



Colorado ISD

District Improvement Plan 2022-2023

Dr. Larry Polk, 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 2022-2023

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COLORADO INDEPENDENT SCHOOL DISTRICT GOALS FOR 2022-2023

CISD 3rd grade students that score “Meets” grade level or above on STAAR Reading will increase from 21% to 45% by June 2024. See attached charts for more explanation.

CISD 3rd grade students that score “Meets” grade level or above on STAAR Math will increase from 32% to 49% by June 2024.

CISD graduates that meet the criteria for CCMR (College, Career, and Military Readiness) will increase from 70% to 75% by August 2024.

CISD Safety & Security/Facility Maintenance/Improvements

----CISD Board of Trustees HB3 Goals Established in 2019-2020; Ratified 08/2022

Performance Goal 1: By 2022-2023, 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.
 - **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 need 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 Accuccess, for each student upon enrollment in WHS.

- **CES/CMS Goal:** Host formative and summative assessments throughout the school year.
- **CES/CMS Goal:** Hold after-school tutorials throughout the year.
- **CES/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.
- **CES/CMS Goal:** Continue to host additional instruction through workshops presented by Region XIV.
- **CES/CMS Goal:** To utilize NWEA testing information to assist students in academic growth and personal goal setting.
- **CES/CMS Goal:** To disaggregate data for subgroup population to determine tutorial schedules.
- **CES/CMS Goal:** Hold common assessments, skills checks, and progress monitoring in all major content areas.
- **CES/CMS Goal:** Continue the Response to Intervention for students struggling early in the regular classroom.
- **CES/CMS Goal:** Continue to utilize Progress Learning for all grade levels.
- **CES/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.
 - **CES/CMS Goal:** Host ESL instruction through language arts classes by certified ESL instructors.
 - **CES/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 for 2022-2023.
 - **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.
 - **CES/CMS Goal:** To have 100% of all classes taught by certified teachers for 2022-2023

- Performance indicator: The percentage of teachers receiving high-quality professional development,
 - **CHS Goal:** Provide training through region service centers, universities, and private technology companies.
 - **CES/CMS Goal:** Provide training for NWEA to utilize the data successfully.
 - **CES/CMS Goal:** Continue TEKS Resource Training from Region 14.
 - **CES/CMS Goal:** Require additional core area training at ESC 14 in the areas of math, ELAR, and science for STAAR implementation.
 - **CES/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.
 - **CES/CMS Goal:** 95% of paraprofessionals are highly qualified.
 - **CES/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/COMMUNITY 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.
 - **CES/CMS Goal:** Bully Prevention training provided by Region XIV for staff, students, and parents.
 - **CES/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.
 - **CES/CMS Goal:** Provide training and drills to provide safety for students and staff.
 - **CES/CMS Goal:** Apptegy and Remind software will be utilized to notify parents of district events as well as student absences.
 - **CES/CMS Goal:** Train staff and students in Bully Prevention; continue Character Counts Reward System.
 - **CES/CMS Goal:** Increase parent involvement and communication through Facebook, Apptegy, Remind, and email.
 - **CES/CMS Goal:** Review the Safety Audit and make necessary corrections.
 - **CES/CMS Goal:** Security system at entrance of school and bus drip off to identify weapons.
 - **CES/CMS Goal:** HALO system installed in 7th/8th bathrooms to detect vaping, fights, and cries for help.

- **CES/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 the National Center for Education Statistics reports on Common Core of Data.
- ✓ **Performance indicator:** The percentage of students who dropout 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 the National Center for Education Statistics reports on Common Core of Data.
- **CHS Goal:** Maintain high standards 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.
- **CES/CMS 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.
- **CES/CMS Goal:** Provide educational learning experiences through field trips.
- **CES/CMS Goal:** Talent Search to encourage students to plan for the future.
- **CES/CMS Goal:** Provide after school and during school tutorials for those students in need of additional academic help.
- **CES/CMS Goal:** Establish MTSS procedures for struggling students.
- **CES/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.
- **CES/CMS Goal:** Adhering to HB4545 to help students with learning loss to achieve grade level academic success. 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-2022-2023

Data Sources Reviewed:			
<ul style="list-style-type: none"> STAAR, STAAR EOC, TAPR, ACT, SAT, TELPAS, Attendance, Discipline Data, MTSS 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 district;	We have an above average number of economically disadvantaged students and special education students	Increase passing rate on EOC/STAAR failures use SCE and TCLAS 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. We are strong in some of the testing areas at different grade levels but there are gaps and we are continuing to work on these areas. The District was rated a B for the 21-22 school year. All campuses received a B.	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 them. We are implementing a Sylvan Program to help students that are struggling. With the passing of 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.	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 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 RAPTOR Visitor	We have students that have experienced bullying	Parents will receive information and processes regarding bullying and procedures to follow; Counselors will train staff on

	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		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 93% ;CMS is 89%; CHS is 85%	Continue to seek highly qualified staff	Provide incentives for teachers that will be certified in critical needs areas
Curriculum, Instruction, Assessment	We have a MTSS 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 utilized; District Wide TEKS Resource System	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.
Family and Community Involvement	Average parental involvement; Parents have access to Family Access, Website, Twitter Facebook, and REMIND	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. There is a need for more family nights or assistance with homework at the CES/CMS level.	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools. We are going to work on getting assistance to parents that are needing help with homework.
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 each week for AP's and 5 times each week for Principals for campus teachers who are Tiered.	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 date.	Expand Wi-Fi capability; Begin to replace technology in cycles

Fund Sources SWC #10

Colorado ISD

Title 1, A \$278,66
Rural and Low Income School Program \$25,253
Migrant \$2653
Special Education \$644,931
GT \$2000
Bilingual/ESL \$ 15,178
CTE \$498,302
ESSER II \$882,655
ESSER III \$1,321,545
School Action Fund Grant \$200,000
TCLAS \$302,799
Strong Foundations Literacy Grant \$70,000
Blended Learning Grant \$196,000
Teacher Leadership Grant \$30,000
Mentor Program Allotment \$15,000
Silent Panic Alert Technology Grant \$5714

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		81	B
STAAR Performance	47	79	
College, Career and Military Readiness	45	74	
Graduation Rate	100	100	
School Progress		91	A
Academic Growth	79	91	A
Relative Performance (Eco Dis: 62.5%)	46	79	C
Closing the Gaps	61	79	C

Distinction Designations

X Postsecondary Readiness

2022 Domain 1 STAAR Data

		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	82%	72%	75%	41%	44%	50%	21%	24%	30%	48%	47%	52%
	Grade 4	63%	68%	76%	29%	42%	53%	14%	20%	28%	35%	43%	52%
	Grade 5	80%	74%	80%	44%	48%	56%	36%	28%	36%	53%	50%	57%
	Grade 6	68%	64%	67%	52%	34%	40%	30%	17%	21%	50%	38%	43%
	Grade 7	82%	78%	76%	56%	51%	52%	28%	32%	35%	56%	54%	54%
	Grade 8	85%	78%	80%	59%	52%	54%	40%	32%	35%	61%	54%	56%
	English I	68%	69%	63%	45%	55%	48%	2%	11%	11%	38%	45%	41%
	English II	77%	79%	71%	61%	65%	57%	2%	9%	9%	47%	51%	46%
Math	Grade 3	59%	64%	69%	33%	32%	41%	8%	13%	20%	33%	36%	43%
	Grade 4	65%	57%	67%	23%	30%	40%	5%	15%	22%	31%	34%	43%
	Grade 5	76%	65%	75%	29%	34%	45%	11%	15%	23%	39%	38%	48%
	Grade 6	80%	68%	70%	34%	29%	35%	5%	10%	14%	39%	36%	40%
	Grade 7	59%	60%	56%	17%	28%	27%	5%	11%	11%	27%	33%	31%
	Grade 8	90%	64%	69%	65%	30%	37%	29%	9%	13%	61%	34%	40%
	Algebra I	87%	78%	69%	69%	45%	41%	46%	27%	25%	67%	50%	45%
Science	Grade 5	47%	57%	63%	9%	29%	35%	2%	12%	16%	19%	33%	38%
	Grade 8	74%	67%	71%	41%	34%	42%	24%	14%	22%	46%	38%	45%
	Biology	85%	87%	82%	50%	60%	56%	50%	20%	22%	62%	56%	53%
Social Studies	Grade 8	66%	55%	57%	38%	23%	28%	25%	12%	17%	43%	30%	34%
	US History	100%	92%	89%	77%	74%	70%	41%	44%	43%	73%	70%	67%
OVERALL AVERAGE											46%	44%	46%

State Accountability Data Tables Student Performance by Year

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Subjects	All Students	73	66	76	41	39	46	15	16	20
	African American	49	51	57	29	31	36	12	9	14
	Hispanic	71	58	74	39	29	39	13	11	17
	White	78	75	81	46	49	54	18	22	25
	Econ. Disadvan.	65	55	71	33	28	43	12	10	20

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
EL A/Reading	All Students	70	62	76	41	38	49	13	13	21
	African American	42	42	56	29	27	33	11	4	11
	Hispanic	69	54	74	37	26	44	9	8	19
	White	76	73	81	46	51	55	19	19	24
	Econ. Disadvan.	62	51	69	33	28	45	10	7	18

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Ma th	All Students	79	68	77	46	38	43	21	17	17
	African American	54	50	45	32	50	40	14	17	15
	Hispanic	77	60	75	42	60	36	18	9	16
	White	86	79	82	53	79	51	24	24	19
	Econ. Disadvan.	72	59	74	36	59	42	16	12	18

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Sci enc e	All Students	76	71	72	46	42	38	15	18	18
	African American	60	67	75	30	42	25	10	8	13
	Hispanic	72	58	68	46	27	33	16	10	12
	White	82	83	76	49	54	46	18	26	27
	Econ. Disadvan.	68	63	67	39	27	36	12	11	21

		Approaches Grade Level			Meets Grade Level			Masters Grade Level		
		18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Social Studies	All Students	71	82	80	38	60	55	15	33	32
	African American	67	75	*	44	50	*	22	13	*
	Hispanic	65	78	75	39	53	38	16	31	19
	White	76	85	85	34	66	68	10	38	42
	Econ. Disadvan.	64	72	77	32	50	47	13	26	30

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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 2023, 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 2022	May 2023	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 2022	May 2023	Ongoing	10	Dates of programs; sign in sheets of students attending
Monitor the District Wide Crisis Intervention Plan	Local	Asst. Superintendent; Principals	August 2022	May 2023	Ongoing	10	Record of planned events to practice the crisis plan
Training in CPI, TBSI, PBSI, Child Abuse Prevention, Suicide Prevention	Local; Region 14; EduHero	Principals; Asst. Superintendent	August 2022	Dec. 2023		10	Training records; Registry with ESC 14

Provide transition awareness sessions for students who will “graduate” from each school	Local; WCTSSA	Principals, Counselors	August 2022	May 2023		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 Code of Conduct Violations	Skyward; Local	Principals; Counselors; Staff	August 2022	May 2023			Dates of programs; Discipline records; Attendance sheets
Coordinate safety/health training for all district employees	Local; Mitchell County Hospital	District Nurse, Principals	August 2022	May 2023		10	Safety/Health training yearly; copies of staff training rosters
Disaggregate data from PEIMS discipline report for RDA review	Local	Principals; Asst. Superintendent	August 2022	June 2023			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 2022	May 2023	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 2022	May 2023	Ongoing	10	Documentation of dates and drills during the school year
Maintain effective reporting, and monitoring of student absenteeism.	Skyward	Principals; Secretaries	August 2022	May 2023			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 2022	May 2023	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 2022	May 2023	Ongoing		Purchase Orders for Supplies; Cameras, Vape Detectors

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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 2022	May 2023		6,7,8	Sign-in sheets, copies of parent signatures from meetings
Review RDA documentation about completion rates	Local	RDA team	August 2022	June 2023		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 2022	May 2023		6.7	Number of graduates enrolled in higher education or technical school

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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 2023, 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 2023, 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 2022	May 2023	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 2023	July 2023		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 2022	May 2023	Ongoing	5,3	Mentor Program for New Teachers, Retention of Teachers, Employment of New Staff

Provide mentors and induction training to all new staff for a period of two years	Local TTESS, NIET Training for Mentors	Principal; Administration	August 2022	May 2022	6 Week Logs; Weekly Meetings with Mentor	5	Teacher Retention; Teacher Evaluation, Surveys and Training for Mentors
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COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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 2023, 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 2022	May 2023	Start and end of School	9	Minutes of campus meeting, teacher input; Logs of meetings with students
Continuation of MTSS Teams to address at risk students	SCE. Local, WCTSSA funds	Principals, Counselors, Staff Members representing each program area	August 2022	May 2023	Every 6 weeks	9,2	MTSS 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, TCLAS	Principals, Counselors, Teachers	Sept. 2022	June 2023	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 2022	May 2023		9,10	Testing results from dyslexia referrals; schedules of service

Reduce number of referrals to special education by .5%, through continued use of MTSS staff	Special Education, WCTSSA,	Principals, Teachers, MTSS Teams	August 2022	May 2023		9,2,10	Establish MTSS programs, copies of files and attendance for MTSS, 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 2022	May 2023	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 2022	May 2023		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 2022</i>	<i>May 2023</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 2022	May 2023	Every 3 weeks	9,8	Evaluation checklist 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 2022	May 2023	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/MTSS Intervention	SCE Funds; Rural Grant; ESSER II,III	Principals; Staff	September 2022	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 2022	May 2023		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 2022	May 2023		2	PO's of supply order; Contract with Region 14
Provide for 1 MTSS Teacher and 1 Dyslexia teachers	Title 1, ESSER III	Principals; Teachers	August 2022	May 2023	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 2022	May 2023	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 2022	June 2023	Progress Reports	9,2	Sylvan records, reports

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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 2022, 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 2022	October 2022	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 2022	October 2022		8,9	Review of student data after each assessment; Evaluation checklist for At Risk students
Administer benchmark tests in the area of STAAR	Local--\$1000 for Eduphoria software	Principals, Counselors, Teachers	November 2022	January 2023	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	SCE, Title I, Migrant funding	Counselor, Migrant Service coordinator	Each 6 weeks	May 2023		8,9	List of programs and students; migrant service provision table, progress reports and report cards

appropriate teaching methods							
Review RDA report in those areas scoring a 2 or higher for submission to TEA	Local	Principals; Asst. Superintendent	October 2022	November 2022			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 2022	May 2023		8,9	ARD decisions, numbers of STAAR Modified, STAAR Alt, STAAR Accommodated on file with district testing coordinator

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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 2023, 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 2022	May 2023		6	Record of parent attendance sheets
Parent EOC/STAAR conferences	Conference period and facilities	All Staff	September 2022	July 2023		6	Record of parents attending
Host Title I Parent Student Teacher Compact meeting	None needed	All Staff	September 2022	May 2023	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 2022	May 2023		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 2022	May 2023		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 2022	April 2023		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 2022	May 2023		6,10	Copies of parent sign-in sheets
Communicate with parents regularly utilizing technology to provide instant communication to families through email, text and phone; updated district website and REMIND system	ESC14, Technology Local	Principals, Teachers, Secretaries	August 2022	May 2023		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 2022	May 2023		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 2023	May 2023		6	Results of parent survey review by Campus Leadership Teams
Parent conferences to discuss reading success initiatives.	Conference period and facilities	PreK-2 Teachers	August 2022	May 2023		6, 9	Record of parents attending

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2022-2023

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

Title I Component: Professional Development Opportunities

TEA State Goals: Staff Development

GOAL: By Fall 2022, all students will be taught by highly qualified teachers

OBJECTIVE: By May of 2023, 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 2022	April 2023		4	Certificates of staff development
Continue Vertical Alignment training between grade levels and campuses	Release time	Principals, Staff	August 2022	June 2023		4,8	Certificates of staff development for vertical teaming
Apply for waiver days for additional staff development	Waiver from state	Superintendent	July 2023	July 2023		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 2022	May 2023		4,2,8	Principal walkthroughs, PDAS; Administrative Team Powerwalks
Use of EduHero PD	EduHero Program	Principals, Admin	August 2022	June 2023		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 cyberbullying	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

Coordinated Health – SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 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 throughout 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
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	Local Funds	Campus Principals; Asst. Superintendent	Teacher Retention Rate; Teacher Exit Interviews

personal and professional well-being			
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Establish GYO: College For All Wolves Program in Partnership with Region 14 & CISCO College	Local Funds	Superintendent	Cohort #'s; LOI (Letter of Intent) Offerings; Future Teachers; Higher-Ed Partners (WTAMU); (Texas Tech); (UTPB); (ASU)
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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 Xello 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	Campus Budgets	Counselors	Participation Data and Participant Surveys

with college recruiters and businesses			
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 2022-2023	ESC 14 MEP Staff	NGS Reports
Before the first day of school, develop a PFS Action Plan for servicing PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August -September 2022	ESC 14 MEP STAFF, LEA Staff	PFS Action Plan
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 2022-July 2023	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	August 2022-July 2023	LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms

PFS information on the Priority of Service Criteria			
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 2022-July 2023	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 2022-July 2023	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 2022-July 2023	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 determine what federal, state, or local programs serve PFS students	August 2022-July 2023	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Forms