

# Carroll Independent School District

## District Improvement Plan

**2025-2026**

**Accountability Rating: A**

**Distinction Designation**  
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 ISD is a PK-12 public school system located in the heart of the Dallas-Fort Worth area. The 21-square-mile district consists of 11 schools serving more than 7,800 students and 1,100 employees. For the 2024-2025 school year, Carroll ISD received an "A" rating from the state. All campuses also earned an "A" rating and at least one distinction designations in different areas. Detailed information about Texas school and districts are available at [TXschools.gov](https://www.txschools.gov).

The state of Texas does not rank public schools, but they do rate them based on performance on standardized tests, attendance, and dropout rates. CISD has a 0 % dropout rate, a 95.4% attendance rate, and consistently scores above the state and national averages on assessments.

Approximately 99% of Carroll's seniors go on to attend a college or university after graduation. More than 90% of Carroll students take a college entrance exam, with composite scores on the SAT and ACT that exceed state and national averages. Carroll offers a full array of Advanced Placement and Honors courses, a challenging curriculum for gifted and talented students, and special programs for students with special needs.

#### School Year 2025

Campus	Students
Carroll Senior High	1,422
Carroll High School	1,357
Carroll Middle School	713
Dawson Middle School	569
Durham Intermediate	667
Eubanks Intermediate	611
Carroll Elementary	610
Johnson Elementary	614
Old Union Elementary	458
Rockenbaugh Elementary	494
Walnut Grove Elementary	590
Student Ethnicity	Percent

Campus	Students
White	55.3%
Asian	24.29%
Hispanic/Latino	11.31%
Two or More Races	6.84%
Black/African American	1.79%
American Indian/Alaska Native	0.31%
Native Hawaiian/Other Pacific Islander	0.16%
Economically Disadvantaged	1.09%
Section 504 Students	10.97%
At-Risk	15.46%
Bilingual/ESL Education	4.10%
Gifted and Talented Education	24.32%
Special Education	9.23%

\* Data reported from PEIMS Fall 2024 Submission - Based on October 31, 2024 snapshot date.

**Staff Quality, Recruitment, and Retention:** The Human Resources department is focused on recruiting and hiring qualified staff and providing training opportunities for all staff members. The Curriculum and Instruction Department has a New Hire/Mentor program for all teaching staff new to the district, as well as ongoing support during their first year of teaching. District-wide professional development is planned and provided throughout the year to meet the needs of students and staff. Carroll ISD strives to keep salaries and benefits competitive with surrounding districts. CISD has procedures for recruiting the best teachers and the procedures are discussed with and disseminated to the campuses.

### Demographics Strengths

<b>Campuses: 11</b>	<b>Graduation Rate: 100%</b>
<b>Grades: Prekindergarten through 12</b>	<b>Attendance Rate: 95.4%</b>
<b>Student Enrollment: 8,105 (2025 School Year)</b>	<b>College-Bound Seniors: 99%</b>

<b>Campuses: 11</b>	<b>Graduation Rate: 100%</b>
<b>Employees: 1,130</b>	<b>Dropout Rate: 0.0%</b>
<b>Average SAT Score: 1281 (2023-2024 TAPR)</b>	<b>School Mascot: Dragons</b>
<b>Average ACT Score: 26.8 (2023-2024 TAPR)</b>	<b>School Colors: Green &amp; White</b>

All student categories measured through accountability measures exceed region and state averages. (*\*Indicates results are masked due to small numbers.*)

**Staff Quality, Recruitment, and Retention**

1. Carroll ISD attends a variety of universities and high-volume job fairs.
2. HR expects a variety of district personnel to attend job fairs (i.e. Assistant Principals, Principals, and Executive Directors).
3. CISD increased the number of teachers with ESL certification.
4. CISD has created a quality, first-year teacher mentoring program.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** According to TEA STAAR Summary Reports for RLA and Math, 77% of Economically Disadvantaged students received "Approaches Grade Level compared to 96% all students received " Approaches Grade Level." 53% of Economically Disadvantaged students received "Meets Grade Level" for all tests compared to 87% all students" Meets Grade Level."

**Root Cause:** The data should be used to identify learning gaps, assess student progress, and identify targeted resources in order to increase student achievement scores.

# Student Learning

## Student Learning Summary

Carroll ISD was rated in 2024-2025 and earned an "A" on the state accountability performance ratings.

Domain	Score
Student Achievement	95
School Progress	88
Closing the Gaps	95
<b>Overall Rating</b>	95

Districts are also eligible to receive a distinction designation for postsecondary readiness. The distinction takes into account factors such as graduation rates, ACT/SAT participation and performance, Career and Technical Education (CTE) graduates, and dual credit course completion rates. Postsecondary readiness is the only distinction at the district level.

**Carroll ISD earned the Distinction Designation for Postsecondary Readiness.**

## 2025 STAAR Results

STAAR 3-8		CISD Avg	State Avg	CISD Avg	State Avg	CISD Avg	State Avg
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
Reading	Grade 3	98	78	93	52	73	23
	Grade 4	98	81	88	54	63	24
	Grade 5	96	77	91	58	71	30
	Grade 6	96	75	92	54	75	28
	Grade 7	97	74	89	52	70	27
	Grade 8	97	80	88	56	63	31
Math	Grade 3	97	70	88	45	61	19
	Grade 4	96	68	86	46	67	24
	Grade 5	96	73	79	46	48	22
	Grade 6	95	72	82	38	57	15
	Grade 7	92	52	80	31	45	10
	Grade 8	98	69	92	45	72	17

STAAR 3-8		CISD Avg	State Avg	CISD Avg	State Avg	CISD Avg	State Avg
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
Science	Grade 5	94	64	71	30	40	12
	Grade 8	93	72	80	46	48	18
Social Studies	Grade 8	90	55	72	30	56	16

STAAR EOC		CISD Avg	State Avg	CISD Avg	State Avg	CISD Avg	State Avg
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
English I		97	66	93	61	52	16
Algebra I		96	76	87	47	71	29
Biology		99	91	93	62	52	21
English II		96	71	89	56	28	9
U.S. History		99	94	93	68	76	37

**Approaches Grade Level Performance:** Students have some knowledge of course content, but may be missing critical elements. Students need additional support and intervention strategies.

**Meets Grade Level Performance:** Students are sufficiently prepared for the next grade level or course and have a reasonable likelihood of success in the next grade level or course, but may need short-term, targeted academic intervention.

**Masters Grade Level Performance:** Students show mastery of the course knowledge and skills and students are on track for college and/or career.

### Advanced Placement Information

Year	Total # of AP Exams	Most Common Score (1-5)	3+ (Passing Score %)	4 or 5 (Rigor Score %)
2025	4132	5	90%	70%
2024	3593	5	87% v. 60% Nationally	67%
2023	3663	5	83%	58%
2022	3342	5	81%	58%
2021	3109	4	74%	49%

### National Merit Information

Year	Total Number of Semi-Finalists	Total Number of Commended Students
2024	40	75
2023	41	63
2022	14	76
2021	16	51
2020	23	52

## Student Learning Strengths

### **Mathematics Achievement**

Student achievement in Mathematics across the district indicates math achievement is above the State average in all grades 3-8 and Algebra I. Masters for grades 3-8 and Algebra I continues to be well above state levels.

### **Reading/Language Arts Achievement**

Student achievement in Reading and Writing across the district indicates achievement is above the State average in all grades 3-8, English I, and English II. Masters for grades 3-8, English I, and English II continues to be well above state levels.

### **Science Achievement**

Student achievement in Science grades 5, 8, and Biology EOC are above the State average in all performance categories. Masters for grades 5, 8, and Biology continues to be well above state levels.

### **Social Studies Achievement**

Student achievement in Social Studies across the district indicates achievement is above the State average in all tested grades and at all performance levels. Masters for grades 8 and US History EOC continues to be well above state levels.

## Academic Recognition

SAT, ACT and Advanced Placement data well above state levels and approaches or exceeds the national level of performance.

Numerous awards presented to our students across the district for state and national recognition

Continued focus on CTE certifications

Opportunities for students to participate in Career and Technical Student Organizations (CTSOs)

Participation and success in co-curricular and extracurricular activities.

Successful Athletic and Fine Arts Programs

Aligned district resources/tools to help support and measure student growth

### **Student Achievement Domain**

Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. It also measures graduation rates and how prepared students are for success after high school. Districts earn an A (90-100) for exemplary achievement when most students meet grade level on STAAR and/or graduates are college ready, obtain a specialized career credential or enlist in the military. Carroll ISD earned 95 out of 100 points in this domain.

### **School Progress Domain**

School Progress measures how students performed over time and how the district's performance compares to other districts with similar economically disadvantaged student populations. Districts earn an A (90-100) for exemplary progress when most students demonstrate appropriate academic growth OR the school's achievement is far above average compared to similar schools. Districts earn a B (80-89) for recognized progress when many students demonstrate appropriate academic growth or the school's achievement is far above average compared to similar school. Carroll ISD earned 88 out of 100 points in this domain.

### **Closing the Gaps Domain**

Closing the Gaps looks at each group of students separately and sets achievement targets for those group in four different areas. Districts earn an A (90-100) for exemplary work closing gaps among student groups in their progress to long-term goals. Carroll ISD earned 95 out of 100 points in this domain.

### **Student Achievement Strengths**

A thorough analysis of Carroll ISD's student achievement reveals the following areas of strength:

- All schools in Carroll ISD received a rating of Met Standard in the state accountability system and achieved a numerical overall score of 94% or better.
- Carroll ISD continues to exceed the state standard in all subject areas and on all tests.
- Carroll ISD far exceeds the state average in all subject areas and on all tests.
- Carroll ISD has one of the highest graduation rate percentages in the state.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** In order to better address student achievement gaps, it has been determined that small group instruction needs to be implemented in order to better meet students' needs.

**Root Cause:** The root cause lies in acknowledging that the conventional approach of whole-class instruction may not adequately meet the diverse learning needs of all students. Recognizing the potential for improved learning outcomes, educators embrace personalized instruction within small group settings.

**Problem Statement 2:** The objective for STAAR Reading and Math instructors in grades 4-10 is to ensure that at least 90% of students demonstrate a growth equivalent to one academic year or more. Currently, some areas are performing below this 90% growth benchmark.

**Root Cause:** A greater emphasis needs to be placed on data reviews and growth data after assessments and during data meetings.

**Problem Statement 3:** The number of students achieving Masters in grades 5 and 8 on the Math STAAR test decreased.

**Root Cause:** Low math endurance causes students to lose focus on longer problems or problems with multiple steps. This leads to computational errors and the inability to accurately problem solve.

**Problem Statement 4:** Although the district continues to outperform the state in STAAR RLA assessments, internal writing data indicates a decline in average writing scores in key grade levels during the 2024-2025 school year. Specifically, 7th grade writing scores declined by nearly 1 point, and 10th grade scores dropped by almost 2 points while 8th grade improved by approximately 1 point.

**Root Cause:** The decline in secondary RLA writing scores can be attributed to several key factors: limited or ineffective PLC time--especially at the middle school level--has reduced

opportunities for writing calibration and vertical alignment; district PD days (iAlign) have not consistently prioritized calibration or exemplar scoring in the PM sessions; students are not writing frequently enough.

**Problem Statement 5:** There are inconsistencies in the implementation of high-quality Tier I instruction and research-based classroom interventions.

**Root Cause:** There is a lack of accountability in the implementation of provided evidence-based learning strategies and targeted interventions.

**Problem Statement 6:** There is a need to focus on more coherent sequences within the CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for students.

**Root Cause:** There is a lack of awareness within our CTE program regarding the different pathways and the focus on career, life readiness and certifications offered.

**Problem Statement 7:** There is a need to utilize both qualitative and quantitative data to establish evidence of growth to advance students toward meeting targeted goals.

**Root Cause:** There is a lack of data protocol meetings utilizing multiple data sources to identify and observe trends which encourage continuous improvement for all students.

# District Processes & Programs

## District Processes & Programs Summary

### C&I

Carroll ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. The curriculum is written by our curriculum coordinators and teams of teachers, including staff from special programs, to specifically address the needs of our students. We ensure that the curriculum is written based on the TEKS. We have common assessments that are used across all campuses and aligned directly with the curriculum. Assessments are given in each core content area to assess the strengths and weaknesses of students' mastery of the TEKS. Data from all tests are used by teachers for continual improvement of instruction.

### Staff Recruitment

The Human Resource department is focused on recruiting and hiring qualified staff and providing training opportunities for all staff members. The Curriculum and Instruction Department has a New Hire/Mentor program for all teaching staff new to the district as well as ongoing support during their first year of teaching. Professional development is planned and provided throughout the district to meet the needs of students and staff. Carroll ISD strives to keep salaries and benefits competitive with surrounding districts.

CISD has procedures for recruiting the best teachers and the procedures are discussed with and disseminated to the campuses.

### District Organization

Carroll ISD has benefited from campus and community support. This district commitment will impact the effectiveness of the strategies for our students. The district has also benefited from the national recognition of our energy efficiency and safe school efforts.

The challenges and opportunities faced by the district in this area of needs assessment are ongoing. One challenge is to gather the data at all levels with accuracy and fidelity and place it in an understandable context for all individuals both inside and outside of the system to review. The district continues to emphasize the improvement in consistency from campus to campus related to day-to-day operations and parent requests.

### Technology

Carroll ISD believes technology improves student engagement and the overall learning process. Therefore, Carroll ISD embraces technology to ensure that all students and staff have the appropriate digital resources, including hardware, software, and network capability to provide the highest quality instruction possible. This requires that the district implement relevant current technologies and best practices while keeping abreast of emerging technologies. While providing these crucial resources, we want to ensure the safety of our students.

### Special Programs

Carroll ISD believes in fostering an equitable educational environment that champions compliance and upholds the highest standards of educational practice to promote a transformative impact on the educational experience and outcomes of identified students. Our commitment to this belief is reflected in our comprehensive district improvement plan, designed to ensure compliance and promote the success of identified populations. Therefore, Carroll ISD recognizes the importance of ensuring compliance in special programs and promoting standards for identified populations by establishing a program compliance task force and developing programmatic plans that include best practices for targeted student populations.

## District Processes & Programs Strengths

### C&I

1. CISD curriculum is a living document that is revised yearly to best support instruction for the needs of all students.
2. We have curriculum coordinators for each of the core content areas.

3. Campus administrative support of sending teachers to work on district curriculum teams is supported.
  4. Curriculum decisions are made through a collaborative effort.
  5. Common assessments are written by teacher experts and supervised by curriculum coordinators and are revised yearly.
  6. The district believes that the curriculum should support students being college and career ready.
  7. The district will work cooperatively with principals in strengthening their ability to be instructional leaders.
  8. The district will work with principals and teachers to enhance the understanding of rigor and relevance.
9. CISD has one of the best Advanced and Advanced Placement programs in the state.
10. CISD has award winning Fine Arts and Athletic Programs.

### **Staff Recruitment**

1. Carroll ISD attends a variety of universities and high-volume job fairs.
2. HR expects a variety of district personnel to attend job fairs (i.e. APs, Principals, and Executive Directors).
3. CISD increased the number of teachers with ESL certification.

### **District Organization**

1. Continuation of vertical and horizontal curriculum alignment teams in collaboration with special programs.
2. Continued development of campus/district processes.
3. Continued efforts for energy efficiency and air quality control.

### **Technology**

1. Carroll ISD is particularly strong in networking infrastructure and hardware infrastructure on every campus.
  1. We have two data centers connected to each campus with 40GB connections.
  2. Every 7-12 classroom has been equipped with a wireless access point.
  3. All servers have been upgraded to the latest version of Cisco USC.
  4. The district currently has 11GB of internet connections from two data centers, each connected with leading enterprise firewalls.
2. Carroll ISD has created a technology training initiative for staff called "Dragons Go Digital" which helps teachers gain skills in integrating technology into the curriculum and to support student engagement. After completing the program, teachers serve as mentors to their colleagues, creating another avenue for instructional support.
3. Carroll ISD has invested in Canvas Coaches to provide on-campus support for teachers using Canvas in grades 5-12.
4. Carroll ISD has secured excellent technicians both on campus and at the district level to provide ongoing technical support for students, teachers, and staff.
5. In order to minimize the number of accounts that students need to remember a single sign-on tool called ClassLink has been implemented district-wide. Most online textbooks and resources are available from within ClassLink.

### **Special Programs**

1. Carroll ISD has three special education and one federal programs coordinator.
2. Carroll ISD has developed a set of legal and local operating procedures for special education and Section 504.
3. Carroll ISD has developed a comprehensive professional development framework to equip staff with the knowledge and skills needed to effectively support students in special populations.
4. Carroll ISD has developed a regular system of analysis to monitor progress, identify trends, and make informed decisions regarding compliance.
5. Carroll ISD has developed programs and initiatives with a focus on sustainability and long-term impact, ensuring continuous improvement and support.
6. Carroll ISD has invested in evidence-based programs and instructional support to support students with diverse learning needs.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Due to inadequate funding from the state, it is difficult to provide appropriate instructional supports and materials to teachers.

**Root Cause:** Due to a lack of educational funding, programs and materials are difficult to acquire.

**Problem Statement 2:** Non-compliance with indicator SPP 11, increasing numbers of dyslexia cases, decreasing ESL staff despite increasing identification rates.

**Root Cause:** Lack of clear expectations and monitoring mechanisms for compliance audits and Insufficient training and understanding among staff about compliance requirements.

**Problem Statement 3:** In special programs, students face multifaceted challenges that hinder seamless transitions, equitable implementation of accommodations, and optimal educational experiences for students in specific populations.

**Root Cause:** A lack of a standardized transition process for students moving between campuses disrupts the continuity of support they require. Inconsistencies in evaluation and documentation lead to inconsistency in providing equitable implementation of accommodations and education support for identified populations.

# Perceptions

## Perceptions Summary

Carroll Independent School District is a positive, nurturing, and innovative learning environment that thrives on commitment and collaboration among students, teachers, parents, and the community. Students experience success while contributing to the world around them.

Carroll ISD has very few discipline problems when compared with other schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Bullying will not be tolerated and the district is committed to addressing any wellness issues through our Counseling Department and monthly focus topics such as: Cyberbullying and Bullying Prevention and Awareness; Suicide Prevention; Drug; Tobacco; Vapor; Alcohol Awareness; Stress and Your Health; Cultural Awareness, and Self-Injury Awareness.

United in purpose, a group of dedicated staff, parents, and community members are continuing with the implementation of the district Strategic Plan. This plan is a tool to measure where the district has been and where CISD wants to go.

## Parent and Community Engagement

Carroll ISD is committed to parent involvement and will continue its efforts to build trusting relationships with parents and families. The district is committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. Carroll ISD will continue to explore preferred methods of communication for parents and increase parent participation in schools. The district will continue to work with our parents through the volunteer program. Through best practices strategies, Carroll ISD will involve parents at all grade levels and assist with the successful transition for students and families from elementary through secondary education.

## Perceptions Strengths

1. Carroll ISD celebrates a positive, nurturing, and innovative learning environment.
2. Students report that they feel safe at school.
3. Students are accepting of students that are new to CISD.
4. Teachers feel empowered and valued.
5. Administrators work closely with faculty and staff in decision-making.
6. CISD will continue to be transparent with information.
7. CISD will continue to provide more recognition for safe/secure campuses.
8. Understanding the significance of horizontal and vertical alignment based on core documents ensure consistency in policies and procedures.
9. CISD values great teaching because we believe it is the key to deep learning.

## Parent and Community Engagement

1. Campuses host a variety of events for families to involve them in their children's education and develop a sense of community.
2. All campuses will have an active PTO to increase and/or improve practices of parental involvement.
3. Campuses communicate information to parents through various means such as: phone, email, website, E-news, Twitter and Facebook and the Parent Portal.
4. Focus groups and advisory committees meet to discuss areas of concern or items of interest.
5. The Communication Department seeks input from the community.
6. The district considers safety to be a high priority. The district has purchased a variety of resources to ensure students, teachers and the community have and understand the procedures should an emergency arise.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students accessing social media and using it for bullying purposes has increased.

**Root Cause:** With technology being more accessible, some students are using social media inappropriately and lack an understanding of the implications of their actions.

**Problem Statement 2:** Students and staff experiencing wellness challenges is increasing.

**Root Cause:** With so many changes occurring in the world, our students and staff are overwhelmed with how to deal with the additional stress in their lives.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Equity data
- T-TESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

# 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:**

Curriculum: Evaluate, design, and develop a vertically and horizontally aligned K-12 curriculum. CISD will continue to review current curriculum documents, training, and specific programs to provide needed support for students and teachers. CISD will communicate systems and provide training to ensure alignment with practices across the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure best instructional practices in the classroom and implement accountability to follow vertically and horizontally aligned curriculum. Instructional leaders will provide professional learning and support for teachers in implementing instructional strategies. C&amp;I will implement structures and processes for learning walks with leaders and educators across the district that focus on observing and evaluating strategies supporting academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> C&amp;I will conduct learning walks with campus administrators and use the collected data to guide professional development and curriculum updates. C&amp;I will work with staff to develop common unit assessments, establish yearly expectations for writing instruction and assessment, and design professional development for iAlign days, emphasizing best practices for all students.</p> <p>C&amp;I will collaborate with principals and teachers to ensure the implementation of the updated Science TEKS in year two using the McGraw Hill Science textbook. C&amp;I will collaborate with principals and teachers to ensure the implementation of the HMH: Into Reading textbook. This implementation will occur through collaboration on iAlign days with staff, district learning walks, and student data review based on common assessments, screeners, and diagnostics.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction team, Campus Administration, and Instructional Lead Learners</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Expand and train teacher Instructional Lead Learners (ILL) to support the implementation of district initiatives by facilitating district professional development and mentoring teachers to increase educational outcomes for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> C&amp;I will implement district-wide best practices into all classrooms to ensure a guaranteed viable curriculum. C&amp;I will utilize data driven protocols to ensure all students experience high levels of academic achievement. The Instructional Lead Learners will mentor teachers thus increasing teacher retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Instructional Coaches, Campus Administration, and Instructional Lead Learners</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In order to improve student performance for all students, the district will provide professional development focused on engaging instructional strategies and data protocols to identify and close achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Small group instruction will be implemented to foster collaboration, critical thinking, and engagement while delivering personalized instruction tailored to students' individual needs for all content areas.</p> <p>During iAlign days and school data protocol meetings, staff will utilize common assessment data to identify opportunities for enrichment, extension, and intervention for all students.</p> <p>Teachers will monitor and track student growth to ensure all students have the opportunity to show one year's growth.</p> <p>The most commonly missed items on the 3rd Grade STAAR are in the area of Computation and Algebraic Relationships. The most commonly missed items on the STAAR math assessments in grades 4-6 are in the area of Geometry and Measurement.</p> <p>Grades 7-8 most commonly missed items were in the areas of functions and linear equations. The most commonly missed items on the STAAR math assessments in 7th grade math deal with computations and algebraic relationships. In 8th grade math students struggled with the concepts of geometry and measurement.</p> <p>Science scores at the 5th and 8th grade show a general decline. The most commonly missed items on 5th grade science STAAR relate to Matter and Energy. The most commonly missed items on the 8th grade science STAAR relate to Force, Motion and Energy.</p> <p>Grades K-12 will continue to follow district expectations of resource implementation, use of hand-on science experiences and time dedicated to science instruction. Grades K-12 will follow district expectations of resource implementation; usage of instructional strategies and intentional time spent on science instruction.</p> <p>Students will be expected to use claim, evidence, reasoning (CER) in order to answer short constructed response questions in science.</p> <p>CISD will implement MAP testing in order to better measure student growth.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Principals Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Career, college and military readiness goals supporting alignment and growth in certifications will continue with the implementation of HB3.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen understanding of CCMR goals across the district and increase growth in certifications taken at the secondary level. Align certifications offered with Program of Studies in CTE.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Facilitator Principals Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> C&amp;I and HR will continue building the mentor training program and structures of support for new educators, administrators and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in new educators, administrators and staff as far as understanding our systems and structures and specific strategies to support their role. Sustainability and support for campuses by providing aligned training.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Principals Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**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. All students will participate in at least one activity focused on college, career, and life readiness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Explore and assess opportunities for students to pursue their passions and non-academic interests. C&amp;I will provide training and resources to educators enhancing curriculum connections to real world learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Research club offerings and certification programs.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Campus Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Explore and assess opportunities for students to pursue their passions and non-academic interests.</p> <p><b>Strategy's Expected Result/Impact:</b> C&amp;I will evaluate Career Technical Education courses and pathways. C&amp;I will align pathways in order to ensure we are offering a variety of opportunities for our students.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Explore Grading and Grade Point Average (GPA) Policies</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze the impact of grades and how different academic policies affect overall academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinators Campus Administration Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1: Goal 1**

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

**Performance Objective 3: Objective 1.5:**

Student Wellness: Support and enhance student and staff wellness.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote a positive and supportive school environment that is respectful and conducive to learning and achievement for all Dragons.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced Discipline Referrals Increased retention of staff Fewer absences from students and staff members</p> <p><b>Staff Responsible for Monitoring:</b> All campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create opportunities that develop resilience and conflict resolution skills to support healthy staff and students through positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students are able to navigate difficult situations when challenges arise in order to solve problems successfully for all involved.</p> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3: Comprehensive School Counseling Programs.</b></p> <p>(a) A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.</p> <p><b>Strategy's Expected Result/Impact:</b> The school counselor shall design the program to include:</p> <ul style="list-style-type: none"> <li>(1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;</li> <li>(2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;</li> <li>(3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and provides guidance in: <ul style="list-style-type: none"> <li>(A) higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program established under Chapter 56;</li> <li>(B) the need for students to make informed curriculum choices to be prepared for success beyond high school;</li> </ul> </li> <li>and</li> <li>...</li> <li>(4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Counselors and Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Goal 1: Goal 1**

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

**Performance Objective 4: Objective 1.3:**

Evaluate programs that serve identified populations and create opportunities tailored to student needs. (SPED, 504, Dyslexia, ESL, PK)

**Evaluation Data Sources:** TEA Self Assessment, TEA Cyclical Monitoring, TEA Result Driven Accountability.




Strategy 1 Details	Reviews			
<p><b>Strategy 1: Strategy 1.3.1:</b> During the 2025-2026 school year, ensure compliance to support and promote standards and best practices for identified populations.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Compliance based on TEA monitoring indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Executive Director; Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2: Strategy 1.3.2:</b> During the 2025-2026 school year, evaluate the effectiveness and alignment of instructional programs for identified populations (SPED, 504, Dyslexia, PreK, ESL) using progress monitoring assessment data in the areas of ELAR and math, stakeholder feedback, and compliance audits.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved educational experiences and outcomes for identified populations, evidenced by a measurable growth in the progress monitoring assessment data in the areas of ELAR and math, along with positive trends in stakeholder satisfaction survey results, and increased special programs teacher retention rates over the 2024-2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Executive Director; Special Programs Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Goal 2:**

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

**Performance Objective 1:** Objective 2.1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.





**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 2.1.1</b> Create a student-teacher pathway to generate a viable applicant pool.</p> <p><b>Strategy's Expected Result/Impact:</b> - Provide at least one student teacher per campus.                      - Partner with Carroll ISD's CTE Human Services, Education, &amp; Training Classes to recruit future student teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum &amp; Instruction, Staff, and Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 2.1.2</b> Expand recruitment strategies and develop a plan to include a variety of populations.</p> <p><b>Strategy's Expected Result/Impact:</b> - Recruit students in Carroll ISD's CTE Human Services, Education, &amp; Training classes as future Carroll ISD teachers.                      - Expand recruitment strategies to non-traditional settings.                      - In anticipation of future openings, continue to create a biannual counselor and assistant principal pool.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** Goal 2:

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





**Performance Objective 2:** Objective 2.2: Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2.2.1: Instructional coaches will implement the vertical and horizontal alignment component of the Strategic Plan .</p> <p><b>Strategy's Expected Result/Impact:</b> - Expand the instructional coach model to include additional instructional coaches.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum &amp; Instruction, Staff, and Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2.2.2: Review, revise, and adapt performance review process for greater professional purpose.</p> <p><b>Strategy's Expected Result/Impact:</b> - Revise non-teacher performance reviews. - Increase awareness of the talent pipeline pool.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Curriculum &amp; Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 2.2.3: Evaluate the mentor program and revitalize to better meet and support staff needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Create new mentor guidelines and training sessions for both mentors and mentees.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Curriculum and Instruction Department Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 2.2.4 Develop staff-centric, tailored professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> - Continue to define a clearly articulated vision of professional learning for CISD. - Increase professional development offerings. - Ensure all employees know and understand the employee handbook.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Goal 2:

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

**Performance Objective 3:** Objective 2.3: Retain: Assess and prioritize needs of dedicated and engaged staff for retention.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2.3.1: Create talent management tools to understand why staff choose to stay or leave CISD.</p> <p><b>Strategy's Expected Result/Impact:</b> - Climate survey through a third party - Increase participation in District exit survey and/or interviews.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2.3.2: Explore opportunities to augment teacher compensation packages.</p> <p><b>Strategy's Expected Result/Impact:</b> - Review key findings from the salary study. - Explore opportunities to add benefit programs to Carroll ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:

Infrastructure & Tools: Support and modernize district infrastructure, software, classroom AV, and student/staff devices.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3.1.1 Optimize technology life-cycles (3.1.1)</p> <p>Determine current life-cycles for infrastructure hardware (servers, switches, wireless, firewalls, phone and VOIP services)</p> <p>Engineering Team determines level of security patching for vulnerabilities</p> <p>Engineering Team reviews Firmware update availability</p> <p>Engineering Team reviews overall manufacturer support of device</p> <p>Action Team reviews industry standards</p> <p>Action Team researches what other districts are doing</p> <p>Action Team develops a cost benefit analysis of Cloud vs. on premise</p> <p><b>Strategy's Expected Result/Impact:</b> A recommended infrastructure timeline will be documented.</p> <p><b>Staff Responsible for Monitoring:</b> Dir of Infrastructure, Exec Dir of Technology, Assistant Superintendent of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3.1.3 Review employee technology support needs (overall district)</p> <p><b>Strategy's Expected Result/Impact:</b> A recommended staffing plan</p> <p><b>Staff Responsible for Monitoring:</b> Technicians/Engineers, Instructional Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Goal 3:**

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

**Performance Objective 2: Objective 3.2:**

Privacy and Security: Develop and implement data privacy, security policies, and best practices.

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 3.2.1</b> Provide and ensure network security &amp; internet filtration to protect students/staff data and privacy per regulations.</p> <p>Perform Cybersecurity Audit\Assessment Refine data access policies</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and resolve new cybersecurity threats, and create policies to best protect district information systems.</p> <p><b>Staff Responsible for Monitoring:</b> Technology</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement cybersecurity best practices (3.2.2.)</p> <p>District Email Security Awareness Training (Continuous) Harden Data Ingress and Egress points within the network (Fall 2023- Fall 2024) Implement Multi-factor Authentication(MFA), Conditional Access, Role-Based Access Controls (Fall 2023- Fall 2024) Application consolidation and data backup continuity (Fall 2023- Fall 2024) Evaluate CISD's current IT operational resilience during an emergency event (Fall 2023- Fall 2024)</p> <p><b>Strategy's Expected Result/Impact:</b> These steps will be measured by external analysis through an independent cybersecurity audit.</p> <p><b>Staff Responsible for Monitoring:</b> Technology</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 3:** Goal 3:

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

**Performance Objective 3:** Objective 3.3

Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

**Evaluation Data Sources:** Survey results from trainees on how effective the training was.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3.3.1 Evaluate and address technology training needs and requirements for staff, students, and parents.</p> <p>Evaluate training needs for staff and students.                      Research current best practices on digital instruction.                      Provide training for parents on frequently used technology programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff/Students/Parents well equipped to use the technology for their responsibilities.  <b>Staff Responsible for Monitoring:</b> Instructional Technology, C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 3: Goal 3:**

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

**Performance Objective 4: Objective 3.4**

Learning Systems: Integrate and streamline learning and educational platforms across campuses with accountability and fiscal responsibility.

**Evaluation Data Sources:** Cross reference other districts to see if others have found more ways to integrate systems.

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 3.4.2</b> Create and implement policies of governance and oversight to provide a safe streamlined user experience.</p> <p>Reduce unapproved technology software use by teachers                      Streamline professional development for approved technology software                      Create Standards for software review and purchase processing</p> <p><b>Strategy's Expected Result/Impact:</b> Financial saving, more consistency between campuses, better teacher professional development, better district support of technical issues  <b>Staff Responsible for Monitoring:</b> Technology, Instructional Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 4:** Goal 4:

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

**Performance Objective 1:** Objective 4.1:

Finance: Build and efficiently utilize financial resources across all operational and capital areas.

**Evaluation Data Sources:** Monthly submissions to the Board of Trustees for approval





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Refine Zero Based Budgeting platform and process <b>Strategy's Expected Result/Impact:</b> A prioritized line item budget with description and justification for each expenditure <b>Staff Responsible for Monitoring:</b> Campus Admin and Campus Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish staffing models & scenarios for budget adoption <b>Strategy's Expected Result/Impact:</b> Options for staffing reductions to operate within financial resources <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Financial Services & Executive Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with Principals on ways to promote student attendance <b>Strategy's Expected Result/Impact:</b> Increased attendance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Financial Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Cost Analysis on specific programs for consideration for future years inclusion for budget purposes <b>Strategy's Expected Result/Impact:</b> Identify options for budget reductions to operate within available financial resources <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Financial Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Goal 4:

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

**Performance Objective 2:** Objective 4.2:

Operations: Provide efficient and effective operations across all district programs.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Evaluation of district facilities & options for efficiency; finalize real estate sales transactions <b>Strategy's Expected Result/Impact:</b> Possible changes/monetizing & consolidating of underutilized district property	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Financial Analysis in areas of operation - Increase revenues for Child Nutrition, Transportation & other areas <b>Strategy's Expected Result/Impact:</b> Increase revenues for areas of operation <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Financial Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </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			
<p><b>Strategy 1:</b> Assess existing communication platforms for opportunities to enhance, refine, and streamline communication for clarity and consistency.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a comprehensive communications plan detailing each CISD multimedia touchpoint, target audience, and objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Goal 5:

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

**Performance Objective 2:** Objective 5.2:





Marketing: Promote the Dragon brand and mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote awareness and galvanize support of the mission.</p> <p><b>Strategy's Expected Result/Impact:</b> Communication of district objectives to staff and community through interpersonal and electronic vehicles.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Goal 5:

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

**Performance Objective 3:** 5.3 Expand partnerships, internships, and mentorships to foster student academic development.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand community relationships of business partners, alumni and community organizations.  <b>Strategy's Expected Result/Impact:</b> Database resource of community partners for use to satisfy Curriculum and Community engagement initiatives.  <b>Staff Responsible for Monitoring:</b> Marketing department</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# Addendums

## Appendix A

### 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
<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"> <li>1. Student fitness assessment data</li> <li>2. Student academic performance data</li> <li>3. Student attendance rates</li> <li>4. The percentage of students who are educationally disadvantaged</li> <li>5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity</li> <li>6. Any other indicator recommended by the local school health advisory council.</li> </ol>	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.
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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: <a href="http://www.justice.gov/us">http://www.justice.gov/us</a>	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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## 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.

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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, 81<sup>st</sup> 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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## 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"> <li>1. Higher education admissions and financial aid opportunities</li> <li>2. TEXAS grant program</li> <li>3. Teach for Texas grant programs</li> <li>4. The need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]</li> <li>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"> <li>• Career Cluster/Programs of Study Templates</li> <li>• Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses</li> <li>• CTE program articulated sequence of courses</li> <li>• Carl Perkins Grant Funding</li> <li>• Graduate Profile</li> <li>• Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul> </li> </ol>	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College &amp; Career resource site: <a href="http://www.texascollegeandcareer.org">www.texascollegeandcareer.org</a></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"> <li>1. Results of audit of dropout records.</li> <li>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</li> <li>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.</li> <li>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</li> <li>5. Results of an evaluation of each school-based dropout</li> </ol>	<p>Comp Ed.</p>	<p>Counselors; CIS</p>	<p>Students identified and served as At-Risk</p>
<p>prevention program [TEC 11.255)</p>			

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<ul style="list-style-type: none"> <li>• Monitor truancy of 17-year old to file before 18</li> <li>• PGP Plans in place for all At-Risk grades 7-12</li> <li>• Monitor school leavers by cohort</li> <li>• Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity</li> <li>• High-quality instruction and tiered intervention strategies aligned with individual student need</li> <li>• For students in Grades 9 &amp; 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions</li> <li>• Evaluation of school-based dropout prevention programs.</li> </ul>		<p style="text-align: center;">Student Services Campus Admin. House &amp; Asst. Prin.</p>	<p>Reduction in At-Risk students; increased completion rates.</p>
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Attendance rates</li> <li>3. Pre- and post- assessment results</li> <li>4. Dropout rates</li> <li>5. Graduation rates</li> </ol>	<p>Comp Ed</p>	<p style="text-align: center;">Campus Admin. Asst. Prin.</p>	<p>Reduction in At-Risk students; increased completion rates</p>
<p><b>PREGNANCY RELATED SERVICES</b></p>			
<p><b>Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Evaluation</b></p>
<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>

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<p>each/every service:</p> <ol style="list-style-type: none"> <li>1. Compensatory Education Home Instruction</li> <li>2. School Counseling</li> <li>3. School Health Services</li> <li>4. Alternative education</li> </ol>	<p>Texas Health Resources          Teenage Pregnancy Outreach          Secondary Counselors</p>	<p>B. Copy of ARD &amp; 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>
<b>PRIORITY SERVICE FOR MIGRANT STUDENTS</b>			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<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"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data</li> <li>3. Document federal, state, and local programs that serve PFS students</li> </ol> <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"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate,</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data,</li> <li>3. Document federal, state, and local programs that serve PFS students,</li> <li>4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation</li> </ol>	Title I	LS/PEIMS	Accurate record of Migrant Students

### Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
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<p>Records and documentation including:</p> <ul style="list-style-type: none"><li>A. Verification of each pregnancy B Copy of ARD &amp; IEP</li><li>C. PRS entry date</li><li>D. Date of delivery</li><li>F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period</li><li>G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.</li></ul>		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS
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