

Carroll Independent School District

Carroll Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.	14
Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.	17
Goal 3: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.	18
Goal 4: Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.	20
Goal 5: Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.	21
Addendums	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Middle School serves approximately 730 students across 7th and 8th grades. Carroll Middle School is a high performing campus known for academic excellence and student achievement. Our students come from various backgrounds and consistently perform above state averages. We are dedicated to maintaining rigorous standards while supporting the varied needs of all student groups, including special populations, gifted learners, and those receiving intervention services.

Student Demographics	Count	Percent
Female	347	47.53%
Male	383	52.47%
Ethnicity		
Hispanic-Latino	78	10.68%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	204	27.95%
Black - African American	18	2.47%
Native Hawaiian - Pacific Islander	1	0.14%
White	381	52.19%
Two-or-More	48	6.58%
Student Programs	Count	Percent
Gifted and Talented	265	36.30%
Section 504	94	12.88%
Special Education (SPED)	76	10.41%
Emergent Bilingual (EB)	14	1.92%

Demographics Strengths

Carroll Middle School has many strengths. Some of the most notable demographic strengths include:

- Students demonstrate positive behavior which contributes to a safe and supportive school climate.
- Our special populations (GT, ESL, Special Education, 504, etc.) are supported through differentiated instruction and tailored resources.
- The campus has a high percentage of students performing above grade level, reflecting strong foundational learning and family support.
- We establish, grow, and maintain a strong partnership with parents committed to student success.
- The campus has exceptionally high expectations for students and staff, which are expected and valued by teachers, parents, and the community.
- Students at Carroll Middle School are accepting of new students regardless of background.
- Campus administration and teachers are intentional about creating a welcoming and engaging middle school experience for all students.
- Student-centered decisions and solutions are prioritized to maintain an age-appropriate and supportive learning environment.
- No dropouts have been recorded for Carroll Middle School.
- 100% teacher retention going into the 25-26 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs.

Root Cause: Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.

Problem Statement 2 (Prioritized): The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions.

Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).

Problem Statement 3: While the campus continuously performs at a high academic level, chronic absences, often due to family travel, have negatively impacted overall attendance rates. These attendance trends reduce Average Daily Attendance, which directly affects state funding, limiting resources available to support student programs and campus improvement efforts.

Root Cause: Many families choose to travel during instructional days, viewing missed school as low risk due to their child's strong academic standing. This contributes to a culture where daily attendance is not consistently prioritized, reducing campus funds tied to ADA

Student Learning

Student Learning Summary

Carroll Middle School implements a rigorous curriculum aligned with state standards and community expectations to prepare all students for success during their educational careers and beyond. Teachers and staff work collaboratively to support students in mastering rigorous academic standards to ensure college and career readiness. Campus Administrators and teachers continuously collaborate to establish and work toward school-wide goals that align with developing critical thinkers, resilient learners, and future leaders.

Carroll Middle School performed extremely well on STAAR and EOC tests with 7th grade math being an area for improvement. CMS received an A rating from the State.

	Total Tests	Did Not Meet	Approaches	Meets	Masters
Grade 7 Reading	342	4%	96%	89%	70%
Grade 7 Math	138	19%	81%	60%	14%
Grade 8 Reading	346	3%	97%	94%	81%
Grade 8 Math	365	4%	96%	92%	72%
EOC Algebra I	187	0	100%	100%	98%
Grade 8 Social Studies	347	7%	93%	78%	65%
Grade 8 Science	346	6%	94%	84%	56%

Carroll Middle School received six of the seven eligible Distinction Designations:

- 1.

Student Learning Strengths

Students at Carroll Middle School always work hard to do their best. We consistently have many students scoring masters each year on their STAAR tests. Many students in both 7th and 8th grade take the Algebra I test and continue to have all students not only passing, but mastering the test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in College Ready 7th grade Math scored significantly lower on the STAAR than in previous years. 19% of the students did not meet compared to 16% in the 23-24 school year. Students who did not meet or scored Approaches in 7th-grade Math may experience gaps in the College Ready Pre-Algebra class as 8th graders.

Root Cause: Although efforts are made to include small group instruction and differentiation strategies during class, several students need intense interventions throughout the year.

Carroll Middle School Math Department will focus on targeted meetings after each Unit Test to identify students who need to re-teach mini sessions. Target students: those who did not master the concepts taught during that unit.

Problem Statement 2: Carroll Middle School and Dawson Middle School are not aligned in some areas concerning curriculum, resources, and assessments.

Root Cause: While many efforts have been made in previous years to align CMS and DMS, intentional collaboration is still needed to address common unit planning, grading calibration, common assessments, and teaching approaches and strategies.

Problem Statement 3: Carroll Middle School averages a 96.0% attendance rate. However, high percentages of absences occur around critical times of instruction.

Root Cause: Some family vacations frequently extend for two or more weeks beyond the start of the school year (August) and when returning in January. These two to three weeks of instruction put many students at a disadvantage and make them fall behind due to missed instruction.

Problem Statement 4 (Prioritized): Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs.

Root Cause: Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.

Problem Statement 5 (Prioritized): The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions.

Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).

Problem Statement 6 (Prioritized): The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction.

Root Cause: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.

Problem Statement 7: While the campus continuously performs at a high academic level, chronic absences, often due to family travel, have negatively impacted overall attendance rates. These attendance trends reduce Average Daily Attendance, which directly affects state funding, limiting resources available to support student programs and campus improvement efforts.

Root Cause: Many families choose to travel during instructional days, viewing missed school as low risk due to their child's strong academic standing. This contributes to a culture where daily attendance is not consistently prioritized, reducing campus funds tied to ADA

School Processes & Programs

School Processes & Programs Summary

Carroll Middle School has a rich tradition of excellence in academics, athletics, and fine arts. Our teachers are committed to empowering students during their seventh and eighth-grade years. By creating a master schedule around core common planning times, our teachers engage in continuous, meaningful conversations about relationships, student recognition, strengthening academic skills, engaging classroom experiences, and opportunities for our Dragons to excel and achieve their personal goals.

School Processes & Programs Strengths

Carroll Middle School's strengths include:

- Mentorships for new teachers to CISD and CMS throughout the year
- Frequent discussion about students identified as GT, SpEd, 504, MTSS, 1416, etc.
- Intentional collaboration with our Special Education Department in content planning and academic intervention
- Prioritizing student choice to create a schedule that explores several electives offerings throughout the year
- Monthly meetings centered around data, best practices, discussion about professional growth, and student growth
- Creating opportunities for students to explore interests through clubs and extracurricular activities
- Collaboration to form respectful relationships with parents and CMS community members

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO, we hope to increase parent involvement by 25% throughout the year.

Root Cause: There are fewer opportunities for parent volunteers during the school day at the secondary level than in lower grade levels.

Problem Statement 2: Teachers have expressed a desire to build a community of learners within the campus and an opportunity to share excellent instruction and tips and tricks for classroom use.

Root Cause: As new teachers (novice and veteran) come onto campus, several teachers have noticed the need to increase teacher-to-teacher observations and an opportunity for pedagogical mentorship. With new team members (similar content), the need to ensure quality instruction that is accurate and rigorous is needed.

Problem Statement 3 (Prioritized): The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions.

Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).

Problem Statement 4 (Prioritized): The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and

digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction.

Root Cause: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.

Problem Statement 5 (Prioritized): Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs.

Root Cause: Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.

Problem Statement 6 (Prioritized): Teachers are experiencing high levels of stress due to excessive workloads and limited time for collaborative planning.

Root Cause: The master schedule and cuts do not provide teachers with sufficient protected time for collaborative planning and instructional preparation.

Problem Statement 7 (Prioritized): Recent budget cuts have reduced available funding for resources, staffing and student support services.

Root Cause: State and district level budget reductions, combined with rising operational costs, have decreased the funds available for staffing and instructional resources.

Perceptions

Perceptions Summary

Carroll Middle School prioritizes student relationships, celebrating and recognizing students and making student-centered decisions with the middle school-level learner in mind. Our students and teachers are strengthened by the respectful relationships and partnerships with families and community members during the year. The CMS PTSO helps communicate and promote events and achievements of CMS students and staff. Additionally, CMS administrators maintain several opportunities for parent involvement through volunteer opportunities and welcoming families into the building as often as possible. CMS teachers, staff, and students proudly show their Dragon pride on social platforms and promote the amazing things happening at the school.

Perceptions Strengths

Our students and teachers desire to make new students and new families feel welcome and valued. Carroll Middle School strives to be a welcoming, inviting culture from the moment anyone walks through its doors. Parents report feeling like our teachers care deeply for students and focus on preparing all learners for the demands of learning throughout the year and beyond our two years with our CMS Dragons. Students often return to update teachers about their high school experience and express their gratitude and memories from their time in our building.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO , we hope to increase parent involve by 25% throughout the year.

Root Cause: There are fewer opportunities for parent volunteers during the school day at the secondary level than in lower grade levels.

Priority Problem Statements

Problem Statement 1: CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO , we hope to increase parent involve by 25% throughout the year.

Root Cause 1: There are fewer opportunities for parent volunteers during the school day at the secondary level than in lower grade levels.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs.

Root Cause 2: Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions.

Root Cause 3: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).

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

Problem Statement 4: The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction.

Root Cause 4: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Teachers are experiencing high levels of stress due to excessive workloads and limited time for collaborative planning.

Root Cause 5: The master schedule and cuts do not provide teachers with sufficient protected time for collaborative planning and instructional preparation.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Recent budget cuts have reduced available funding for resources, staffing and student support services.

Root Cause 6: State and district level budget reductions, combined with rising operational costs, have decreased the funds available for staffing and instructional resources.

Problem Statement 6 Areas: School 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
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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


Support Systems and Other Data

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

Goals

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Increase the percentage of 7th grade students approaching grade level expectations on the Math STAAR assessment from 81% to 86% by the end of the 2025 school year through targeted instruction, data-driven interventions, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Provide interventions to students through time in Dragon Den. Problem Statements: Demographics 1, 2 - Student Learning 4, 5 - School Processes & Programs 3, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review data and plan with teachers and co-teachers to support students Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs. Root Cause: Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.</p> <p>Problem Statement 2: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions. Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).</p>
Student Learning
<p>Problem Statement 4: Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs. Root Cause: Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.</p>

Student Learning

Problem Statement 5: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions. **Root Cause:** With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).





School Processes & Programs

Problem Statement 3: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions. **Root Cause:** With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).

Problem Statement 5: Carroll Middle School's demographics change with new enrollment, and we must better meet the students' needs. **Root Cause:** Families desire to move to our high-performing district and campus. Enrollment happens throughout the school year, and teachers must be prepared to address student needs regardless of the student's current skills or prior school's academic rigor.

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: By 05/2026, improve the collaboration between general education and special education teachers in co-teach classes as measured by collaborative planning and implementation of lessons.


Strategy 1 Details	Reviews			
Strategy 1: Facilitate team-building activities and workshops to strengthen the partnership between general education and special education teachers. Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions. Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).
Student Learning
Problem Statement 5: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions. Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).
School Processes & Programs
Problem Statement 3: The co-teach classes have a high number of students served under Special Education who require both academic and behavioral accommodations, plans, and interventions. Root Cause: With new dyslexia qualifications and more students being identified through MTSS, Child Find, At Risk, and other intervention efforts, the number of students served under Special Education is growing, and our co-teach classes are loaded with an average of 8-10 students (up from 4-5 in previous years).

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: Ensure that staff feel supported and heard in order to keep staff morale high and continue 100% teacher retention from this year.





Strategy 1 Details	Reviews			
Strategy 1: Write monthly, personal notes of encouragement and thanks. Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Include staff on decisions that effect the campus as much as possible. Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: Teachers are experiencing high levels of stress due to excessive workloads and limited time for collaborative planning. Root Cause: The master schedule and cuts do not provide teachers with sufficient protected time for collaborative planning and instructional preparation.

Goal 3: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: By 05/2026, improve the monitoring and management of student technology use to prevent inappropriate access and sharing of digital content.





Strategy 1 Details	Reviews			
Strategy 1: Regularly monitor lightspeed and ensure conversations are had and consequences given for inappropriate use Problem Statements: Student Learning 6 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 6: The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction. Root Cause: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.</p>
School Processes & Programs
<p>Problem Statement 4: The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction. Root Cause: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.</p>

Goal 3: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 2: By 05/2026, reduce student violations of the Acceptable Use Policy through enhanced digital citizenship education and consistent enforcement of technology use expectations.


Strategy 1 Details	Reviews			
Strategy 1: Provide digital citizenship lessons during dragon den. Problem Statements: Student Learning 6 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 6: The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction. Root Cause: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.</p>
School Processes & Programs
<p>Problem Statement 4: The campus has experienced an increase in student violations of the Acceptable Use Policy, including inappropriate use of technology and digital misconduct. These violations disrupt the learning environment, compromise digital safety, and reflect a need for more consistent expectations and digital citizenship instruction. Root Cause: Limited digital citizenship instructions, easy access to google docs to send to friends, insufficient understanding of online behavior expectations, etc. have contributed to an increase in misuse of technology.</p>

Goal 4: Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Reduce non-instructional expenditures by at least 5%





Strategy 1 Details	Reviews			
Strategy 1: Share teacher wish lists with PTSO and get outside support from the community. Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Be creative in staff recognition's and staff celebrations in an effort to reduce funds spent and increase funds for instructional materials. Problem Statements: School Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO , we hope to increase parent involve by 25% throughout the year. Root Cause: There are fewer opportunities for parent volunteers during the school day at the secondary level than in lower grade levels.</p>
<p>Problem Statement 7: Recent budget cuts have reduced available funding for resources, staffing and student support services. Root Cause: State and district level budget reductions, combined with rising operational costs, have decreased the funds available for staffing and instructional resources.</p>
Perceptions
<p>Problem Statement 1: CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO , we hope to increase parent involve by 25% throughout the year. Root Cause: There are fewer opportunities for parent volunteers during the school day at the secondary level than in lower grade levels.</p>

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

Performance Objective 1: By May 2026, communicate weekly through multiple methods highlighting student success stories, upcoming events, and campus initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Organize after school events and volunteer opportunities for our students, families and the community. Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO , we hope to increase parent involve by 25% throughout the year. Root Cause: There are fewer oppotunities for parent volunteers during the school day at the secondary level than in lower grade levels.
Perceptions
Problem Statement 1: CMS will continue actively searching for additional opportunities to include parents and community members at the secondary level. By partnering with our PTSO , we hope to increase parent involve by 25% throughout the year. Root Cause: There are fewer oppotunities for parent volunteers during the school day at the secondary level than in lower grade levels.

Addendums

Appendix A

COMPLIANCE ADDENDUM 2024-2025

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
<p>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:</p> <ol style="list-style-type: none"> 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. 	<p>Curriculum</p>	<p>Coordinator of School Health Campus Admin. P. E. Teachers</p>	<p>Evidence that identifies successful performance on state fitness tests.</p>

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.

Appendix A

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

Appendix A

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.

Appendix A

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
------------	-----------	-------------------	------------

Appendix A

<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>
---	--	--	--

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.

Appendix A

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)			

Appendix A

<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. 		<p style="text-align: center;">Student Services Campus Admin. House & Asst. Prin.</p>	<p>Reduction in At-Risk students; increased completion rates.</p>
<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 	<p>Comp Ed</p>	<p style="text-align: center;">Campus Admin. Asst. Prin.</p>	<p>Reduction in At-Risk students; increased completion rates</p>
PREGNANCY RELATED SERVICES			
Strategies	Resources	Staff Responsible	Evaluation
<p>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</p>	<p>PEIMS Coding PRS Program Funding Compensatory Education Funding</p>	<p>Records and documentation including: A. Verification of each pregnancy</p>	<p>Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for</p>

Appendix A

<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>

Appendix A

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
--	-----------	-------------------	------------

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
------------	-----------	-------------------	------------

Appendix A

<p>Records and documentation including:</p> <ul style="list-style-type: none"> 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. 		<p>Special Education Homebound Teacher /PRS</p>	<p>Graduation/Completion Rate for students receiving PRS</p>
---	--	---	--

Appendix A

Appendix A

10