

Carroll Independent School District

Carroll Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 20, 2025
Public Presentation Date: September 22, 2025

Mission Statement

Carroll ISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Elementary School is a preschool through fourth grade campus housed in a building that was built in 1986. It is one of five elementary school campuses in CISD and serves the southern half of the community. There are approximately 550 students enrolled and about 75 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

2023-2024 Texas Academic Performance Report for Carroll Elementary School

White 52%
Asian 24.2%
Hispanic/Latino 12.4%
Two or More Races 8.9%
African American 1.6%
American Indian 0.6%
Pacific Islander .2%

Economically Disadvantaged 1.3%

Emergent Bilingual (EB)/English Language Learner (EL) 14.7%

At-Risk 27.5%

Mobility 3.6%

Bilingual/ESL 13.5%

Gifted & Talented 11.5%

Special Education 12%

Demographics Strengths

Carroll Elementary School has many strengths. Some of the most notable demographics strengths include:

- Many families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Carroll Elementary School was 95.6% according to the 2023-2024 TAPR report.
- Students at Carroll Elementary School are very accepting of new students.

- Carroll Elementary School houses a centralized preschool program with three preschool classrooms which serve tuition based students, ESL students and special education students.
- Carroll Elementary School houses a centralized program for students with special needs.
- Carroll Elementary has a high retention rate of teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment data confirms an increasing number of Emerging Bilingual (EB) students in our district. CES needs to provide training for teachers and equip them to successfully work with our EB students.

Root Cause: The EB students qualifying for the ESL program has grown from 63 students in 2021 to 91 students in the 2023-2024 school year. (According to TAPR report)

Student Learning

Student Learning Summary

Carroll Elementary School teachers consistently use the district's curriculum. Teachers have aligned the CISD curriculum with the TEKS and identify the specificity of each TEK at the depth and complexity needed for students to gain the expected mastery. In weekly lesson plans, teachers identify the TEKS being addressed and the type of assessments being used to check for understanding. Walkthroughs and teacher discussions are used to ensure that the expected depth and complexity of instruction is being achieved.

Teachers are working together to measure student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students. Teachers will use the standard based report card rubrics in grades K-1, chapter/unit/common assessments, and other formative tools to assess areas for reteach and enrichment for their students. At the beginning, middle and end of the school year, teachers will assess students in numerous programs to chart data and progression on the yearly expectations in the areas of reading and math. Assessments such as: CIRCLE assessment (PK), Developmental Reading Assessment 2 (DRA2), DIBELs (K-2), Istation Math K-2, IXL, and grade level Math Universal screener tools are given to each student during the school year to check for understanding and mastery. These different forms of data are recorded in Eduphoria-Aware and discussed in MTSS, PLC, and SAT meetings throughout the year.

Assessments are ongoing throughout each unit and students are encouraged and supported as they take on more responsibility with their learning. Differentiation is used to meet the needs of individual students as identified after studying the data from formal and informal assessments. Both math and reading are a focus for students who have been identified based on STAAR, STAAR Interim, Common Formative Assessments, Common Assessments, and other academic screening tools and teacher recommendation. In addition, tutoring opportunities are offered by teachers and assistance with classwork in both peer tutoring and small group environments. Based on HB1416 some 4th grade students will also participate in 30 hours a year of intense acceleration in areas of reading and/or math based on their 2025 STAAR scores.

The intervention structure known as Multi-tiered Support System (MTSS) is used to support areas of growth for students in reading and math. Documentation is collected regularly using the researched-based intervention tools for students who are not meeting expectations in reading and math. Teachers provide the intervention and monitor progress on a weekly or bi-weekly time frame. The data is then reported to parents of the students who are identified using the district provided MTSS rubric. These specialized instruction opportunities, interventions, progress monitoring, and enrichment opportunities are provided during the What I Need (WIN) time of the day. This time is blocked for students and teachers in our K-4 classrooms.

In the summer of 2020, CES began working with Region XI to train teachers in Reading Academies to follow the HB3 requirement. All staff members that have been hired since then are participating in Reading Academies.

Student Learning Strengths

Carroll Elementary enjoys a long history of outstanding student academic achievement. Carroll Elementary scored an overall **A** for State Accountability for the 2024-2025 school year.

Carroll Elementary earned distinctions in the following areas:

- ELA/Reading
- Math
- Top 25% comparative growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We are looking to move towards 97-98% during the 2025-2026 school year.

Root Cause: CES will use a comprehensive approach that includes awareness, targeted education, ongoing communication with families to improve attendance.

Problem Statement 2: The beginning of year campus AMPLIFY/DIBELS assessment scores showed a need to improve the percentage of new to CES and Kindergarten students scoring at or above benchmark on the composite score.

Root Cause: CES will use a comprehensive approach that includes targeted interventions, data-driven instruction and family engagement to improve student performance.

School Processes & Programs

School Processes & Programs Summary

All staff members at Carroll Elementary School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. In addition to professional development, PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

School Processes & Programs Strengths

Carroll Elementary celebrates the following strengths:

- Carroll Elementary School staff values professional development and seeks opportunities to participate in staff development in addition to what the district requires.
- 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
- Grade level PLCs and team PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the identification of interventions for targeted students.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need support in differentiating instruction for all students including those who need remediation and students who have mastered skills.

Root Cause: During our scheduled WIN time, students need to be able to gain intervention and enrichment in the areas to support their learning.

Perceptions

Perceptions Summary

Our school invests in building connections and, as a result, Carroll Elementary enjoys a warm, inviting culture where students feel supported and accepted. Our students are receiving the Core Essential curriculum, guidance lessons, and wellness check-ins with our school counselor. Expectations for student behavior is high, and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents. Carroll Elementary School has very few problems with discipline. There have been no significant increases, indicating that resolution programs and interventions are typically successful each year. Additionally, while bullying, harassment, and discrimination are not considered a problem, the campus feels that it is important to remain proactive to prevent students from feeling unsafe at school.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned in to recommendations provided by the district school health advisory council. All campus personnel makes an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Perceptions Strengths

Carroll Elementary celebrates a healthy, supportive culture.

- Students report that they feel safe at school.
- Students are accepting of students new to CES and CISD.
- Teachers feel empowered and valued. They report that CES is a great place to work.
- Administrators work closely with faculty, staff, and parents in decision-making.
- Teachers feel that they have a voice in the decisions that are made.
- Regular drills are scheduled to emphasize safety on our campus. Each semester we will practice Evacuation, Secure, Lockdown, Hold and Shelter Drills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus will continue to focus on helping students and staff feel safe at school.

Root Cause: With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion. CES will continue to help each student improve resiliency.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1:

Encourage and support teachers in implementing innovative teaching methods and techniques.

By providing comprehensive support, resources, and encouragement to help create an environment where teachers feel empowered to explore and implement innovative teaching methods, ultimately leading to enhanced educational outcomes for students.

Evaluation Data Sources: MAP Assessments (K-4)

BOY, MOY, EOY District Assessments (PK-4)

Common Assessments (2nd-4th)

STAAR Assessments (3rd-4th)

Cog AT and ITBS Data

PLC Meeting Discussions and Outcomes

Classroom Observations and Walkthroughs

Professional Development

Mentorship Programs: Establish mentorship programs where experienced teachers can guide others in experimenting with and implementing new techniques.

Collaborative Environment

Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share ideas, and support each other in implementing new teaching methods.

Feedback Systems: Implement systems for teachers to receive constructive feedback from peers and administrators on their innovative teaching practices.

Recognition and Incentives

Awards and Recognition: Recognize and reward teachers who successfully implement innovative teaching methods through awards, public acknowledgment, and career advancement opportunities.





Evaluation and Adjustment

Continuous Improvement: Regularly evaluate the effectiveness of innovative teaching methods and make adjustments based on data and feedback.

Research and Evidence-Based Practices: Encourage the use of research and evidence-based practices to ensure that the innovative methods being implemented are effective and beneficial for students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of students in grade K-2 reading scoring At or Above Benchmark on the DIBELS Assessment.</p> <p>Strategy's Expected Result/Impact: Increase in student academic growth as measured by: BOY, MOY, EOY, Literacy Assessments, Common and Interim Assessments, Report Cards, Progress Reports, MCLASS/Amplify/DIBELS, MTSS- progress monitoring data sheets, Read Naturally Live, Reflex, MAP data, ST Math</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers CARE Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd and 4th grade students will improve their reading and writing skills by showing growth from the STAAR Test results.</p> <p>Strategy's Expected Result/Impact: BOY, MOY, EOY, Literacy Assessments, Common and Interim Assessments, Report Cards, Progress Reports, MTSS- progress monitoring data sheets,</p> <p>Improve the lowest scored TEKS/SE's from STAAR 2025</p> <p>Student Expectation: 3.10.D: Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieve specific purpose.</p> <p>Student Expectation: 3.9.E.ii: Recognize characteristics of argumentative text by distinguishing facts from opinion.</p> <p>Student Expectation: 3.7.B: Retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>Student Expectation: 3.9.A: Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends and myths.</p> <p>Student Expectation: 3.8.C: Analyze plot elements, including the sequence of events, the conflict and the resolution</p> <p>Student Expectation: 4.9.Di: recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence.</p> <p>Student Expectation: 4.8.A: infer basic themes supported by text evidence.</p> <p>Student Expectation: 4.6.E: Make connections to personal experiences, ideas in other texts, and society.</p> <p>Student Expectation: 4.12.C: Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Student Expectation: 4.8.C: Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>Staff Responsible for Monitoring: 3rd & 4th Grade Teachers, SPED Staff, CARE teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd and 4th Grade Students will improve their math problem solving skills by showing growth from the STAAR test.</p> <p>Strategy's Expected Result/Impact: Improvement in the lowest scored questions from 2025 STAAR test:</p> <p>3rd Grade:</p> <p>Student Expectation: 3.9.D: Explain that credit is used when wants or needs exceed the ability to pay. Explain that it is the borrower's responsibility to pay it back to the lender, usually with interest.</p> <p>Student Expectation: 3.2.B: Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place</p> <p>Student Expectation: 3.4.K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</p> <p>Student Expectation: 3.5.C: Describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24.</p> <p>Student Expectation: 3.5.A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</p> <p>4th Grade:</p> <p>Student Expectation: 4.2.G: Relate decimals to fractions that name tenths and hundredths.</p> <p>Student Expectation: 4.3.F: Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$.</p> <p>Student Expectation: 4.4.E: Represent the quotient of up to a four-digit number divided by a one-digit whole number using arrays, area models, or equations.</p> <p>Student Expectation: 4.6.B: Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure</p> <p>Student Expectation: 4.6.D: Classify two dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.</p> <p>Staff Responsible for Monitoring: Classroom Teachers: Primary responsibility lies with classroom teachers who directly instruct students. They design and deliver lessons, assess student progress, provide feedback, and offer additional support as needed.</p> <p>School Administrators: Principals and other school leaders play a crucial role in</p>	Formative			Summative
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Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: Objective 1.2:

Student Opportunities: Evaluate current student offerings and explore new student opportunities.

Evaluation Data Sources: Club participation numbers

Engage parents and community members to gather insights and support.

Establish a feedback loop to continuously collect and act on input from participants.

Ensure adequate budgeting for new programs and initiatives.

Conduct regular reviews of new programs to assess their impact and make necessary adjustments.

Use data and metrics to guide decision-making and ensure continuous improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Explore and assess opportunities for students to pursue their passions and non-academic interests.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and involvement through opportunities such as: Clubs Makerspaces Before School Activities (Flag Corp, Morning Announcements, etc) Encore (Art, Music, PE, Science Lab, Library)</p> <p>Staff Responsible for Monitoring: All Campus Staff</p> <p>School Administrators: Administrators play a crucial role in overseeing the evaluation of current student offerings and the exploration of new opportunities. They can establish committees or task forces to assess existing programs, gather input from stakeholders, and research innovative educational practices. Administrators are also responsible for allocating resources and making decisions regarding the implementation of new student opportunities.</p> <p>Curriculum Coordinators and Specialists: These professionals are responsible for designing, developing, and updating the curriculum to ensure that it meets the needs of all students and aligns with academic standards. They collaborate with teachers, administrators, and other stakeholders to identify areas for improvement and innovation in student offerings.</p> <p>Teachers: Teachers provide valuable insights into the effectiveness of current student offerings based on their experiences in the classroom. They can participate in curriculum review committees, pilot new programs or initiatives, and provide feedback on potential enhancements to student opportunities.</p> <p>Students: Students are important stakeholders in the evaluation of student offerings and the exploration of new opportunities. Their input can help identify areas where improvements are needed and suggest ideas for innovative programs or activities that would enhance their educational experience.</p> <p>Parents and Guardians: Parents and guardians can provide valuable feedback on current student offerings and contribute ideas for new opportunities based on their observations and experiences with their children. They can also advocate for programs or initiatives that they believe would benefit their children and the broader student community.</p> <p>Community Partners: Collaboration with community organizations, businesses, universities, and other stakeholders can provide additional resources, expertise, and opportunities for students. Partnerships with external organizations can enrich the educational experience by offering internships, mentorship programs, and hands-on learning opportunities outside of the classroom.</p> <p>By involving these stakeholders and fostering collaboration, schools can ensure that students receive a well-rounded, engaging, and effective education that prepares them for success in school and beyond.</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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No Progress



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Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 3: Objective 1.3:

Ensure a safe educational environment for all students and staff. By implementing these strategies, schools can create a safe, inclusive, and supportive environment that promotes the well-being and success of all students and staff.

Evaluation Data Sources: Intruder Audits
City/District Unannounced Lockdown Trainings
Safety Training Logs
Facility Maintenance and Upgrades (FMX requests)

Conduct regular safety inspections of school facilities to identify and address potential hazards.

Ensure that fire extinguishers, smoke detectors, alarms, and first aid kits are readily available and maintained.

Implement controlled access to school buildings, such as secure entry points and visitor check-in procedures.

Surveillance cameras in key areas to monitor activities and deter unauthorized access.

Develop and communicate clear emergency response plans and procedures.

Implement programs to educate students and staff about bullying, its effects, and ways to prevent it.

Inform students and staff of the district reporting systems for students and staff to report bullying or harassment. (StopIt)

Provide access to school counselors, LSSPs for students and staff.

Ensure that students with disabilities receive appropriate accommodations and support.

Provide language assistance for non-native English speakers and their families.

Maintain high standards of cleanliness and sanitation in all school facilities, including classrooms, restrooms, and cafeterias.

Follow health guidelines for preventing the spread of infectious diseases, including hand washing stations and availability of hand sanitizers.





Ensure that a qualified nurse is available on-site to handle medical emergencies and health issues.

Educate students and staff about online safety, including safe browsing practices, recognizing cyberbullying, and protecting personal information. (Lightspeed)

Foster open lines of communication between the school, parents, and the community regarding safety policies and procedures.





Encourage parental involvement in school safety initiatives and programs.

- Collaborate with local law enforcement agencies to ensure a coordinated response to safety concerns.
- Utilize community resources and programs to enhance school safety and support services.
- Regularly update safety policies and procedures to reflect best practices and new safety standards.
- Provide ongoing training for staff and students to keep safety knowledge and skills up to date.

Strategy 1 Details	Reviews			
Strategy 1: Conduct all required district and state safety trainings as scheduled. Strategy's Expected Result/Impact: Ensure 100% compliance on all required safety trainings. Staff Responsible for Monitoring: All Campus Staff Campus SRO Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Goal 2: Goal 2:
Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: Objective 2.1:
Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Reviews			
Strategy 1: Develop staff-centred, tailored professional development opportunities. Strategy's Expected Result/Impact: Improved practices based on individual, team and campus needs. Staff Responsible for Monitoring: Campus Administration Curriculum and Instruction Department TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:

Assessing and prioritizing the needs of dedicated and engaged staff is essential for retention and maintaining a positive and productive educational environment

Evaluation Data Sources: Hold meetings with staff members to obtain detailed insights into their experiences and needs.

Analyze data from exit interviews to understand why staff are leaving and identify common themes.

Review performance metrics and staff attendance records to identify areas where additional supports might be needed.

Identify urgent needs that impact day-to-day operations, such as classroom resources, administrative support, and safety concerns.

Identify long-term needs related to professional development, career advancement, and personal growth.

Ensure that the prioritized needs align with the school's strategic goals and mission.

Involve key stakeholders, including school leaders, in the prioritization process to ensure alignment with overall objectives.

Assess the availability of resources (financial, human, and material) to address the identified needs.

Develop programs to regularly acknowledge and reward dedicated staff.

Establish mentorship programs where experienced teachers can support newer staff members.

Ensure that teachers have access to the necessary classroom resources and materials to perform their jobs effectively.





Increase administrative support to reduce the burden of non-teaching tasks on teachers.

Foster collaboration through PLCs where teachers can share best practices and support each other.

Maintain open lines of communication between staff and administration to ensure that concerns are heard and addressed promptly.

Schedule regular check-ins with staff to monitor their satisfaction and address any emerging issues.

Create continuous feedback meetings where staff can provide ongoing input on implemented changes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and analyze the data gathered from the district and other surveys to create action steps related to satisfaction and staff retention.</p> <p>Strategy's Expected Result/Impact: Improved staff retention.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Human Resources Department: The HR department within the district often takes a lead role in analyzing staff satisfaction and retention data. They may oversee surveys, collect data on staff turnover rates, and analyze factors contributing to retention or attrition.</p> <p>School Administrators: Principals and other school leaders play a vital role in interpreting survey data specific to their schools. They may identify trends, strengths, and areas for improvement within their staff, and collaborate with district-level personnel to develop action plans.</p> <p>District Administrators: District-level administrators, including superintendents, assistant superintendents, and directors, are responsible for overseeing district-wide initiatives related to staff satisfaction and retention. They may analyze aggregated survey data from multiple schools, identify systemic issues, and develop district-wide strategies and policies to address them.</p> <p>Data Analysts/Researchers: Education researchers or data analysts within the district may assist in the analysis of survey data. They may use statistical methods to identify correlations, trends, and patterns in the data, providing valuable insights to inform decision-making.</p> <p>Teacher and Staff Representatives: Representatives from teacher and staff unions or associations may be involved in the review and analysis of survey data, advocating for the interests and concerns of their members. They may participate in discussions and collaborate with district administrators to develop solutions to improve satisfaction and retention.</p> <p>Community and Stakeholders: In some cases, community members, parents, and other stakeholders may provide input on staff satisfaction and retention through community surveys or feedback mechanisms. Their perspectives can help inform action steps that support a positive work environment for educators.</p> <p>Ultimately, the responsibility for reviewing and analyzing data on staff satisfaction and retention, and creating action steps to address issues, is a collaborative effort involving multiple stakeholders within the district, each bringing unique expertise and perspectives to the process.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Goal 3:
Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.1:
Providing proactive and responsive support and training for purposeful instructional technology usage involves several key strategies to ensure that teachers are confident and effective in integrating technology into their classrooms.

By implementing these strategies, the district and CES can provide proactive and responsive support and training for purposeful instructional technology usage, leading to enhanced teaching and learning experiences.

- Evaluation Data Sources:** Offer foundational training sessions for new technologies, covering basic functionalities and classroom applications. (new hire)
- Ensure teachers have easy access to necessary software, applications, and hardware.
- Schedule regular check-ins with teachers to gather feedback on technology integration and address any challenges they are facing.
- Ensure that technology integration supports curriculum goals and enhances learning outcomes.
- Encourage the use of technology to facilitate student-centered learning, enabling personalized and adaptive learning experiences.
- Ensure that school leaders and administrators actively support and participate in technology integration initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze data gathered related to use of technology and usability training. Strategy's Expected Result/Impact: Determine if action steps are needed. Staff Responsible for Monitoring: Campus Administration Site Base Team Team Leaders ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students will use proper keyboarding techniques. Strategy's Expected Result/Impact: Improved keyboarding skills to be used on district assignments and assessments. Staff Responsible for Monitoring: Classroom Teachers/Librarian ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:

Improving the attendance rate for the 2025-2026 school year requires a multifaceted approach that addresses the root causes of absenteeism and promotes a culture of regular attendance.

By implementing these strategies, schools can create a supportive environment that encourages regular attendance and addresses the underlying issues that contribute to absenteeism.

- Evaluation Data Sources:** Evaluate Skyward attendance records.
- Conduct regular reviews of attendance data to identify patterns and trends.
- Use early warning systems to identify students who are at risk of chronic absenteeism.
- Maintain regular communication with parents through newsletters, emails, and phone calls to discuss attendance issues and strategies for improvement.
- Create a safe and inclusive school environment where all students feel valued and respected.
- Establish clear attendance policies and communicate them to students, parents, and staff.
- Ensure consistent enforcement of attendance policies with appropriate consequences for unexcused absences.
- Create individualized attendance improvement plans for students with significant attendance issues.

Strategy 1 Details		Reviews			
Strategy 1: Educate the community on the importance of daily attendance Strategy's Expected Result/Impact: Improved attendance and increase in ADA funding Staff Responsible for Monitoring: Campus Administration PEIMS Secretary Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Goal 5: Goal 5:
Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:
Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
Strategy 1: Provide consistency and alignment on delivery of all campus/teacher communication. Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by parent feedback. Staff Responsible for Monitoring: Campus Administration and Classroom Teachers. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide weekly staff and parent newsletters. Strategy's Expected Result/Impact: Consistent communication throughout the CES community. Staff Responsible for Monitoring: Administration and Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Addendums

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COMPLIANCE ADDENDUM 2025-2026

Coordinated Health - SHAC Council

Objective: Support School Wellness including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council.	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that identifies successful performance on state fitness tests.

Discipline Management - Safe Environments

Objective: Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide.

Objective: Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

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Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying.	CISD Website; Counselors' website;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, and the community.
Student safety training for all staff including transportation and student nutrition conducted by counselors	"Summary of Bullying Changes"	Student Services	All staff trained in student safety.
Strategies	Resources	Staff Responsible	Evaluation
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents' access; posted on district website and provided to principals and counselors for distribution to students.	Website: http://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

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Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13

School Year

New definition of bullying: "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- (1) Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- (2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

Section 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

Section 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

Section 37.0832-Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:

1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can't be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan.

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Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81st Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.	Counselor Website	Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "O" in Special Education

Strategies	Resources	Staff Responsible	Evaluation
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<ul style="list-style-type: none"> • Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education 	SIT Procedures	Exec Dir of SpEd Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.
<ul style="list-style-type: none"> • Implement Multi-Tiered System of Supports (MTSS) to facilitate : <ul style="list-style-type: none"> o Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity; o Positive discipline and behavioral intervention and support; o Discipline and behavior management; o Provision of Early Intervening Services; o Increase in referrals to SAT that meet the criteria for 			

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation
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<p>The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about:</p> <ol style="list-style-type: none"> 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)] 6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. Allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. <ul style="list-style-type: none"> • Career Cluster/Programs of Study Templates • Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses • CTE program articulated sequence of courses • Carl Perkins Grant Funding • Graduate Profile • Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College & Career resource site: www.texascollegeandcareer.org</p>	<p>CISD Administration Counselors Teachers</p>	<p>Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school</p>
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State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation.

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SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081) 6.

Supplemental FTEs

7. Timelines for monitoring strategies

8. Measurable performance objectives

9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students) [TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process.</p> <p>District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout 	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk
prevention program [TEC 11.255)			

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<ul style="list-style-type: none"> • Monitor truancy of 17-year old to file before 18 • PGP Plans in place for all At-Risk grades 7-12 • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs. 		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates 	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates
PREGNANCY RELATED SERVICES			
Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

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<p>each/every service:</p> <ol style="list-style-type: none"> 1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education 	<p>Texas Health Resources Teenage Pregnancy Outreach Secondary Counselors</p>	<p>B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date</p>	<p>pregnant students. Graduation of PRS program.</p>
PRIORITY SERVICE FOR MIGRANT STUDENTS			
Strategies	Resources	Staff Responsible	Evaluation
<p>The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:</p> <ol style="list-style-type: none"> 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students <p>Use NSG PFS reports to give priority to these students in MEP activities</p>		<p>Special Programs Executive Director PEIMS Director</p>	<p>Number of migrant students served NCLB Compliance Report PBMAS</p>

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Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at-risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus. |

Resources	Staff Responsible	Evaluation
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Strategies

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
<ol style="list-style-type: none"> 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students, 4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation 	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
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Records and documentation including: A. Verification of each pregnancy B Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS
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