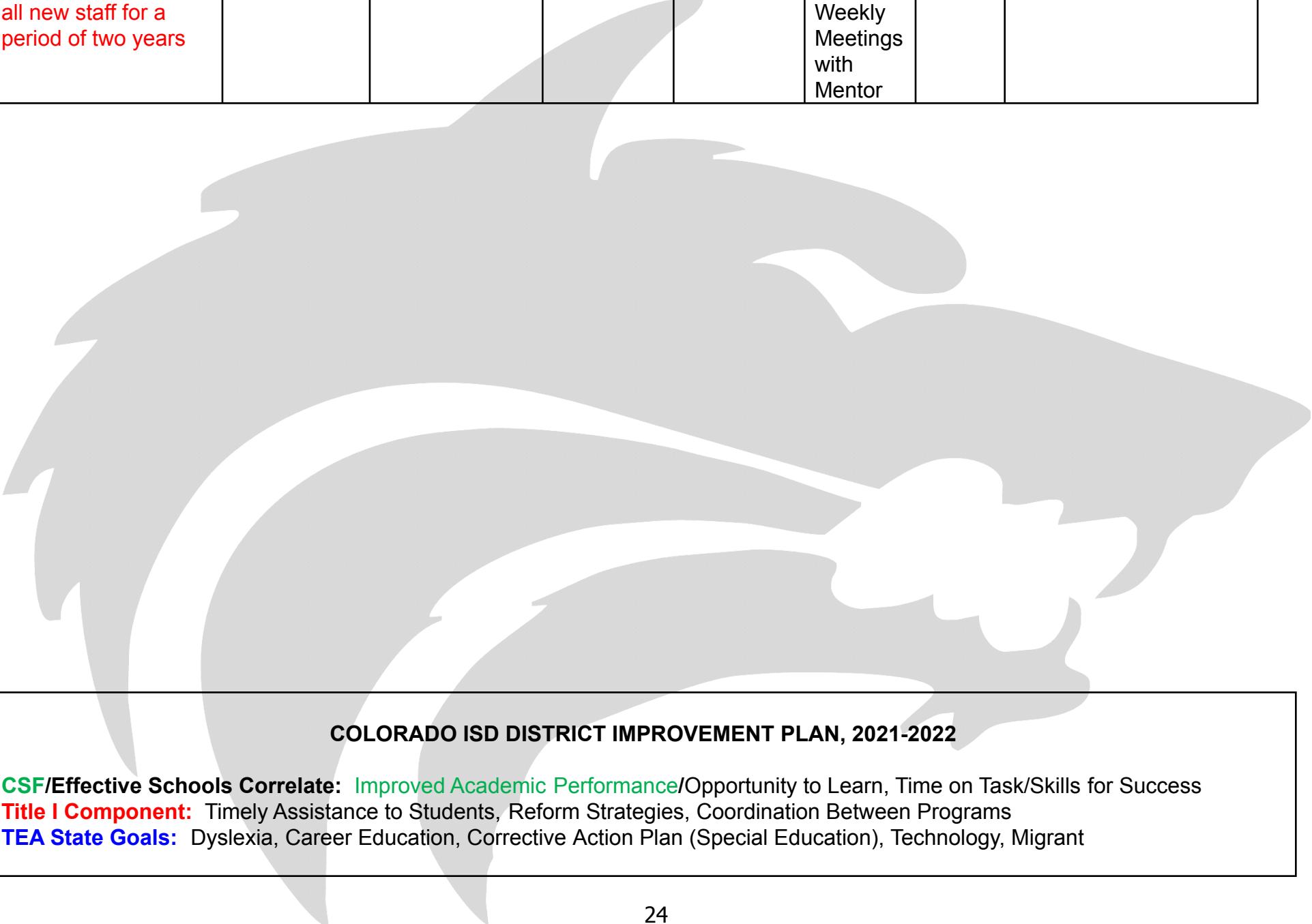
TEA State Goals: STAAR Programs for Success in Reading, Writing, Math, Social Studies, Science

GOAL: By 2022, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; all students will be taught by Highly Qualified Staff in all subject areas.

OBJECTIVE: By May of 2022, students in all content areas, all subgroups, and all disability levels will demonstrate a 3% increase in STAAR scores; CISD will be 100% Highly Qualified in all subject areas.

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Title I SWC	Completion/ Evaluation
Utilize the services of Region 14, Region 17, Region 18, Region 15 and the District Web Page to attract Highly Qualified Teachers	Region 14; Region 17; Region 18; Region 15' CISD Web Page	Principals; Business Office; Technology Coordinator	August 2021	May 2022	Ongoing	5	Applications from applicants on file in Central Office
Attend Teacher Job Fairs to look for highly qualified candidates	Local	Principals; Asst. Superintendent	April 2022	July 2022		5	Applications from job fairs on file in central office
Recruit and retain quality employees through a competitive and responsive compensation package to include salary, benefits, and incentives;	Local, State, ESSER II, III	Local School Board; Superintendent Principals	August 2021	May 2022	Ongoing	5,3	Mentor Program for New Teachers, Retention of Teachers, Employment of New Staff
Provide mentors and induction training to	Local TTESS	Principal; Administration	August 2021	May 2022	6 Week Logs;	5	Teacher Retention; Teacher Evaluation

all new staff for a period of two years					Weekly Meetings with Mentor		
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COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective Schools Correlate: Improved Academic Performance/Opportunity to Learn, Time on Task/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, Migrant

GOAL: To provide optimal time for learning in the content and program areas							
OBJECTIVE: By May of 2022, students will demonstrate a 2% increase in STAAR scores in the core areas							
Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Title I SWC	Completion/ Evaluation
Counselor and Advisors planning pathways with students and reviewing them annually	None needed	Principals, Counselors	October 2021	May 2022	Start and end of School	9	Minutes of campus meeting, teacher input; Logs of meetings with students
Continuation of Response to Intervention Teams to address at risk students	SCE. Local, WCTSSA funds	Principals, Counselors, Staff Members representing each program area	August 2021	May 2022	Every 6 weeks	9,2	RTI for students scoring low on assessments; schedule for Tiers I, II, and III
Tutorials after and before school; utilizing Math and Reading Programs; STAAR Programs	Rural, SCE, Local, ESSERII, III	Principals, Counselors, Teachers	Sept. 2021	June 2022	Monday nights; Spring Semester	9,2	Evaluation reports to the state, attendance records
Continue dyslexia intervention at early grades	SCE, ESSER III	Principals, Counselors, Testing Coordinators	September 2021	May 2022		9,10	Testing results from dyslexia referrals; schedules of service
Reduce number of referrals to special education by .5%, through continued use of RTI staff	Special Education, WCTSSA,	Principals, Teachers, RTI Teams	August 2021	May 2022		9,2,10	Establish RTI programs, copies of files and attendance for RTI, records of reduced placement and referrals to special ed

Implement Computer Assisted Instruction in core content areas to facilitate student learning	Local; Title I	Principals, Tech Department	August 2021	May 2022	Continuing		PO's for Programs; Report Cards, STAAR Results, Benchmarks
Offer field trips to area colleges to be introduced to career fields	Local, CATE	High School Principal, Counselors, Staff	October 2021	May 2022		7	List of students who attended field trips
<i>PFS Action Plan has been added as an Addendum to address the needs of Migrant Students.</i>	<i>MEP Funds</i>	<i>Migrant Service Coordinator, Campus Principals</i>	<i>August 2021</i>	<i>May 2022</i>	<i>Ongoing</i>	<i>10,6.7, 9</i>	<i>Local Needs Assessment/Evaluation</i>
Disaggregate data for all students, including those with special needs through common assessments	Eduphoria Program; NWEA, Local,	Principal, Counselors, & Staff	August 2021	May 2022	Every 3 weeks	9,8	Evaluation check list for At Risk students; review of Special Needs students to determine campus goals
Individual STAAR counseling for each student	STAAR/EOC	Principals; Counselors; Teachers	August 2021	May 2022	Start of school and after results arrive		STAAR folder on each student who is at risk
Provide tutorial sessions before and after school, in the evening, or during the summer; Academy Time/RTI Intervention	SCE Funds; Rural Grant; ESSER II,III	Principals; Staff	September 2021	June 2021	Ongoing		Records of attendance; Rural and SSI applications for funding; Evaluations
Focus on curriculum in all core areas; purchasing supplies; manipulatives; additional texts	Title I, State, Local; ESSERIII	Principals; Asst. Supt.	September 2021	May 2022		2, 9	Records of PO's for ELA and Math, Science, and Social Studies Supplies

Continue TEKS Resource System Curriculum in all areas K-12	Local	Principals; ESC 14	September 2021	May 2022		2	PO's of supply order; Contract with Region 14
Provide for 2 RTI/Dyslexia teachers	Title 1, ESSER III	Principals; Teachers	August 2021	May 2022	Weekly checks of students; Progress Monitoring	9,10	STAAR Scores; TPRI Results; Report Cards
Contract with ESC for Tech Assistance	Title I	Business Manager; Asst. Supt.	Quarterly		ESSA Compliance Reports; Evaluation Reports to State		
Integrate technology into all curriculum areas such as laptops, iPad, chrome books for each student	CATE, Local, Title 1, ESSER II, III	Principals, Technology, Teachers	August 2021	May 2022	Lesson Plans	2	State Assessments; Report Cards; Grades, Credits
Provide Sylvan Learning Program to students that are in need of assistance in Reading and Math	ESSER III, Sylvan Program	Administration, Teachers, Principals	November 2021	June 2022	Progress Reports	9,2	Sylvan records, reports

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective School Correlate: Increased Use of Quality Data to Drive Instruction/Frequent Monitoring of Student Progress

Title I Components: Assessing Needs

TEA State Goals: STAAR 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 2021, 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	Title I SWC	Completion/ Evaluation
Develop District and Campus Improvement Plans based on student needs	Local	Superintendent Principals, DLAC and CLAC Members	September 2021	October 2021	As needed	1	Board approval of District and Campus Plans
Disaggregate data for all students through comprehensive data chart	None needed	Principals; Teachers; Counselors	September 2021	October 2021		8,9	Review of student data after each assessment; Evaluation check list for At Risk students
Administer benchmark tests in the area of STAAR	Local--\$1000 for Eduphoria software	Principals, Counselors, Teachers	November 2021	January 2022	Fall and Spring	8,9	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	SCE, Title I, Migrant funding	Counselor, Migrant Service coordinator	Each 6 weeks	May 2022		8,9	List of programs and students; migrant service provision table, progress reports and report cards

Review PBMAS report in those areas scoring a 2 or higher for submission to TEA	Local	Principals; Asst. Superintendent	October 2021	November 2021			Report kept on file in district office with possibility of audit by TEA
Determine best testing choices for students with disabilities	Local	Principals, Parents, ARD Committees, Testing Coordinator	September 2021	May 2022		8,9	ARD decisions, numbers of STAAR Modified, STAAR Alt, STAAR Accommodated on file with district testing coordinator

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective Schools Correlate: Increased Parent/Community Involvement/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 2022, the CISD will offer at least 1 parent *training* opportunity and communication through a variety of media, both in print and through technology

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Title 1 SWC	Completion/ Evaluation
Develop more parent training initiatives for district parents	None needed	Campus Principals, District Office	September 2021	May 2022		6	Record of parent attendance sheets
Parent EOC/STAAR conferences	Conference period and facilities	All Staff	September 2021	July 2022		6	Record of parents attending
Host Title I Parent Student Teacher Compact meeting	None needed	All Staff	September 2021	May 2022	Fall and Spring	6,10	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 2021	May 2022		6	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 2021	May 2022		6	Copies of parent sign-in sheets, pictures on district website
Host Parent Training Opportunities in the areas of dyslexia, ADD/ADHD, other special needs programs	Local	Principals, Staff, Counselors	August 2021	April 2022		6	Copies of parent sign-in sheets
Host Parent Education & Support for Special Needs areas at least once annually—G/T, ESL, Title I	Local	Principals, G/T Teachers, ESL teachers	September 2021	May 2022		6,10	Copies of parent sign-in sheets

Communicate with parents regularly utilizing technology to provide instant communication to families through e-mail, text and phone; updated district website and SkyAlert system	ESC14, Technology Local	Principals, Teachers, Secretaries	August 2021	May 2022		6	Academic Websites updated frequently, Record of messages sent to families through electronic access
Provide Family Access to parents of CISD students so that parents may view their students' grades, attendance, etc., online through Skyward	Local	Technology Director, Technology Department; Teachers	August 2021	May 2022		6	Parent access codes distribution
Offer Parent Survey through the CISD website once yearly to determine needs for following school year	Local	Technology Director, Principals	May 2022	May 2022		6	Results of parent survey review by Campus Leadership Teams
Parent conferences to discuss reading success initiative.	Conference period and facilities	PreK-2 Teachers	August 2021	May 2022		6, 9	Record of parents attending

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2021-2022

CSF/Effective Schools Correlate: **Increased Leadership Effectiveness/Strong Instructional Leadership**

Title I Component: Professional Development Opportunities

TEA State Goals: Staff Development

GOAL: By Fall 2021, all students will be taught by highly qualified teachers

OBJECTIVE: By May of 2022, 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	Title I SWC	Completion/ Evaluation
Various STAAR/EOC training opportunities	Region 14	Principals	August 2021	April 2022		4	Certificates of staff development
Continue Vertical Alignment training between grade levels and campuses	Release time	Principals, Staff	August 2021	June 2022		4,8	Certificates of staff development for vertical teaming
Apply for waiver days for additional staff development	Waiver from state	Superintendent	July 2021	July 2022		4	Copy of waiver and agendas for additional days
Continue using <i>Fundamental Five</i> for classroom procedural structure to increase student performance	Local;	Administration	September 2021	May 2022		4,2,8	Principal walkthroughs, PDAS; Administrative Team Powerwalks
Use of EduHero PD	EduHero Program	Principals, Admin	August 2021	June 2022		4, 8	Certificates of PD on EduHero

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or nation origin.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920*

Addendum
CISD District Improvement Plan: State and Federal Mandates

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
All campuses will implement and support CISD anti-bullying policies, guidelines and procedures designed to reduce bullying	Campus Budgets	Campus Principals and Counselors	Discipline Reports
The elementary campus will implement a bullying prevention program	Region 14	Campus Principals and Counselors	Programs and Counselor lessons
All school staff members will be trained in the CISD bullying reporting protocol	Campus Budgets	Campus Principals and Counselors	Discipline Reports
Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying	Local Funds	Campus Principals and Counselors	Discipline Reports and Agendas

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting Child Abuse at the beginning of the year	Region 14; TEA provided training	Campus Principals and Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

All school staff members will follow the CISD Child Abuse Reporting Protocol	Region 14; TEA provided training	Campus Principals and Counselors	Counselor Documentation
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Coordinated Health – SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 2 times per year	Student Services Budget	Nurse	Minutes, Agendas, Sign-In Sheets
The council will provide the CISD Board an annual report of their activities for the year	Student Services Budget	Nurse	Board Agenda – Presentation by SHAC Chair
Communicate SHAC updates to stakeholders including staff and parents	SHAC Meeting minutes are provided to Administration for updates communicated	Nurse	Newsletters, Websites

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Secondary schools will provide on-going staff training on relationship abuse awareness, detection and prevention	PEIMS Data, Counselors, Parents, and Campus Administrators	Campus Counselors and Administrators	Discipline Referrals, Campus Reports
Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships	PEIMS Data, Counselors, Parents, and Campus Administrators	Campus Counselors and Administrators	Discipline Referrals, Campus Reports

Discipline Management

Strategies	Resources	Staff Responsible	Evaluation
Disaggregate discipline data to identify training needs and issues related to the learning environment	Discipline Data	Campus Principals; Assistant Superintendent	Discipline Report
Maintain acceptable percentage related to state target of In-School Suspension placements and DAEP within all subpopulations	Campus Discipline Records; State Guidelines	Campus Principals; Assistant Superintendent	Discipline Report

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
Provide ongoing staff training on drug and relationship abuse awareness, detection and prevention	PEIMS Data, Counselors, Parents and Campus Administrators	Counselors and Campus Administrators	Discipline Referrals, Campus Reports
Red Ribbon Week and Drug Awareness is recognized though out the district in the month of October	Local	Counselors and Campus Administrators	Red Ribbon Week Plans

Gifted and Talented

Strategies	Resources	Staff Responsible	Evaluation
Establish a GT parent/community advisory committee to support and assist in GT Services planning and improvements that emphasize key components of the Texas State Plan.	GT Staff	Counselors and Campus Administrators; Asst. Superintendent	Committee Meeting Dates, Agenda, and Minutes
Develop and implement an annual review process to measure the effectiveness of GT services	GT Staff	Counselors and Campus Administrators; Asst. Superintendent	Annual Report
Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners(including 30 hours of GT Training and annual 6 our update)	GT Staff	Counselors and Campus Administrators; Asst. Superintendent	Written Professional Learning Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
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Provide testing information and guide teachers through the certification process as needed	State Testing Website, Testing Schedule and Test Prep Guides	Asst. Superintendent	Teacher Test Scores
Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being	Local Funds	Campus Principals; Asst. Superintendent	Teacher Retention Rate; Teacher Exit Interviews

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
High school campuses will provide college and post high school information to all students	Local funds	Counselors	Graduation Plans, and Post-Secondary Acceptance Data
High school students will complete the financial aid process	Counselors	Counselors	Student PELL Application Completion Data
All 6-12 grade students will be assigned a Career Cruising account for the purpose of researching college and career options and interests.	Local funds	Counselors; CTE Educators; Special Ed Educators;	User Account Report
Counseling and career guidance will be available to help students with certification and technical opportunities	Campus Budget	Counselors; HS Principals	Career Pathway Graduation Plans
Parent meetings will be scheduled to provide awareness and financial assistance	Campus Budgets	Counselors; HS Principals	Participation Data and Participant Surveys

College and Career Day will be an opportunity to offer opportunities for students to visit with college recruiters and businesses	Campus Budgets	Counselors	Participation Data and Participant Surveys
College recruiters will be given a venue to meet with students throughout the school year	Campus Budgets	Counselors	Schedule of Recruiter Visits
Dual Credit will be available to all students	Perkins Grant; Local Funds	Counselors	Number of Students enrolled in dual credit courses, number of students passing dual credit courses
Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students	Campus Budgets	Administrators; Asst. Superintendent; Counselors	Student surveys and graduation tracker data
Create a culture of college and redefine post-secondary education in order to best serve all students	Campus Budgets	Administrators; Asst. Superintendent; Counselors	Student surveys and graduation tracker data
Align college readiness assessments and design academic intervention to ensure college readiness for all	Campus Budgets	Administrators; Asst. Superintendent; Counselors	Student surveys and graduation tracker data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in the CISD Suicide Prevention Protocol	Campus Budget	Campus Principal and Counselors	Training and Sign-In Sheets, Training Agendas

All staff members will be trained in State Suicide Prevention Training	Region 14	Campus Principal and Counselors	Training and Sign-In Sheets, Training Agendas
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Addendum
Colorado ISD Priority for Service Action Plan for Migrant Students

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Colorado ISD receive interventions in order to succeed in school.	Objective(s): CISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.
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Required Activities	Timeline	Person(s) Responsible	Documentation
Monthly, run NGS Priority for Service reports to identify migrant children and youth who require priority access to MEP services	July 2021-2022	ESC 14 MEP Staff	NGS Reports
Before the first day of school, develop a PFS Action Plan for servicing PFS students. The plan	August -September 2021	ESC 14 MEP STAFF, LEA Staff	PFS Action Plan

must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports	August 2021-July 2022	LEA Staff	NGS Reports, Email Communications, PFS Criteria
During the academic calendar, the Title1, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority of Service Criteria	August 2021-July 2022	LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
During the academic calendar, the District Title I, Part C Migrant Coordinator or MEP staff will make individual home and or community visits to update parents on the academic progress of their children.	August 2021-July 2022	LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms
The District's Title I, Part C Migrant Coordinator or MEP Staff will use the PFS Reports to give priority placement to these students in migrant education program activities	August 2021-July 2022	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms
The Districts Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/ agencies.	August 2021-July 2022	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Forms
The Districts Title I, Part C Migrant Coordinator or MEP staff will	August 2021-July 2022	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Forms

determine what federal, state, or local programs serve PFS students			
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