



Colorado ISD

District Improvement Plan 2025-2026

Dr. Larry Polk, Superintendent

Vision Statement

Better Together, Building a Legacy of Excellence

Mission Statement

Developing exceptional educational program and opportunities for Each and Every student to become successful lifelong learners and productive citizens.

CISD District Level Advisory Council Members 2025-2026

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COLORADO INDEPENDENT SCHOOL DISTRICT GOALS FOR 2025-2026

CISD 3rd grade students that score "Meets" grade level or above on STAAR Reading will increase from 45% to 80% by June 2029. See attached charts for more explanation.

CISD 3rd grade students that score "Meets" grade level or above on STAAR Math will increase from 30% to 65% by June 2029.

CISD graduates that meet the criteria for CCMR (College, Career, and Military Readiness) will increase from 66% to 92% by June 2029.

---CISD Board of Trustees Lone Star Governance Goals Established in 2025-2026.

Performance Goal 1: By 2025-2026, 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: All 3rd grade students will achieve 38% or higher on meets and above on STAAR Math.
 - Performance indicator: All 3rd grade students will achieve 55% or higher on meets and above on STAAR Reading.
 - 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.
 - **CES Goal:** Screen all Kindergarten and First grade students at the beginning and end of the year for dyslexia.
 - **CES/CMS Goal:** Utilize HQIM and incentives for all students to build a strong academic foundation, promote regular attendance, develop and promote parent communication through social media and Rooms.
 - **CES/CMS Goal:** Continue the Multi-Tiered Systems of Support (MTSS) program in Reading and Math for all students and target struggling students in the regular classroom for Tier 2 & 3 instruction.
 - **CES/CMS Goal:** Provide additional acceleration opportunities for all students during the school day and after school.
 - **CES/CMS Goal:** Through MCLASS data continue to look for struggling readers that may need to be tested for Dyslexia.
 - **CES/CMS Goal:** Administer reading screenings, NWEA progress monitoring and implement STAAR Testing Strategies to help students prepare for transition to CMS.
 - **CES/CMS Goal:** Continue to utilize IXL (2nd - 8th), Zearn (K-5), Mind Play (1st & 2nd & SPED) for all grade levels.
 - **CES/CMS Goal:** Progress monitoring at the end of each module in HQIM in Reading and Math content areas. Testing will be conducted in Eduphoria.
 - **CES/CMS Goal:** Extrinsic and Intrinsic motivation for attendance.
 - **CES/CMS Goal:** Host formative and summative assessments throughout the school year.
 - **CES/CMS Goal:** Provide an extra period of instruction during the school day for all students to master the math and/or reading portion of the STAAR test. This scheduled period is referred to as Wolf Time.
 - **CES/CMS Goal:** Continue to host additional instruction through workshops presented by Region XIV, NIET, and CEN.
 - **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:** Disaggregate data for all subgroup populations with Eduphoria to determine tutorial schedules.
 - **CMS Goal:** Utilize NWEA testing information to assist students in academic growth and personal goal setting.

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:** Host ESL instruction through language arts classes by certified ESL instructors.
- **CHS Goal:** Host ESL instruction through integrated classroom instruction with ESL certified teachers.
- **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 2025-2026.
 - **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 2025-2026
- **Performance indicator:** The percentage of teachers receiving high-quality professional development,
- **CHS Goal: Utilize** the NWEA data to guide instructional decisions.
- **CHS Goal:** Continue TEKS Resource curriculum planning teams to review and promote cross curricular aligned curriculum.
 - **CMS Goal:** Require additional core area training at ESC 14, CEN, and NIET in the areas of math, ELAR, and science for STAAR
 - **CES/CMS Goal:** RLA teachers will use RBIS in the delivery of HQIM instruction.
 - **CES/CMS Goal:** Utilize the NWEA data to guide instructional decisions.

- **CES/CMS Goal:** RLA and math teachers will receive training from NIET in unit and lesson internalization, lesson rehearsal, and pacing.
- Performance indicator: The percentage of paraprofessionals who are qualified.
- **CHS Goal:** 85% of paraprofessionals meet 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:** Provide training and drills to provide safety for students and staff.
- **CHS Goal:** To train staff and students in bully prevention.
- **CHS Goal:** To review the safety audit and make necessary corrections.
- **CHS & Wallace Goal:** Security system at entrance of school and exterior doors for campus including bus drop.
- **CES/CMS Goal:** Promote PBIS and Leader in Me, Core Character Program and Social Skills Curriculum used school-wide, in classroom morning meetings designed by our counselors; as well as train staff in Bully Prevention.
- **CES/CMS Goal:** Provide student and incentives for motivation.
- **CES/CMS Goal:** Security team that assists in keeping our school and students safe.
- **CES/CMS Goal:** Provide for children who need food, shelter, clothing or other assistance.
- **CES/CMS Goal:** Bully Prevention training provided by Gateway Family Services.
- **CES/CMS Goal:** Increase parent involvement through academic and extracurricular activities-Breakfast with a Buddy, Muffins with Mom, Donuts with Dear Ones, Grandparents Day, Thanksgiving Meal, and Pajamas and Pancakes.
- **CES/CMS Goal:** Provide training and practice safety drills to provide safety for students and staff.
- **CES/CMS Goal:** Apptegy will be utilized to notify parents of district events as well as student absences.

- **CES/CMS Goal:** Increase parent involvement and communication through Aptegey that reaches all social media, and email. As well as the communication tool, Rooms.
- **CES/CMS Goal:** Review the Safety Audit and make necessary corrections.
- **CES/CMS Goal:** Security system at entrance of school and bus drop off to identify weapons.
- **CMS Goal:** HALO system installed in 7th/8th bathrooms to detect vaping, detects fights, and cries for help.
- **CMS Goal:** Classwise technology program to track what all students are doing while on Chromebook. Alerts if searching inappropriate or concerning information.
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 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 the National Center for Education Statistics reports on Common Core of Data.
- **CHS Goal:** Talent Search/TRIO to encourage students to plan for the future.
- **CHS Goal:** Provide after school and during school tutorials for those students in need of additional academic help.
- **CHS Goal:** Continue MTSS team and classroom for struggling students.
- **CHS Goal:** Create and maintain a grade level database, citing all data necessary to recognize students who need additional assistance in the core area subjects.
- **CHS Goal:** Adhering to HB4545 to help students with learning loss to achieve grade level academics successfully. It is served during the day called Wolf time.
- **CES/CMS Goal:** Establish Multi-Tiered Support System (MTSS) strategies to be used for struggling students and continue for upper grades.

- **CES/CMS Goal:** The campus Student Assistant Committee will meet at a minimum of 2 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:** Provide opportunities for students to see careers that are possible for them to achieve through Touch a Truck experiences as well as Career Investigations Class for 6th grade.
- **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 area subjects.
- **CES/CMS Goal:** Relationship Tracker to be updated every 3 weeks to make sure all students are receiving contact with staff in a positive manner.
- **CES/CMS Goal:** Adhering to HB1416 to help students with learning loss to achieve grade level academics successfully. It is served during the day called Wolf Time
- **CMS Goal:** Talent Search/TRIO Program by Western Texas College to encourage students to plan for the future.
- **CMS Goal:** Coordinate with the Texas Workforce Commission to bring 6 programs that help 7th/8th graders begin evaluating their future as far as career and goals.
 - **CMS Goal: Business** Day @ AT&T Stadium in Arlington Texas for our Principles of Business class.
 - **CMS Goal:** Abstinence Program through our co-op.
 - **CMS Goal:** All 7th graders are participating in AVID which will help ensure success in future academics.

Comprehensive Needs Assessment Summary-2025-2026

Data Sources Reviewed: <ul style="list-style-type: none"> • STAAR, STAAR EOC, MCLAS, ACT, 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 funding. Increase parent training and train educators and administrators on MTSS, 504, and ARD decision making
Student Achievement	Students can receive 3-12 college hours a year in high school; 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. Colorado ISD was rated a C (76) this school year with the accountability system. CHS was rated a B (85), CES/CMS was rated a C (76), and WHS (78) was rated a C. Colorado ISD continues to work increase student achievement.	We are implementing NWEA to check for growth and to help find the gaps in students' learning so that we can better help them. 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 learning loss.	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 15 hours of tutoring per HB4545.
School Culture and Climate	We have added more cameras and installed the security scan systems at all main entrances to all buildings. We use RAPTOR Visitor Management System at the CES,	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-

	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		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	76% of the staff in CISD is highly qualified; Colorado Elementary/Middle is 84%; CHS is 87.5%	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; NWEA Map Growth is being utilized; We are using HQIM materials in Math, Reading, and Science;	Train teachers to use Eduphoria to assist with creating their assessments; Train teachers in using NWEA to utilize their data. Train teachers to use HQIM materials; Train teachers to be able to internalize lessons.	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 ROOMS	Educate parents on technology use in school and in 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 schools. We are going to work on getting assistance for parents that need 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 3 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: 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

Colorado ISD

ESSA

Title 1, Part A \$293,346
Title I, Part C -Migrant \$2746
Title II, Part A - \$ 44,517
Title IV Rural and Low-Income Grant \$27,395
Special Education \$500,223
Special Education PreK \$20,535
Title II -LEP \$3835
Title IV – Student Support & Academic Enrichment Program \$ 22,620

Safety

Phone Free Schools Grant \$5714

Other

Stronger Connections Grant \$816,677
LASO Cycle 3 Strong Foundations Implementation \$409,000
LASO Cycle 3 Part C Strong Foundations Implementation \$200,000



Accountability Rating Summaries

Colorado City 2025 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	76%	73%	76%	43%	45%	49%	16%	17%	22%	45%	45%	49%
	Grade 4	75%	75%	79%	43%	44%	52%	14%	18%	23%	44%	46%	51%
	Grade 5	79%	72%	76%	49%	51%	57%	31%	23%	29%	53%	49%	54%
	Grade 6	72%	75%	75%	44%	52%	54%	7%	23%	28%	41%	50%	52%
	Grade 7	67%	72%	74%	39%	46%	52%	13%	20%	26%	40%	46%	51%
	Grade 8	78%	78%	80%	44%	52%	56%	30%	27%	31%	51%	52%	56%
	English I	53%	74%	66%	36%	57%	51%	13%	15%	16%	34%	49%	44%
	English II	68%	79%	71%	54%	64%	56%	1%	8%	8%	41%	50%	45%
Math	Grade 3	74%	58%	69%	33%	33%	44%	9%	14%	19%	39%	35%	44%
	Grade 4	63%	55%	67%	22%	34%	45%	10%	17%	23%	32%	35%	45%
	Grade 5	43%	62%	72%	24%	36%	45%	6%	15%	21%	24%	38%	46%
	Grade 6	77%	65%	72%	18%	29%	38%	2%	9%	15%	32%	34%	42%
	Grade 7	59%	47%	52%	31%	24%	31%	6%	6%	10%	32%	26%	31%
	Grade 8	84%	58%	69%	58%	35%	45%	26%	12%	17%	56%	35%	44%
	Algebra I	80%	82%	76%	34%	49%	47%	11%	28%	29%	42%	53%	51%
Science	Grade 5	47%	58%	63%	12%	26%	29%	3%	10%	12%	21%	31%	35%
	Grade 8	56%	64%	72%	30%	38%	46%	12%	12%	18%	33%	38%	45%
	Biology	95%	94%	91%	62%	66%	62%	15%	16%	21%	57%	59%	58%
Social Studies	Grade 8	40%	50%	55%	22%	25%	30%	12%	12%	16%	25%	29%	34%
	US History	92%	97%	94%	58%	73%	68%	30%	41%	37%	60%	70%	66%
OVERALL AVERAGE											40%	44%	47%

2023 to 2024 Comparison										
		Approaches		Meets		Masters		2023	2024	2024
		2023	2024	2023	2024	2023	2024	Avg	Avg	State
Reading	Grade 3	71%	74%	38%	33%	11%	11%	40%	39%	46%
	Grade 4	80%	86%	39%	44%	5%	14%	41%	48%	50%
	Grade 5	64%	84%	34%	36%	17%	7%	38%	42%	53%
	Grade 6	80%	73%	51%	49%	24%	17%	52%	46%	51%
	Grade 7	76%	57%	42%	38%	16%	21%	45%	39%	51%
	Grade 8	93%	74%	59%	40%	23%	19%	58%	44%	54%
	English I	74%	63%	57%	46%	6%	11%	46%	40%	46%
	English II	72%	72%	58%	53%	1%	3%	44%	43%	48%
Math	Grade 3	47%	60%	19%	25%	4%	8%	23%	31%	41%
	Grade 4	59%	45%	27%	17%	5%	1%	30%	21%	44%
	Grade 5	81%	47%	37%	11%	8%	0%	42%	19%	47%
	Grade 6	63%	60%	28%	17%	9%	3%	33%	27%	40%
	Grade 7	60%	28%	24%	17%	2%	6%	29%	17%	32%
	Grade 8	92%	76%	66%	52%	21%	24%	60%	51%	42%
	Algebra I	83%	76%	43%	37%	26%	18%	51%	44%	50%
Science	Grade 5	39%	40%	10%	9%	2%	0%	17%	16%	31%
	Grade 8	75%	60%	52%	31%	16%	9%	48%	33%	42%
	Biology	29%	94%	0%	49%	0%	11%	10%	51%	56%
Social Studies	Grade 8	74%	50%	51%	28%	30%	7%	52%	28%	35%
	US History	100%	98%	63%	73%	19%	29%	61%	67%	67%
OVERALL AVERAGE								41%	37%	46%

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%

Texas Performance Reporting System

https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

CSF/Effective Schools Correlate: Improved *School Climate/Safe, Orderly Environment*

Title I Part A Goals: 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 2025, discipline referrals will be reduced by 5%

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/ Adjust	Completion/ Evaluation
Recognize students for positive behavior on a regular basis	Local	Staff	August 2025	May 2026	Ongoing	Newspaper articles; bulletin boards; programs; teacher logs, social media
Provide guest speakers with the prevention of drug abuse, bullying, and dating violence.	Local; Region 14	Principals; Counselors	August 2025	May 2026	Ongoing	Dates of programs; sign in sheets of students attending
Monitor the District Wide Crisis Intervention Plan	Local	Principals	August 2025	May 2026	Ongoing	Record of planned events to practice the crisis plan
Training in CPI, TBSI, Child Abuse Prevention,	Local; Region 14; EduHero	Principals	August 2025	May 2026		Training records; Registry with ESC 14

Suicide Prevention						
Provide transition awareness sessions for students who will "graduate" from each school	Local; WCTSSA	Principals, Counselors	August 2025	May 2026		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 2025	May 2026		Dates of programs; Discipline records; Attendance sheets
Coordinate safety/health training for all district employees	Local; Mitchell County Hospital	District Nurse, Principals	August 2025	May 2026		Safety/Health training yearly; copies of staff training rosters
Review and implement necessary concerns from Safety Audits	Local; Region 14	Principals; Safety Team	August 2025	May 2026	Ongoing	Correct safety issues to meet the requirements of the external safety audit

Emergency Drills to provide campus security	Local; Local Law Agencies	Principals, Safety Team	August 2025	May 2026	Ongoing	Documentation of dates and drills during the school year
Maintain effective reporting, and monitoring of student absenteeism.	Skyward	Principals; Secretaries	August 2025	May 2026		Review of attendance records; Progress Reports; Attendance Policy on Website
Ensure compliance with requirements of Title IX (gender equity)	Local	Administrators, Counselors, AD, Coaches	August 2025	May 2026	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; Safety Grants	Administration; Principals;	September 2025	May 2026	Ongoing	Purchase Orders for Supplies; Cameras, Vape Detectors

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

CSF/Effective Schools Correlate: Increased Learning Time/Clear and Focused Mission
Title I Part A Goals: 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	Completion/ Evaluation
Inform the public about graduation requirements and HB 5	Local	Principals, Counselors	August 2025	May 2026		Sign-in sheets, copies of parent signatures from meetings
Review of RDA documentation about completion rates	Local. WCTSSA	RDA team	August 2025	June 2025		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	Counselors, CTE Director	August 2025	May 2026		Number of graduates enrolled in higher education or technical school

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

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

Title I Part A Goals: 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 2025, 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 2025, 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	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 2025	May 2026	Ongoing	Applications from applicants on file in Central Office
Attending Teacher Job Fairs to look for highly qualified candidates	Local	Principals; Asst. Superintendent	April 2025	July 2026		Applications from job fairs on file in central office
Recruit and retain quality employees through a competitive and responsive	Local, State	Local School Board; Superintendent Principals	Ongoing	Ongoing	Ongoing	Mentor Program for New Teachers, Retention of Teachers, Employment of New Staff

compensation package to include salary, benefits, and incentives;							
Provide mentors and induction training to all new staff for a period of two years	Local TTESS, NIET Training for Mentors	Principal. Administration	August 2025	May 2026	6 Week Logs; Weekly Meetings with Mentor		Teacher Retention; Teacher Evaluation, Surveys and Training for Mentors

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

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

Title I Part A Goal: 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 2025, students will demonstrate a 2% increase in STAAR scores in the core areas

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor/Adjust	Completion/Evaluation
Counselor and Advisors planning pathways with students and reviewing them annually	None needed	Principals, Counselors	October 2024	May 2026	Start and end of School	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 2025	May 2026	Every 6 weeks	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	SCE, Local	Principals, Counselors, Teachers	Sept. 2024	June 2025	Monday nights; Spring Semester	Evaluation reports to the state, attendance records
Continue dyslexia intervention at early grades	SCE	Principals, Counselors,	September 2025	May 2025		Testing results from dyslexia referrals; schedules of service

		Testing Coordinators				
Reduce number of referrals to special education by .5%, through continued use of MTSS staff	Special Education, WCTSSA,	Principals, Teachers, MTSS Teams	August 2025	May 2026		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	Principals, Tech Department	August 2025	May 2026	Continuing	POs for Programs; Report Cards, STAAR Results, Benchmarks
Offer field trips to area colleges to be introduced to career fields	Local	High School Principal, Counselors, Staff	October 2025	May 2026		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 2025</i>	<i>May 2026</i>	<i>Ongoing</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 2025	May 2026	Every 3 weeks	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 2025	May 2026	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;	Principals; Staff	September 2025	June 2026	Ongoing	Records of attendance; Evaluations
Focus on HQIM curriculum in Math, Reading, & Science areas; purchasing supplies; manipulatives; additional texts	State, Local;	Principals; Asst. Supt.	September 2025	May 2026		Records of PO's for ELA and Math, Science, and Social Studies Supplies
Provide for 1 MTSS Teacher and 1 Dyslexia teachers		Principals; Teachers	August 2025	May 2026	Weekly checks of students; Progress Monitoring	STAAR Scores; TPRI Results; Report Cards
Contract with ESC for Tech Assistance		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	Local,	Principals, Technology, Teachers	August 2025	May 2026	Lesson Plans	State Assessments; Report Cards; Grades, Credits

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

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

Title I Part A Goals: Assessing Needs

TEA State Goals: STAAR Analysis/Disaggregation, PBMAS

GOAL: To provide 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 2024, all staff will have disaggregated data on their students and created individual goals for student success

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor / Adjust	Completion/ Evaluation
Development District and Campus Improvement Plans based on student needs	Local	Superintendent Principals, DLAC and CLAC Members	September 2025	December 2025	As needed	Board approval of District and Campus Plans
Disaggregate data for all students through comprehensive data chart	None needed	Principals; Teachers; Counselors	September 2025	October 2025		Review of student data after each assessment. Evaluation checklist for At Risk students
Administer benchmark tests in STAAR	Local	Principals, Counselors, Teachers	November 2025	February 2026	Fall and spring	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, Migrant funding	Counselor, Migrant Service coordinator	Each 6 weeks	May 2026		List of programs and students; migrant service provision table, progress reports and report cards

Review RDA report in those areas scoring a 2 or higher for submission to TEA	Local	Principals	October 2025	December 2026		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 2025	May 2026		ARD decisions, numbers of STAAR Modified, STAAR Alt, STAAR Accommodated on file with district testing coordinator

COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

CSF/Effective Schools Correlate: Increased Parent/Community Involvement/Positive Home/School Relations

Title I Part A Goals: Increasing Parent Involvement

TEA State Goals: Parent Involvement Programs

GOAL: Develop open communication with parents and community

OBJECTIVE: By May of 2025, 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	Completion/ Evaluation
Develop more parent training initiatives for district parents	None needed	Campus Principals, District Office	September 2025	May 2026		Record of parent attendance sheets
Host Title I Parent Student Teacher Compact meeting	None needed	All Staff	September 2025	May 2026	Fall and spring	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	Principals, Staff	August 2025	May 2026		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 2025	May 2026		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 2025	April 2026		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 2025	May 2026		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 ROOMS, Apptegy system	ESC14, Technology Local	Principals, Teachers, Secretaries	August 2025	May 2026		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 2025	May 2026		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 2026	May 2026		Results of parent survey review by Campus Leadership Teams

Parent conferences to discuss reading success initiatives.	Conference period and facilities	PreK-2 Teachers	August 2025	May 2026		Record of parents attending
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COLORADO ISD DISTRICT IMPROVEMENT PLAN, 2025-2026

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

Title I Part A Goals: Professional Development Opportunities

TEA State Goals: Staff Development

GOAL: By Fall 2025, all students will be taught by highly qualified teachers

OBJECTIVE: By May of 2026, all staff members will have participated in at least 12 hours of staff development and be highly qualified

Strategies	Resources	Person(s) Responsible	Implement Date	Complete Date	Monitor / Adjust	Completion/ Evaluation
Various STAAR/EOC training opportunities	Region 14	Principals	August 2025	April 2026		Certificates of staff development
Continue Vertical Alignment training between grade levels and campuses	Release time	Principals, Staff	August 2025	June 2026		Certificates of staff development for vertical teaming
Apply for waiver days for additional staff development	Waiver from state	Superintendent	July 2025	July 2026		Copy of waivers and agendas for additional days
Use of EduHero PD	EduHero Program	Principals, Admin	August 2025	June 2026		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 are transferred 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 record 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 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 resolutions 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
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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
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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 personal and professional well-being	Local Funds	Campus Principals; Asst. Superintendent	Teacher Retention Rate; Teacher Exit Interviews

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 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 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 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

Title IV Part A

Strategies	Resources	Staff Responsible	Evaluation
OMO #1: By the end of the 2025-2026 school year, 70% of staff will complete at least two professional development sessions provided through a Shared Service Arrangement (SSA) with Region 14 ESC, focused on fostering well-rounded education, effective use of technology, and/or creating healthy, safe school environments. Staff will	Title IV Part A \$2827.50	Principals	Improved Classroom Management

demonstrate increased knowledge in these areas and will apply strategies learned to generate 1-2 concrete examples of applying strategies learned in their current classroom environment to enhance learning.			
OMO #2: Increase professional learning and hands-on instructional activities with SSA districts by 30% by the end of the 2025-2026 school year, focusing on enhancing student engagement and instruction in STEM/STEAM.	Title IV Part A \$2827.50	Principals	Increased Performance on Standardized Assessments
OMO #3: During the 2022-2026 school year, Colorado ISD grades PK -12 will be provided with a well-rounded education, effective use of technology, and/or creating healthy, safe school environments.	Title IV Part A \$16,965	Principals	Improved Classroom Management

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 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 2025-2026	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 2025	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 2025-July 2026	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 2025-July 2026	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	August 2025-July 2026	LEA Staff	Home Visit Logs, Phone Logs, PFS Student Progress Forms

individual home and or community visits to update parents on the academic progress of their children.			
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 2025-July 2026	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 2025-July 2026	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 2025-July 2026	LEA Staff	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Forms