College Station ISD

District Improvement Plan

2025-2026

Accountability Rating: B

Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

Success...each life...each day...each hour.

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships.

Together we prepare our learners for their own unique success -- **each life… each day... each hour.**

Value Statement

We believe the purpose of education is to develop productive citizens. CSISD will…

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together. CSISD will…

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education. CSISD will…

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to learners' success now and in the future. CSISD will…

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences. CSISD will….

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Through partnership with engage2learn, College Station ISD engaged our community, staff and students in a strategic planning process during spring 2021 to set our course for the future. The strategic design team included approximately 40 individuals including students, parents, teachers, principals, district administrators, and school board trustees. Grounded in community feedback, the team developed our vision, portraits, goals, specific actions and framework for success. Part of this work included an in-depth Comprehensive Needs Assessment. This work became the foundation of the 21-22 CSISD District Improvement Plan and has carried forward through approvals from the District Education Improvement Council and the Board of Trustees.

Demographics

Demographics Summary

During the 2025–2026 school year, our district will serve a total of 14,000 + students, with 48.8% females and 51.6% males. The district reflects a diverse student population, with students representing multiple racial and ethnic backgrounds. The largest student group is White (49.8%), followed by Hispanic (24.1%), Black (14.3%), Asian (7.6%), Two or More Races (3.6%), American Indian (0.4%), and Hawaiian/Pacific Islander (0.2%).

Our student demographics highlight the importance of addressing diverse learning needs. The district serves English Language Learners (ELLs) (5.5% of the total population) who require targeted language development and instructional supports to ensure academic success. Additionally, 16.7% of our students are identified as receiving special education services, emphasizing the need for inclusive practices, differentiated instruction, and robust intervention systems to support a wide range of abilities.

The district's improvement efforts must focus on equitable access to high-quality instruction and resources for all students. This includes closing achievement gaps among student groups, providing culturally responsive teaching, supporting multilingual learners, and ensuring students with disabilities have the tools and opportunities necessary to thrive. By aligning instructional practices, professional development, and community engagement with the needs of our diverse population, we can continue to promote academic growth and prepare all students for future success.

CSISD employed 2,059 staff members during the 2024-2025 school year. The following is the breakdown of the CSISD staff:

Staff Classification	Number	Percentage of Total Staff
Total Staff	2,059	100%
Teachers	961	47%
Professional Support	249	12%
Campus Administration	50	2%
Educational Aids	286	14%
Auxiliary	497	24%
Central Administration	16	1%

Demographics Strengths

College Station ISD continues to benefit from the diversity of its student population. The district's varied cultural and linguistic backgrounds enrich the learning environment and provide opportunities to integrate global perspectives, cross-cultural understanding, and inclusive practices into curriculum and instruction. This diversity is not only a reflection of the broader community but also an asset that prepares students to thrive in an increasingly interconnected world.

The district's growing multilingual population further supports this strength. The presence of English Language Learners underscores the importance of bilingual and ESL programming, which, when implemented effectively, enhances academic outcomes for both multilingual and monolingual students. Similarly, with nearly one in six students receiving special education services, the district demonstrates a strong commitment to meeting the needs of special populations through specialized programs, targeted interventions, and equitable access to the general curriculum.

CSISD also benefits from a balanced gender representation, which supports equitable planning across academic, athletic, and extracurricular opportunities.

Our middle school boasts a robust athletics program, with 55% of our students actively participating and 38% remain in athletics in high school. This high level of involvement not only promotes physical health and teamwork but also instills discipline and resilience in our students. Our athletic programs are designed to cater to a wide range of interests and abilities, ensuring that every student has the opportunity to engage in sports that they are passionate about.

In addition to athletics, 46% of our middle school students are enrolled in fine arts programs as well as 45% of all high school students. This participation reflects our commitment to nurturing creativity and self-expression among our students. Our fine arts curriculum is comprehensive, offering students the chance to explore various forms of art, music, and drama, thereby enhancing their cultural awareness and artistic skills.

Furthermore, an impressive 87% of our middle school students and 70% of our high school students are enrolled in Career and Technical Education (CTE) programs. This high enrollment rate underscores our dedication to providing students with practical skills and knowledge that prepare them for future careers. Our CTE programs are designed to be both engaging and informative, equipping students with the tools they need to succeed in a rapidly changing world.

Additionally, the district shows a strong commitment to advanced academics. While districts across the nation typically serve 6–7% of their students through gifted and talented programs, CSISD serves 11.9% of its student population. At the secondary level, one-third of high school students are enrolled in one or more Advanced Placement courses, reflecting high expectations and an emphasis on college, career, and military readiness.

Together, these strengths highlight the district's capacity to support a diverse student body, provide equitable access to high-quality academic opportunities, and demonstrate continuous improvement in student performance. CSISD is well-positioned to build on these successes as it plans for future growth and achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.
Root Cause: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2 (Prioritized): Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.
Root Cause: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3 (Prioritized): CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area.
Root Cause: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4 (Prioritized): Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.
Root Cause: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Problem Statement 5: CSISD is having to respond and react to issues in the technology and cybersecurity spaces.
Root Cause: The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

Student Learning

Student Learning Summary

In 2025, CSISD receive a B Rating from TEA. The district overall score has improved each year by 1 point going from an 81 in 2023 to an 82 in 2024, and an 83 in 2025. This indicates the steady increase in student achievement and growth in academics. From a broad perspective, CSISD students perform well on the varied assessments and measures at the state and national levels. They remain highly competitive on national measures such as the SAT, ACT, and Advanced Placement exams, and 2025 STAAR results indicate that students are achieving at high levels. In most areas, CSISD student groups are outperforming their peers across the state.

Student Learning Strengths

In 2025 state accountability ratings, 15 schools improved their overall numerical scores, while campuses that declined did so by only one or two points. The number of schools earning an “A” rating increased, while those rated “C” or “D” declined. The district also more than doubled its academic distinctions, increasing from 21 in 2023 to 49 in 2025. On the NWEA MAP assessment, students demonstrated improved growth and achievement across every decile of performance, showing that academic progress is occurring consistently across the district.

Together, these results reflect both the district’s success in fostering academic growth and the ongoing need to address gaps among student groups. By building on current progress while investing in equity-focused strategies, CSISD is well-positioned to accelerate student achievement for all learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.
Root Cause: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 2 (Prioritized): CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area.
Root Cause: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 3 (Prioritized): The technology network needs to grow and build capacity to support additional devices.
Root Cause: We are working to add additional devices across each campus in our district.

Problem Statement 4 (Prioritized): Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.
Root Cause: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Problem Statement 5 (Prioritized): CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.
Root Cause: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

District Processes & Programs

District Processes & Programs Summary

To accomplish Goal 1, Specific Result 1.2 of the CSISD Strategic Plan, the district partnered with Solution Tree to establish and strengthen Professional Learning Communities (PLCs) in every school. This partnership, which began in summer 2023 and will continue into the foreseeable future, is designed to ensure that campuses have consistent systems and processes in place for analyzing student data, collaborating in grade-level and departmental teams, and engaging in professional learning—all with the ultimate aim of improving learning outcomes for every student.

In alignment with Goal 2, CSISD is creating and implementing a district-wide Multi-Tiered System of Support (MTSS) framework to address the academic, behavioral, and social-emotional needs of all students. This work is focused on increasing the success of under-performing student groups through comprehensive and calibrated supports that promote both equity and achievement.

Goal 5 centers on improving the district's technology ecosystem. CSISD is pursuing this goal by expanding student access to devices, strengthening infrastructure, and maintaining a safe and secure digital environment. Efforts include increasing the number of classroom device sets, enhancing network capacity, and protecting sensitive information. The technology department also continues to evaluate staffing needs to ensure that efficient and effective support is available across the district.

Finally, Goal 6 emphasizes transforming the learner experience through purposeful integration of instructional technology. To achieve this, CSISD has developed a comprehensive instructional technology plan for teachers and staff, designed to meet the needs of students at every grade level. Recognizing that technology is ever-evolving, the district remains committed to a dynamic approach to technology management and integration—ensuring that resources, networks, and practices continue to effectively support teaching, learning, and student growth.

District Processes & Programs Strengths

CSISD's partnership with Solution Tree is more than a structural shift—it represents a culture change in how we work together to improve student learning. Through Professional Learning Communities (PLCs) and Collaborative Team Meetings, educators are building habits of collective responsibility, shared decision-making, and purposeful collaboration, all with a single focus: ensuring that every student grows and succeeds.

Central to this vision is empowering teachers to use data not as a compliance measure, but as a tool for transformation. By learning to interpret information from NWEA MAP, Edmentum, common formative assessments, classroom grades, and STAAR results, teachers can make timely instructional adjustments that personalize learning and close gaps. This intentional use of data equips educators to meet students where they are and accelerate their progress.

Our commitment to a district-wide Multi-Tiered System of Support (MTSS) reinforces this same vision. MTSS equips schools with the tools, resources, and structures to support the whole child—academically, behaviorally, and socially-emotionally. By creating a unified framework of supports, CSISD is ensuring that every student, regardless of need, has access to the opportunities and interventions necessary to thrive.

Technology is also a critical part of this vision for the future of learning. With more devices than ever before, stronger network capacity, and a deliberate focus on instructional technology, CSISD is transforming classrooms into spaces where learning is more engaging, more connected, and more relevant. The goal is not just to increase access, but to integrate technology in ways that deepen understanding, spark creativity, and prepare students for success in a rapidly changing world.

Together, these efforts represent our shared mission for CSISD: Success, Each Live, Each Day, Each Hour. This is evident in our schools where collaboration drives continuous improvement, data guides purposeful action, supports are tailored to meet diverse needs, and technology enhances teaching and learning. CSISD's mission ensures that every student is equipped not only for academic success today but also for the opportunities and challenges of tomorrow.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.
Root Cause: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2 (Prioritized): Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.
Root Cause: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3 (Prioritized): CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area.
Root Cause: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4 (Prioritized): Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.
Root Cause: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Problem Statement 5 (Prioritized): Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.
Root Cause: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Problem Statement 6 (Prioritized): The technology network needs to grow and build capacity to support additional devices.
Root Cause: We are working to add additional devices across each campus in our district.

Problem Statement 7 (Prioritized): Technology security needs are ever changing due to continually evolving cybersecurity threats.
Root Cause: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Problem Statement 8 (Prioritized): With the shift away from using student owned devices in schools, CSISD is working to close the device access gap in all classrooms.
Root Cause: Our district has been a bring your own device district for many years and this shift to no student devices in the most recent legislative session has caused access gaps in our classrooms.

Problem Statement 9 (Prioritized): CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.
Root Cause: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Problem Statement 10: CSISD is having to respond and react to issues in the technology and cybersecurity spaces.
Root Cause: The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

Perceptions

Perceptions Summary

College Station ISD is committed to enriching students' school experiences by strengthening relationships with families, staff, and the broader community. Through professional learning for staff, social-emotional supports for students, and intentional partnerships with businesses, community organizations, and higher education, the district has built a strong foundation of collaboration. Over the last several school years the district has engaged the community for feedback regarding calendar development processes, surveys for climate, culture, and safety purposes as well as major initiatives such as bond elections, boundary adjustments, and GPA and class rank policies. The district has developed and implemented a comprehensive engagement plan that not only gathers feedback but also consistently communicates successes, builds trust, and creates more frequent opportunities for parents and community members to connect with and contribute to the work of our schools.

Perceptions Strengths

Historically, College Station ISD has gathered community input and feedback through a variety of methods. The community input has been utilized to inform the direction and the decisions made in several different aspects of the school district. The College Station community answers the call to provide voice and input when requested from individual campuses and the district. The data shows strengths in school climate, school fit and school safety. Specifically, parents that completed the survey believe their child(ren) enjoys school, are motivated to do well in school and have supportive administrators and teachers that they respect. We are seeing and increase in the number of community partnerships and engagement opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.
Root Cause: Although we have the plan in place we are now needing to make the plan operate efficiently.

Problem Statement 2 (Prioritized): Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.
Root Cause: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Problem Statement 3: CSISD is having to respond and react to issues in the technology and cybersecurity spaces.
Root Cause: The technology needs and cybersecurity threats are ongoing and ever changing in this technological advanced world.

Problem Statement 4 (Prioritized): Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.
Root Cause: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Priority Problem Statements

Problem Statement 1: Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students.

Root Cause 1: Although we have the plan in place we are now needing to make the plan operate efficiently.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers.

Root Cause 2: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2 Areas: Demographics - District Processes & Programs

Problem Statement 3: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups.

Root Cause 3: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 4: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area.

Root Cause 4: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories.

Root Cause 5: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Problem Statement 5 Areas: Demographics - District Processes & Programs - Perceptions

Problem Statement 6: The technology network needs to grow and build capacity to support additional devices.

Root Cause 6: We are working to add additional devices across each campus in our district.

Problem Statement 6 Areas: Student Learning - District Processes & Programs

Problem Statement 7: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels.

Root Cause 7: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Problem Statement 7 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 8: Technology security needs are ever changing due to continually evolving cybersecurity threats.

Root Cause 8: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: With the shift away from using student owned devices in schools, CSISD is working to close the device access gap in all classrooms.

Root Cause 9: Our district has been a bring your own device district for many years and this shift to no student devices in the most recent legislative session has caused access gaps in our classrooms.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection.

Root Cause 10: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Problem Statement 10 Areas: Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 15, 2025

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: By May 2026, CSISD Instructional Staff will provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners at each of our campuses on a daily basis.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Campus Professional Development Sessions Documented in Professional Learning System
T-TESS Walk Through Data
Learning Walk Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Each campus will leverage the instructional phases of the CSISD Essential Teaching and Learning Practices to design varied and engaging learning experiences for students **Strategy's Expected Result/Impact:** Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus-based professional learning regarding the instructional framework will be designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with supports provided by district C&I staff **Strategy's Expected Result/Impact:** Improve student learning outcomes **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education **Problem Statements:** Demographics 2 - Student Learning 1, 4 - District Processes & Programs 2, 5 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Professional Learning will be provided to all teachers over the T-TESS rubric as well as annual training and additional supplemental training to aid in their development and knowledge of the T-TESS standards as well as instructional practices and safety standards. **Strategy's Expected Result/Impact:** Increase the knowledge and understanding of the T-TESS Rubric See increases of student driven instructional practices **Staff Responsible for Monitoring:** Campus Administration Human Resources **Funding Sources:** T-TESS Training - 255 Title II, Part A - $14,584, EduHero - 255 Title II, Part A - $14,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Inquiry instructional practices in science will continue to be developed across CSISD through the use of science inquiry mentors at each campus. **Strategy's Expected Result/Impact:** Increase of science growth and achievement scores **Staff Responsible for Monitoring:** Coordinator of Science **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Inquiry Mentors: CAST Conference, Substitutes, Stipends - 255 Title II, Part A - $31,450				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Student Learning

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

District Processes & Programs

Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Perceptions

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 2: Throughout the 2025-2026, CSISD will use learning walk protocols to gather district and campus instructional data that will be analyzed to improve classroom instructional practices with the intended outcome to improve student learning outcomes.

High Priority

Evaluation Data Sources: Learning walk protocols developed
Training Session Agendas
Learning Walk Cycle Completion
Campus Professional Learning Sessions Based Upon Learning Walk Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continued development of the learning walk protocols to be used as a part of leadership development and growth. **Strategy's Expected Result/Impact:** Feedback to teachers improve and campus administrator instructional leadership skills increase **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Executive Directors of Secondary and Elementary **Equity Plan** **Problem Statements:** Demographics 1 - District Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

District Processes & Programs
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 3: During the 2025-2026 school year, Campus Administrators will utilize the TPESS Rubric to drive their instructional leadership practices at their campus.

High Priority

Evaluation Data Sources: TPESS goal setting meetings
TPESS goal progress monitoring
TPESS self assessment
Participation in TPESS Rubric refresher training

Strategy 1 Details	Reviews			
Strategy 1: Ensure campus administrators set and monitor TPESS Goals.	Formative			Summative
Strategy's Expected Result/Impact: Campus administration will create focused personal learning and development of their instructional leadership practices. **Staff Responsible for Monitoring:** Executive Directors of Secondary and Elementary Assistant Superintendent of Teaching & Learning Human Resources Director **Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 1, 4 - District Processes & Programs 2, 5 - Perceptions 4	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure campus admin complete TPESS self assessment process during the entirety of the school year.	Formative			Summative
Strategy's Expected Result/Impact: Campus administration will evaluate their progress of their growth connected to their focused personal learning and development of their instructional leadership practices. **Staff Responsible for Monitoring:** Executive Directors of Secondary and Elementary Assistant Superintendent of Teaching & Learning Human Resources Director **Problem Statements:** Student Learning 4 - District Processes & Programs 5 - Perceptions 4	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus admin will participate in the TPESS Rubric refresher training that will provide the resources and clarity needed to accomplish their personal growth goals and development. **Strategy's Expected Result/Impact:** Campus administration will continue to grow and develop in their instructional leadership practices. **Staff Responsible for Monitoring:** Executive Directors of Secondary and Elementary Assistant Superintendent of Teaching & Learning Human Resources Director **Problem Statements:** Student Learning 4 - District Processes & Programs 5 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
District Processes & Programs
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Perceptions

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 4: During the 2025-2026 school year, campus faculty and admin will continue to be trained in the Solution Tree PLC practices.

High Priority

Evaluation Data Sources: Attendance at Solution Tree Conferences
Attendance at Solution Tree District Hosted Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Work with Solution Tree associates to provide in-district training opportunities for all faculty, staff, and administrators to learn about and be equipped to implement RTI at work practices in their collaborative team meetings. **Strategy's Expected Result/Impact:** Improved collaboration between team members Improved student learning outcomes **Staff Responsible for Monitoring:** Campus Principals Director of School Improvement Executive Directors of Elementary and Secondary Assistant Superintendent of Teaching & Learning **Equity Plan** **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 4 - District Processes & Programs 2, 3, 5 - Perceptions 4 **Funding Sources:** Campus Coaching Support Visits - 255 Title II, Part A - $71,000, Onsite Training for Campus Teams - 255 Title II, Part A - $71,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Work with Solution Tree associates to provide in-district training opportunities for campus guiding coalition members to learn about and be equipped to implement Beyond Labels Training practices in their collaborative team meetings. **Strategy's Expected Result/Impact:** Improved collaboration between general education and special education staff members Improved student learning outcomes **Staff Responsible for Monitoring:** Campus Principals Director of School Improvement Executive Directors of Elementary and Secondary Assistant Superintendent of Teaching & Learning **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3 **Funding Sources:** Beyond Labels Training - 255 Title II, Part A - $28,400				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Work with Solution Tree associates to provide in-district training opportunities for campus assistant principals to learn about and be equipped to support the work of professional learning communities at their campus. **Strategy's Expected Result/Impact:** Assistant Principals develop their knowledge and skills in how to support the work of professional learning communities **Staff Responsible for Monitoring:** Campus Principals Director of School Improvement Executive Directors of Elementary and Secondary Assistant Superintendent of Teaching & Learning **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 4 - District Processes & Programs 1, 2, 3, 5 - Perceptions 4 **Funding Sources:** AP PLC Leadership Academy - 255 Title II, Part A - $42,600				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Work with Solution Tree associates to provide in-district training opportunities for campus behavior coalition teams to continue learning while implementing behavior solutions practices in their schools. **Strategy's Expected Result/Impact:** Continue to see improvement in the number of student behavior referrals Continue to see improvement in the support provided to students related to behaviors **Staff Responsible for Monitoring:** Campus Principals Director of School Improvement Executive Directors of Elementary and Secondary Assistant Superintendent of Teaching & Learning **Results Driven Accountability** **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 4 - District Processes & Programs 2, 3, 5 - Perceptions 4 **Funding Sources:** Behavior Solutions Training - 255 Title II, Part A - $20,175, Behavior Solutions On Site Visits - 255 Title II, Part A - $20,175				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Demographics

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Student Learning

Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 2: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

District Processes & Programs

Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Perceptions

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 5: In the 2025 -2026 TELPAS assessment, the percentage of Emergent Bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points.

High Priority

Evaluation Data Sources: TELPAS composite score outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen Tier I instruction of Emergent Bilingual students by ensuring training opportunities are provided to Emergent Bilingual staff, Dual Language/ESL teachers, as well as high school content area teachers who serve EB students in the areas of English Language Proficiency Standards (ELPS), Language Proficiency Assessment Committee (LPAC), Sheltered Instruction, Dual Language Program updates, Toma la Palabra!, TELPAS, and program implementation and compliance. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and TELPAS outcomes, program compliance, and teacher effectiveness **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2 **Funding Sources:** Professional development presenters & program consultants - 263 Title III, Part A - 6299 - $30,000 , Professional development travel - 263 Title III, Part A - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Student Learning

Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

District Processes & Programs

Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 6: During the 2025-2026 school year, campus leaders will continue to engage in a process for student individual goal setting and progress monitoring through professional learning communities and collaborative team meetings each week.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Campus Professional Development Sessions Documented in Professional Learning System
Professional Learning Community Development
Collaborative Team Meeting Participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize data management systems, such as Performance Matters and Student Analytics, to create data portfolios for teachers and students to use varied sources of data in determining student goals. **Strategy's Expected Result/Impact:** Create opportunity for student ownership of learning through student goal setting Increase student learning outcomes **Staff Responsible for Monitoring:** Campus Principals Director of School Improvement Executive Directors of Elementary and Secondary Assistant Superintendent of Teaching & Learning **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement common structures for individual student goal setting and progress monitoring using the MAP Growth Goal Explorer in areas assessed by MAP **Strategy's Expected Result/Impact:** Create opportunity for student ownership of learning through student goal setting Increase student learning outcomes **Staff Responsible for Monitoring:** Campus Principals Director of School Improvement Executive Directors of Elementary and Secondary Assistant Superintendent of Teaching & Learning **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
District Processes & Programs
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 7: During the 2025-2026 school year, the Director of State and Federal Programs will be attending and participating in a variety of professional learning conferences and online learning opportunities that are designed to improve and enhance the state and federal programs in CSISD.

Evaluation Data Sources: Participation professional learning through registrations and completions
Sharing learned strategies with Title I campus leadership teams and district teams
Improved supports for Title I campuses and their students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Registration, attendance and provide new learning to the appropriate staff members back in CSISD. **Strategy's Expected Result/Impact:** Improved supports for Title I Campuses Improved supports for all federal and state programs used in CSISD **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Leering Director of State and Federal Programs **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2 **Funding Sources:** Time, Federal Funds - 211 Title I, Part A - $18,600				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

District Processes & Programs

Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 8: During the 2025-2026 school year, CSISD will continue efforts in the recruitment, retention, and development of staff through a variety of professional learning opportunities and recruitment efforts.

Evaluation Data Sources: Attendance at seminars and sessions
Utilization of skills learned on their home campus
Sharing of learning with peer groups

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Sending campus principals to the N2Learning Principals' Institute sessions over the course of the school year. **Strategy's Expected Result/Impact:** Principal instructional leadership growth and development Campus leadership capacity expanded across the campus **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Director of School Improvement **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Registration and Travel Costs - 255 Title II, Part A - $23,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Sending campus assistant principals to the N2Learning Assistant Principals' Institute sessions over the course of the school year. **Strategy's Expected Result/Impact:** Principal instructional leadership growth and development Campus leadership capacity expanded across the campus **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Director of School Improvement **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Registration and Travel Costs - 255 Title II, Part A - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The CSISD 2025-2026 SPARK New Teacher Induction program will be specific to the growth and development of new to CSISD teachers **Strategy's Expected Result/Impact:** Grow and develop the teachers new to CSISD Provide mentors to support the growth and development of 0 and 1 year experience staff **Staff Responsible for Monitoring:** Executive Directors of Elementary and Secondary **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Title II Part A Funds - 255 Title II, Part A - $99,360				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: During the 2025-2026 school year, the human resources department will continue to attend job fairs as well as host local recruitment events in CSISD to increase the recruitment of staff to CSISD. **Strategy's Expected Result/Impact:** See an increase of staff recruitment to CSISD **Funding Sources:** Title II Part A Funds - 255 Title II, Part A - $25,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Purchase of books, supplies, and resources for professional learning sessions and events in CSISD. **Strategy's Expected Result/Impact:** Support the professional learning events in CSISD **Staff Responsible for Monitoring:** Director of School Improvement **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Title II Part A - 255 Title II, Part A - $33,625				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Student Learning

Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

District Processes & Programs

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 9: CSISD will meet the requirement of supporting the needs of private non profit schools that are within CSISD's boundaries and that qualify for federal funds access from the federal government.

Evaluation Data Sources: PNP Participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PNP campus has identified goals and objectives that title funds will be able to be used to support. CSISD will ensure compliance with use of funds and meet all regulatory requirements. **Strategy's Expected Result/Impact:** See PNP students benefit from the use of federal funds **Staff Responsible for Monitoring:** Director of School Improvement **Funding Sources:** Title II Part A Funds - 255 Title II, Part A - $8,100				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 1: In the 2025 - 2026 TELPAS assessment, the percentage of Emergent Bilingual students demonstrating progress on their composite score by one or more levels will increase by 5 percentage points.

High Priority

Evaluation Data Sources: TELPAS composite score outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide targeted summer instruction opportunities to help emergent bilingual students improve their academic English skills in listening, speaking, reading, and writing, enabling them to better engage with academic content and build confidence for future learning. **Strategy's Expected Result/Impact:** Growth in TELPAS and LAS Links Progress Monitoring outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Extra Duty Pay for Staff - 263 Title III, Part A - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ensure teachers have supplemental instructional materials and supplies to effectively meet the diverse needs of Emergent Bilingual students enhancing both dual language and ESL program goals. **Strategy's Expected Result/Impact:** Growth in TELPAS and LAS Links Progress Monitoring outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Materials & Supplies - 263 Title III, Part A - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilize Bilingual Instructional Coaches to analyze achievement data to inform and prioritize program and instructional improvement efforts while maximizing individual student achievement so that dual language and emergent bilingual students meet or exceed target scores on the 2026 STAAR assessments. **Strategy's Expected Result/Impact:** Growth in TELPAS and LAS Links Progress Monitoring outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1, 2 **Funding Sources:** 2 Bilingual Instructions Coaches - 211 Title I, Part A - $169,358				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
District Processes & Programs
Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 2: Over the 2025-2026 school year, CSISD will increase the student academic and behavior success of students by establishing a calibrated, comprehensive academic Multi-Tiered System of Supports (MTSS) Program.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Intervention Plans in Performance Matters
Usage of MTSS Handbook Online

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Align MTSS practices for reading and math based on stakeholder feedback and the RtI at Work model through the revision of the CSISD MTSS Handbook. **Strategy's Expected Result/Impact:** Improved MTSS systems and processes Improved knowledge and understanding of MTSS for all instructional staff **Staff Responsible for Monitoring:** Executive Director of Special Programs Executive Directors of Elementary and Secondary MTSS Coaches Campus Administration **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize targeted time for intervention and extension within the school day on all campuses. **Strategy's Expected Result/Impact:** Improved MTSS systems and processes at all campuses Improved intervention supports for struggling learners at all campuses **Staff Responsible for Monitoring:** Executive Director of Special Programs Executive Directors of Elementary and Secondary MTSS Coaches Campus Administration **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Continue to train and provide ongoing support for K-12 teachers on how to use student data in Performance Matters, MAP, and Student Analytics to differentiate instruction. **Strategy's Expected Result/Impact:** Improved MTSS systems and processes Improved knowledge and understanding of MTSS for all instructional staff Improved differentiation of instruction practices by all instructional staff **Staff Responsible for Monitoring:** Executive Director of Special Programs Executive Directors of Elementary and Secondary MTSS Coaches Campus Administration **Problem Statements:** Demographics 3 - Student Learning 2, 4 - District Processes & Programs 3, 5 - Perceptions 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide comprehensive services for students experiencing homelessness by offering nutritious school meals, eligible transportation to and from their school of origin, and additional collaborative services for those in high school who are in danger of not graduating. **Strategy's Expected Result/Impact:** Increased academic success and attendance percentages **Staff Responsible for Monitoring:** Director of Federal and State Programs **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Transportation - 211 Title I, Part A - $100				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Utilize State Compensatory Education (SCE) funds to offer accelerated instruction, drop-out prevention strategies, targeted instructional interventions, summer programming, and additional programs, services, and instructional materials and supplies to supplement the regular education program for the at-risk student population. **Strategy's Expected Result/Impact:** The gap between at-risk and non-at-risk student performance and drop-outs will be reduced. **Staff Responsible for Monitoring:** Director of Federal and State Programs Executive Director of Secondary Executive Director of Elementary Campus Principals **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2 **Funding Sources:** Targeted FTEs, Extra-Duty Pay, supplemental Temp Workers, Paraprofessionals, and Materials and Supplies - 199 State Compensatory Ed (SCE), Prekindergarten - $2,248,584				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.
Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Problem Statement 2: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.
Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
District Processes & Programs
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.
Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
Perceptions
Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 3: During the 2025-2026 school year, CSISD will continue to increase student success of under-performing groups by establishing a calibrated, comprehensive behavioral Multi-Tiered System of Supports (MTSS) Program.

High Priority

Evaluation Data Sources: Campus Improvement Plans
Intervention Plans in Performance Matters
Usage of MTSS Handbook Online: Behavioral Section

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide Solution Tree's RTI at Work training for the district Guiding Coalition. **Strategy's Expected Result/Impact:** Improved campus academic and behavior system systems and support Improved knowledge and understanding of how to better support teachers on management of student behaviors Decrease in student behavior referrals Improved knowledge and understandings of academic interventions See a reduction on the number of Tier 3 interventions **Staff Responsible for Monitoring:** Campus Principals Executive Directors of Elementary and Secondary Education Director of Student Services Executive Director of Special Services Director of School Improvement MTSS Coaches **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - District Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Align the K-12 MTSS practices for academics and behavior in Tier 1, 2, and 3 based on the Behavior Solutions framework in the CSISD MTSS Handbook **Strategy's Expected Result/Impact:** Improved campus behavior system systems and support Improved knowledge and understanding of how to better support teachers on management of student behaviors Decrease in student behavior referrals **Staff Responsible for Monitoring:** Campus Principals Executive Directors of Elementary and Secondary Education Director of Student Services Executive Director of Special Services Director of School Improvement MTSS Coaches **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS). **Strategy's Expected Result/Impact:** Improved campus behavior system systems and support Improved knowledge and understanding of how to better support teachers on management of student behaviors Decrease in student behavior referrals **Staff Responsible for Monitoring:** Campus Principals Executive Directors of Elementary and Secondary Education Director of Student Services Executive Director of Special Services Director of School Improvement MTSS Coaches **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 4 - District Processes & Programs 1, 2, 3, 5 - Perceptions 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Monitor PEIMS behavior incident and action codes for accuracy at six weeks intervals at both the district and campus levels. **Strategy's Expected Result/Impact:** Improve accuracy of district and campus behavior data Improved data reports informing next steps in MTSS behavior work Improved support of classroom teachers with behavior concerns Decrease in student behavior referrals **Staff Responsible for Monitoring:** Director of Student Services Chief of Staff and Leadership Campus Principals Executive Directors of Elementary and Secondary Education Director of Student Services Director of Special Programs PEIMS Director **Results Driven Accountability** **Problem Statements:** Demographics 3 - Student Learning 2, 4 - District Processes & Programs 3, 5 - Perceptions 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide training by Special Services for campus staff on de-escalation, Behavior Intervention Plan implementation, and on how disabilities may impact a student's behavior **Strategy's Expected Result/Impact:** Improved instructional staff knowledge and ability on how to de-escalate students in crisis Improved instructional staff knowledge and ability on how read, understand, and implement behavior intervention plans Improved instructional staff knowledge and understanding on how disabilities may impact student behavior **Staff Responsible for Monitoring:** Executive Director of Special Services **Results Driven Accountability** **Problem Statements:** Demographics 1, 4 - District Processes & Programs 1, 4 - Perceptions 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Monitor behavior trends, including type, frequency, and times of day of incidents at six weeks intervals with campus teams. **Strategy's Expected Result/Impact:** Improved administrator understanding of behavior data Improved administrator ability to implement proactive measures with student behavior based upon behavior data **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services **Problem Statements:** Demographics 3, 4 - Student Learning 2 - District Processes & Programs 3, 4 - Perceptions 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Supplement discipline guidelines for principals with alternatives to removal and additional guidance on interventions vs. consequences. **Strategy's Expected Result/Impact:** Decrease in exclusionary discipline practices Increase options for campus administrators to provide behavior interventions Decrease overall student behavior referrals **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services **Problem Statements:** Demographics 3, 4 - Student Learning 2 - District Processes & Programs 3, 4 - Perceptions 2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Continue to calibrate systems across the district for documenting student behavior infractions and processing discipline referrals. **Strategy's Expected Result/Impact:** Improve accuracy of district and campus behavior data Improved data reports informing next steps in MTSS behavior work Improved support of classroom teachers with behavior concerns Decrease in student behavior referrals **Staff Responsible for Monitoring:** Director of Student Services, Chief of Staff and Leadership, Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Executive Director of Special Services, PEIMS Coordinator **Problem Statements:** Demographics 3, 4 - Student Learning 2 - District Processes & Programs 3, 4 - Perceptions 2				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Coordinate instructional activities between Title I Part A, Local Funds, State Compensatory Funds/staff, Special Education, Homeless Support Services, and other programs to create efficiency in the utilization of district funds while meeting the academic and social/emotional needs of our students. **Strategy's Expected Result/Impact:** Funds are appropriated among various programs **Staff Responsible for Monitoring:** Assistant Superintendents, Directors, Coordinators, and Principals **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2 - District Processes & Programs 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4: Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Student Learning

Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 2: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

District Processes & Programs

Problem Statement 1: Although we have seen improvements, the data indicates a need for coaching in instructional practices and implementation support to address the behavioral and academic needs of our deficient student population groups, especially for our ineffective / inexperienced / out-of-field teachers. **Root Cause**: There hasn't been enough time for systematic implementation of training and supports for our ineffective / inexperienced / out-of-field teachers to take hold across the district.

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Problem Statement 4: Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Perceptions

Problem Statement 2: Teacher feedback, behavior referrals, and counselor observations report a continued need of social emotional / mental health support for students across all demographic categories. **Root Cause**: Teachers, administrators, and counselors continue to see an increase in social emotional / mental health needs across all school districts.

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 4: During the 2026 summer accelerated instruction program, CSISD will continue to increase the student success of under-performing student groups through the utilization of accelerated instructional support resources that are designed to meet the needs of students not performing at grade level.

High Priority

Evaluation Data Sources: Pre and post assessment given to students that are in the summer accelerated program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The district ELAR and Math Coordinators will examine student performance data to determine the additional instructional resources that need to be secured in order to improve the academic outcomes of accelerated summer school students. **Strategy's Expected Result/Impact:** Improve the academic foundation and performance of struggling students that attend accelerated summer school **Staff Responsible for Monitoring:** Accelerated summer school administrators ELAR Coordinator Math Coordinator **Problem Statements:** Demographics 2 - Student Learning 1 - District Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.
Student Learning
Problem Statement 1: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

District Processes & Programs

Problem Statement 2: Despite the academic success of students in CSISD, there are achievement gaps in achievement data within all demographic student groups. **Root Cause**: Although consistent PLC process that are focused on student data, educator collaboration, and formative assessment were put in place during the 24-25 school year, there hasn't been enough time for the PLC systems and processes to have the desired impact on student learning outcomes.

Goal 2: CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 5: During the 2025-2026 school year, CSISD will used Title I funds to hire MTSS Coaches for each of the 10 Title I campuses with the intent of providing differentiated academic and behavior support through the MTSS program.

Evaluation Data Sources: Student Academic Outcomes - MAP, STAAR, Classroom Grades
Student Behavior Referral Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hiring of 10 MTSS Coordinators for the 10 Title I Campuses. **Strategy's Expected Result/Impact:** Improvement in student academic outcomes, specifically Tier 2 and Tier 3 Improvement in student behavior data **Staff Responsible for Monitoring:** Campus Administration Executive Director of Special Services Executive Directors of Elementary and Secondary Director of Federal and State Programs Director of School Improvement **Problem Statements:** Demographics 3 - Student Learning 2 - District Processes & Programs 3 **Funding Sources:** 10 MTSS Coaches - 211 Title I, Part A - $778,336				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Student Learning
Problem Statement 2: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area. **Root Cause**: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

District Processes & Programs

Problem Statement 3: CSISD comprehensive MTSS program foundation began developing during the 24-25 school year, but there is much work to be completed in this area.
Root Cause: Work has started to develop consistent, calibrated, comprehensive, multi-tiered systems of support across all CSISD campuses, but there hasn't been enough time for this work to have the desired impact for students and teachers.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: During the 2025-2206 school year, CSISD will provide three parent engagement opportunities that serve to empower parents of emergent bilingual students.

High Priority

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide a Parent Academy for EB parents to increase their understanding of the programs and supports available for their children to successfully progress academically and linguistically in the CSISD school system. **Strategy's Expected Result/Impact:** Increased parental engagement and satisfaction **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Funding Sources:** Extra-Duty Personnel - 263 Title III, Part A - $5,000, Supplies and Materials - 263 Title III, Part A - $778				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: By May 2026, each campus will host at least two parent and family engagement events focused on supporting student learning, with at least 35% of families participating in at least one event, as measured by sign-in sheets and feedback surveys. **Strategy's Expected Result/Impact:** Increased parent participation; Increased parent satisfaction during engagement opportunities **Staff Responsible for Monitoring:** Director of Federal and State Programs Campus Principals **Funding Sources:** PFE Materials and Supplies - 211 Title I, Part A - $28,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: During the 2025-2026 school year, CSISD will continue to provide training and ongoing support for staff in promoting positive relationships among students, staff and parents each semester.

Evaluation Data Sources: Campus Improvement Plans
Exemplars
PowerSchool Professional Learning Sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor implementation of character education curriculum pre-K-12 that promotes positive relationships among students, staff and families . **Strategy's Expected Result/Impact:** Improved student behavior Improve students understanding of social norms and behavioral expectations Prepare students for life experiences that go beyond the walls of the school **Staff Responsible for Monitoring:** Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create and implement a communication plan to ensure major district and campus information/communications are available in the dominant languages (English, Spanish, and Vietnamese) in our district. **Strategy's Expected Result/Impact:** Improve the overall communication to all CSISD families **Staff Responsible for Monitoring:** Director of Communications				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 3: CSISD will utilize Federal Funds during the 2025-2026 school year through the use of indirect costs allocations to support the varied needs related to our Title I campuses.

Evaluation Data Sources: Title I Campus Administrative Set Aside
Title II Administrative Set Aside
Title III Administrative Set Aside

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: CSISD will the indirect costs allocations to support the varied needs related to our Title I campuses. **Strategy's Expected Result/Impact:** Improve the academic outcomes of Title I Campuses **Staff Responsible for Monitoring:** Chief Financial Office Director of State and Federal Programs **Funding Sources:** Title I Indirect Costs - 211 Title I, Part A - $98,661, Title III Indirect Costs - 263 Title III, Part A - $7,000, Title II Indirect Cost - 255 Title II, Part A - $22,606				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Performance Objective 1: By the end of the 2025-26 school year, we will see an increase in the amount of adopted schools, community partnerships, and engagement with higher education agencies over the 2024-2025 school year.

High Priority

Evaluation Data Sources: The number of adopted schools
The number of enraged community partners
The number of partnerships and engagement with higher education agencies

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Conduct online surveys in the fall and spring to gather feedback from families about their perception of their child's school and the district overall. **Strategy's Expected Result/Impact:** The district will see engagement in surveys increase as families become familiar with the process and utilize the data to improve engagement strategies. **Staff Responsible for Monitoring:** Communications department **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide opportunities for parents and community members to learn about the district and its schools through committees, meetings and communication. **Strategy's Expected Result/Impact:** Parent and community engagement will increase with opportunities to be more involved. **Staff Responsible for Monitoring:** Communications department **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students. **Root Cause**: Although we have the plan in place we are now needing to make the plan operate efficiently.

Goal 4: CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.

Performance Objective 2: During the 2025-2026 school year, CSISD will develop and publish systems that organize volunteer and service opportunities throughout the school district.

High Priority

Evaluation Data Sources: Volunteer and service organization systems data
Community engagement data
System for campuses to match volunteers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Collaborate with district stakeholders to develop the plan to better organize volunteer and service opportunities across CSISD. **Strategy's Expected Result/Impact:** Improved communications for how community members can volunteer in schools Campus administrator ability to match volunteers to needs Improved volunteer support for all campuses **Staff Responsible for Monitoring:** Director of Communication & Community Partnerships Team **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Family engagement in CSISD has improved significantly over the past year, but it is not at the levels we need to see the improvements we want for students. **Root Cause**: Although we have the plan in place we are now needing to make the plan operate efficiently.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 1: By May 2026, CSISD will improve the technology infrastructure, including enhancing WiFi access to ensure comprehensive coverage by updating and changing access points across the district by 20%.

High Priority

Evaluation Data Sources: Technology Infrastructure Project Completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue upgrades of campus and administrative infrastructure, including network switch, cabling, power protection systems, and servers. **Strategy's Expected Result/Impact:** Improve the technology network capacity and functionality across CSISD **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology **Problem Statements:** Student Learning 3 - District Processes & Programs 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase available bandwidth both on and between campuses. **Strategy's Expected Result/Impact:** Improve the broadband capacity and functionality across CSISD **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology **Problem Statements:** Student Learning 3 - District Processes & Programs 6				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.
District Processes & Programs
Problem Statement 6: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 2: During the 2025-2026 school year, CSISD will enhance the safety and security of the technology infrastructure to protect privacy of information and secure sensitive data.

High Priority

Evaluation Data Sources: Monthly assessments being conducted on a random sample of all employees, targeted retraining to be provided as required
Annual penetration tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Complete segmentation of the network to restrict access based upon user needs and increase security of systems **Strategy's Expected Result/Impact:** Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology, Technology Department **Problem Statements:** Student Learning 3 - District Processes & Programs 6, 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Over the course of the 2025-2026 school year, CSISD will implement cybersecurity safety measures across all CSISD networks by September 2025 through the partnership with Texas A&M University Cybersecurity Systems. **Strategy's Expected Result/Impact:** Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology, Technology Department **Problem Statements:** District Processes & Programs 7				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: CSISD has a partnership with a cybersecurity company to help provide ongoing employee training and behavioral assessment to ensure employees are well versed in cybersecurity risks associated with online activity. **Strategy's Expected Result/Impact:** Training completion by October 15 Ongoing Phishing Campaign during the school year A decrease in employees engagement phishing threats as a part of the training program **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology, Technology Department **Problem Statements:** District Processes & Programs 7				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Evaluate efforts to educate students about online risks and develop a plan to increase instruction in digital citizenship specifically related to cybersecurity threats **Strategy's Expected Result/Impact:** Improve the safety and security of our technology network and systems Improve the safety and security of our data and private information **Staff Responsible for Monitoring:** Chief of Staff and Leadership, Director of Technology, Technology Department, Director of Digital Learning **Problem Statements:** District Processes & Programs 7				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.

District Processes & Programs
Problem Statement 6: The technology network needs to grow and build capacity to support additional devices. **Root Cause**: We are working to add additional devices across each campus in our district.
Problem Statement 7: Technology security needs are ever changing due to continually evolving cybersecurity threats. **Root Cause**: Technology is ever evolving and bad actors are always looking at schools as possible targets.

Goal 5: CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.

Performance Objective 3: Throughout the 2025 - 2026 school year, CSISD will supplement the number of digital devices, supplies, and materials available for Emergent Bilingual students.

High Priority

Evaluation Data Sources: District Technology Plan
Program inventory

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Invest in supplemental technology software that provide Emergent Bilingual students with equitable access to instructional and assessment tools, enhancing their ability to effectively engage with academic content. **Strategy's Expected Result/Impact:** Growth in MAP, STAAR, and TELPAS outcomes **Staff Responsible for Monitoring:** Language Acquisition Coordinator **Problem Statements:** Student Learning 5 - District Processes & Programs 8, 9 **Funding Sources:** Supplemental Technology Materials and Supplies - 263 Title III, Part A - $41,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
District Processes & Programs
Problem Statement 8: With the shift away from using student owned devices in schools, CSISD is working to close the device access gap in all classrooms. **Root Cause**: Our district has been a bring your own device district for many years and this shift to no student devices in the most recent legislative session has caused access gaps in our classrooms.
Problem Statement 9: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: During 2025-2026, CSISD will continue to provide sufficient instructional technology resources and support.

Evaluation Data Sources: Project completion data
Professional Learning sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas **Strategy's Expected Result/Impact:** Increase use of technology as a part of classroom instructional practices Improved support for teachers with the use of technology during lessons and as a part of student learning experiences **Staff Responsible for Monitoring:** Campus Principals, Director of Digital Learning, Director of Technology, Executive Directors of Elementary and Secondary, Instructional Coaches, Digital Learning Ambassadors **Problem Statements:** Student Learning 4, 5 - District Processes & Programs 5, 9 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
Problem Statement 5: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.
District Processes & Programs
Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
Problem Statement 9: CSISD is increasing in the number of technology devices across the district to help improve student learning experiences and to better inform instructional decisions based upon real time data collection. **Root Cause**: An increase in devices requires an increased in need in teacher and administrator training in best practices of implementation and utilization of instructional technology in order to build instructional capacity.

Perceptions

Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 2: During the 2025-2026 school year, CSISD will build teachers' instructional capacity through purposeful use of digital tools, by provide technology professional learning with a goal to involved 25% of all instructional staff.

Evaluation Data Sources: Development and implementation of technology professional learning
Recruitment of instructional staff members to participate
Progress monitoring of DLA expectations and schoology course submissions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Each month asynchronous instructional technology learning opportunities will be developed and deployed to 100% of all instructional staff. **Strategy's Expected Result/Impact:** Provide learning opportunities for all instructional staff to have instructional growth supported by digital tools Inspire instructional staff to take instructional risks thought the use of instructional technology **Staff Responsible for Monitoring:** District Digital Learning Coach Director of Digital Learning **Problem Statements:** Student Learning 4 - District Processes & Programs 5 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Monthly recognition of one instructional staff member per campus for demonstration of alignment to month asynchronous instructional technology learning opportunity. **Strategy's Expected Result/Impact:** Build the understanding that best classroom instructional practices include the use of instructional technology support **Staff Responsible for Monitoring:** District Digital Learning Coach Director of Digital Learning Campus Digital Learning Ambassadors **Problem Statements:** Student Learning 4 - District Processes & Programs 5 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 16 of 19 campuses, led by the campus Digital Learning Ambassador, will host instructional technology committee sessions to support monthly asynchronous instructional topic. **Strategy's Expected Result/Impact:** Cultivation the culture of instructional best practices that include the use of instructional technology Cultivation of the culture of student digital learning **Staff Responsible for Monitoring:** District Digital Learning Coach Director of Digital Learning Campus Digital Learning Ambassadors **Problem Statements:** Student Learning 4 - District Processes & Programs 5 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
District Processes & Programs
Problem Statement 5: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.
Perceptions
Problem Statement 4: Teacher use of data to inform instructional decisions has improved but is not where it needs to be for student achievement to reach the desired levels. **Root Cause**: Although great improvements have been made in the past year there is evidence that consistent training and support for all teachers and administrators on how to utilize data effectively to inform and guide instruction is still needed.

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

CSISD monitors all state assessment data as well as formative assessment data from NWEA MAP to identified gaps in learning and then develops plans designed to meet the needs of these students. This work is completed at both the district and campus level. The appropriate coordinator / director / executive director will follow up with specifics campuses to ensure the plans are implement and support is provided.

1.2: Identifying students who may be at risk for academic failure;

All CSISD schools submit grades per our grading guidelines so as to ensure that students have grades in each class, these grades are entered in a timely manner, progress reports are sent home, and students have the opportunity to improve their grades if desired by the student and/or parent.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Title I campuses specifically have the opportunity to use their funds to support students in the manner in which the campus administration deems appropriate. This could be the hiring of an additional professional teacher to reduce class size, the hiring of tutors to provide academic support, or the use of funds for program supplies and materials that are above and beyond what is provided by the district.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Specific student programs are monitored by their designated coordinator / director for areas of strengths as well as improvements. Plans are developed to address any area of concern and implemented with the campus administration and support for implementation and follow up is provided by the appropriate coordinator / director.

Descriptor 2: Teacher Quality

CSISD monitors the hiring and placement of inexperienced and out of field teachers and works closely with camps administration through the hiring process to ensure that low-income students and minority students are not being taught at higher rates by these teachers than their peers. This is also monitored each semester through the Texas Equity Plan process.

Descriptor 3: School Improvement and Support Activities

CSISD has a Director of School Improvement as well as a Coordinator of School Improvement. Their responsibilities are focused on the needs of each campus to support them through the use of data, discussions of best instructional practices, monitors school behavior data, discussions around behavior incident data, monitors for implementation of district identified strategies and practices. Specifically, when a school has been formally identified as in need of improvement, the Director of School Improvement partners with the campus principal and leadership team to ensure focused work has been identified, the appropriate strategies are in place to meet the areas of required improvement, monitors for implementation, and provides onsite coaching to the principal and leadership team throughout the process.

Descriptor 4: Measure of Poverty

CSISD does not have a PNP that participates with Title I programs, therefore this measure of poverty is not taken. The PNP that does participate with CSISD is for Title II and Title IV. CSISD ensures the following of guidelines and process from TEA and the US Department of Education.

Descriptor 5: Nature of Programs

CSISD does not provide services through neglected or delinquent facilities as those do not exist within our district.

Descriptor 6: Services to Homeless Children and Youth

CSISD has a funding formula from the state that we use to determine the costs for programs and uses that formula in the distribution of funds for the identified program.

Descriptor 7: Parent and Family Engagement Strategy

Each Title I campus has a funding allotment for Parent Family Engagement allocated to them from the district Title I allocation. There are specific processes and requirements in place for each campus to follow for the use of the PFE funds which are in compliance with the Texas Education Agency.

Descriptor 8: Early Childhood Education Programs and Transition Plans

CSISD has an early childhood program that operates under the federal early childhood program separate from Title I.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Students at targeted assistance schools are identified though their performance on reading and math on their state assessments. Campus administration are taught how to identify these specific students by the Director of School Improvement and specific instructional practices are discussed and implemented to meet the needs of these students that go above and beyond the regular classroom instruction.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

CSISD counselors met with each middle school student 1:1 and talk about their specific situation and develop a plan that is specific to their need. Students that are identified as in need of dual credit courses, career counseling, post - secondary strategies are identified through the process and their counselor works specifically with them to develop the plan and support them throughout the plan.

Descriptor 11: Discipline Disproportionality

The Director of School Improvement works closely with the Director of Special Services to monitor disproportionality data, works closely with campus administration to ensure each campus is aware of their status and ensures the development of non-exclusionary discipline practices so that students are not excluded from the classroom. The campus discipline data is monitored by ethnicity as well as program and socioeconomic status.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The CTE Department in CSISD works with each high school and middle school to communicate about CTE programs and opportunities. Data is examined and enrollment efforts are made to increase enrollment in underrepresented populations in CTE. The CTE programs are hands on programs that are designed to develop career skills for all students.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Our CTE program does offer both academic and work based learning opportunities for all students. Recruitment and enrollment efforts are made to increase the underrepresented populations in the CTE program.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Funding sources for all federal programs are identified in the District and Campus (where applicable) improvement plans.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Title IV funds are used to support the campus libraries through enrichment activities that are identified by the campus librarians.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Jeff Mann

District Funding Summary

199 State Compensatory Ed (SCE), Prekindergarten					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5	Targeted FTEs, Extra-Duty Pay, supplemental Temp Workers, Paraprofessionals, and Materials and Supplies		$2,248,584.00
				Sub-Total	$2,248,584.00
				Budgeted Fund Source Amount	$2,248,584.00
				+/- Difference	$0.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Time, Federal Funds		$18,600.00
2	1	3	2 Bilingual Instructions Coaches		$169,358.00
2	2	4	Transportation		$100.00
2	5	1	10 MTSS Coaches		$778,336.00
3	1	2	PFE Materials and Supplies		$28,000.00
3	3	1	Title I Indirect Costs		$98,661.00
				Sub-Total	$1,093,055.00
				Budgeted Fund Source Amount	$1,093,055.00
				+/- Difference	$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	EduHero		$14,000.00
1	1	3	T-TESS Training		$14,584.00
1	1	4	Inquiry Mentors: CAST Conference, Substitutes, Stipends		$31,450.00
1	4	1	Campus Coaching Support Visits		$71,000.00
1	4	1	Onsite Training for Campus Teams		$71,000.00
1	4	2	Beyond Labels Training		$28,400.00
1	4	3	AP PLC Leadership Academy		$42,600.00
1	4	4	Behavior Solutions Training		$20,175.00
1	4	4	Behavior Solutions On Site Visits		$20,175.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Registration and Travel Costs		$23,000.00
1	8	2	Registration and Travel Costs		$6,000.00
1	8	3	Title II Part A Funds		$99,360.00
1	8	4	Title II Part A Funds		$25,000.00
1	8	5	Title II Part A		$33,625.00
1	9	1	Title II Part A Funds		$8,100.00
3	3	1	Title II Indirect Cost		$22,606.00
				Sub-Total	$531,075.00
				Budgeted Fund Source Amount	$531,075.00
				+/- Difference	$0.00

263 Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Professional development travel		$25,000.00
1	5	1	Professional development presenters & program consultants	6299	$30,000.00
2	1	1	Extra Duty Pay for Staff		$30,000.00
2	1	2	Materials & Supplies		$10,000.00
3	1	1	Supplies and Materials		$778.00
3	1	1	Extra-Duty Personnel		$5,000.00
3	3	1	Title III Indirect Costs		$7,000.00
5	3	1	Supplemental Technology Materials and Supplies		$41,000.00
				Sub-Total	$148,778.00
				Budgeted Fund Source Amount	$148,778.00
				+/- Difference	$0.00
				Grand Total Budgeted	$4,021,492.00
				Grand Total Spent	$4,021,492.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025