

Carrollton-Farmers Branch Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



Board Approval Date: October 2, 2025
Public Presentation Date: October 2, 2025

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Board Goals

1. The percentage of 3rd grade students achieving Meets or higher on the STAAR Reading assessment will increase from 46% in 2025 to 64% in 2030. (HB3)
2. The percentage of 3rd grade students achieving Meets or higher on the STAAR Math assessment will increase from 49% in 2025 to 65% in 2030. (HB3)
3. The percentage of 5th grade students achieving Meets or higher on the STAAR math assessment will increase from 51% in 2025 to 61% in 2030.
4. The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 75% in 2025 to 90% in 2030. (HB3)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Educating more than 24,000 students across 34 campuses and centers, Carrollton-Farmers Branch ISD is a hub of cultural diversity encompassing 53.42 miles in all or parts of six cities in Dallas and Denton counties. CFBISD embraces a population representing 116 countries and 66 different languages. The district welcomes all students and is committed to providing real-world opportunities for high achievement and success through technology-driven campuses, more than 60 programs of choice, and approximately 124 Career & Technical Education course options. As of the most recent PEIMS submission, CFBISD had 24,165 students enrolled and reflected the following breakdown of student demographics:

American Indian/Alaskan Native: 0.36%

Asian: 11.43%

Black-African American: 14.45%

Hispanic-Latino: 60.72%

Native Hawaiian-Pacific Islander: 0.05%

Two or More: 3.43%

White: 9.56%

Emergent Bilingual (EB): 43.58%

Special Education Services (SpEd): 17.90%

Economically Disadvantaged (ED): 63.86%

Demographics Strengths

Based on the 2024-2025 Fall PEIMS submission:

- 3,026 Students identified as Gifted and Talented (12.52%)
- Advanced Placement Recognitions 2024-2025:
 - 284 AP Scholars (increase of +61 from 2024)
 - 74 AP Scholars with Honors (increase of +16 from 2024)
 - 156 AP Scholars with Distinction (increase of +10 from 2024)
- Diverse population with significant growing numbers of Emergent Bilinguals
- Graduation Rate
 - Class of 2024 Four-Year Rate 93% (Based on TEA 4-Year Longitudinal Data)
 - Class of 2023 Four-Year Rate 94.1%
 - Class of 2022 Five-Year Rate 93.3%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): TELPAS results from 2025 indicate that only 29% of Emergent Bilingual students progressed at least one or more proficiency levels.

Root Cause: 1. An inconsistent practice/expectation of looking at EB student data to identify instructional moves that yield improved outcomes. 2. Teachers lack knowledge and proficiency in applying language based strategies in lesson planning and are inconsistently delivering the necessary linguistic accommodations to develop it.

Problem Statement 2: The 4-year graduation rate for Emergent Bilingual students is 4.6% points lower than all Students. Based on the Class of 2024, the district's 4-year graduation rate for the was 93%, whereas EB/EL was at 88.4%.

Root Cause: 1. Inconsistent application of language acquisition strategies is utilized to accommodate Emergent Bilingual students. 2. Limited course offerings are available to support our high school Emergent Bilingual students.

Problem Statement 3 (Prioritized): In 2024-2025, two demographic groups demonstrated a variance greater than 5% between their share of student enrollment and their proportion of referrals.

Root Cause: There is an opportunity for ongoing professional development and training with classroom management. With staff turnover, there is an opportunity for training.

Problem Statement 4 (Prioritized): In 2023-24, Economically Disadvantaged students comprise 65.9% of student enrollment and are not performing equitably on STAAR. Based on the 2024 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 52% 44% Math 45% 37%

Root Cause: PLC discussions are not sufficiently addressing the educational needs of children from economically disadvantaged backgrounds. Tier 1 instructional strategies and interventions are not effectively reaching all students equitably.

Problem Statement 5 (Prioritized): In 2023-24, African-American students comprised 16% of district enrollment at Fall Snapshot and have not performed at the same level as their peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students AA All Subjects/All Grades 48% 38%

Root Cause: Despite PLC discussions, the needs of struggling AA students should be better addressed with properly planned interventions aligned to diagnostic data to support their learning and success.

Problem Statement 6 (Prioritized): For the past three years, students served by Special Education have not performed at the same level as their district peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area as seen on 2024 TAPR. All Students SpEd All Subjects/All Grades 47% 28%

Root Cause: Students are receiving instruction in an environment other than one delivering Tier 1 instruction. PLC discussions need to better address planned interventions and

supports for Tier 1 support.

Student Learning

Student Learning Summary

Student Learning

Across the district, student learning is focused on supporting students' mastery of the Essential Standards identified for each grade level and content area. In addition, district-level administrators led needs assessments with their teams and considered a variety of student academic achievement information and data, including district-based assessments, past STAAR scores, MAP scores, TAPR reports, CCMR data, HB 3 goals, and board priorities. Data reviewed included different student groups (special education, economically disadvantaged, and Emergent Bilingual (EB)) and grade levels. The teams also compared student achievement trends over the previous 4 years, with a specific focus on 2024 and 2025. To the extent possible, information was disaggregated by student groups, including those identified as gifted and talented, EBs, at-risk, special education, and homeless. This data then led to the development of the problem statements, which ultimately led to the goals and strategies listed in the DIP.

Accountability Rating

The district saw a rise in the Accountability Rating from a 78 (C) in 2024 to an 82 (B) in 2025.

- Domain 1 (Student Achievement) - 79
- Domain 2A (Academic Growth)- 72
- Domain 2B (Relative Performance)- 82
- Domain 3 (Closing the Gaps)- 82

District Distinctions Earned

The district earned a total of 98 distinctions across all campuses.

Academic distinctions earned were in the following areas:

Academic Achievement in Reading/Language Arts- 18

Academic Achievement in Math- 18

Academic Achievement in Science- 11

Academic Achievement in Social Studies- 5

Top 25% Comparative Academic Growth- 11

Top 25% Comparative Closing the Gaps- 14

Postsecondary Readiness- 21

Summary of 2025 Elementary & Middle School Data

See Addendum A - 2025 3-8 STAAR Performance Summary Chart

Based on the 2025 Spring STAAR 3-8 performance results:

All content area assessments containing short or extended written responses experienced a change in grading practices from the state. TEA began grading through an automated scoring engine instead of human readers which may have an impact on scores on questions with a writing component.

Reading scores across 3rd-8th grade saw a significant increase of 3% with 55% of our students performing at Meets Grade level or above. Our Masters students saw a gain of 3% for our Masters students. Within the subpopulations, we had Approaches Grade Level (AGL) and above increases for our African American students in 3rd grade by 15%, 7th grade by 2%, and 8th grade by 4%. Our Emergent Bilingual students had AGL increases in 3rd grade by 4% while our Economically Disadvantaged AGL scores increased 3rd grade reading by 7%, 5th grade by 1%, and 7th grade by 3%. Increases in our Special Education AGL performance went up in 3rd grade by 9%, 7th grade by 2%, 8th grade by 7%.

Mathematics scores across 3rd-8th grades experienced a decrease of 1% in our Approaches Grade Level and above. Decreases are attributed to the change in the testing format of the new style question types, including short constructed responses (SCR) in every grade level and automated scoring engine. In addition, the significant increase in Emergent Bilingual student groups had an impact across the district. Within the subpopulations, we had Approaches Grade Level (AGL) and above increases for our African American students in 3rd grade by 5%, 7th grade by 2%, and 8th grade by 4%. Overall our African American students saw gains of 4% in math. Our Emergent Bilingual students had AGL increases in 6th grade by 2% while our Special Education AGL performance went up in 4th grade by 3%, 7th grade by 2%, and 8th grade by 7%.

Science scores saw a slight decrease in 5th grade science and High School Biology EOC, in contrast to the 8th grade science test which saw an increase of 3% in AGL and Meets performance levels. Decreases are attributed to adjusting to newly adopted curriculum materials and the change in the testing format of the new style question types, including short constructed responses (SCR) in every grade level and the automated scoring engine. African American students increased in the AGL performance by 7% in 5th grade science and 8th grade by 2% and 7% for our Special Education sub-population in 8th grade science.

Summary of 2025 High School Data

See Addendum B - Summary of 2025 High School Data

Based on the 2025 Spring EOC performance results:

EOC assessments saw decreases in Algebra, English I, English II, Biology and US History. The state and region saw similar trends in a variety of areas. EOC scores were down at the state level in all areas with the exception of Biology. Focus areas for the district in the 2025-2026 school year will be in English I and Biology where we saw wider gaps. The district saw gains in Meets performance level by 1% in Biology. Algebra Masters Grade Level remained steady at 27%, and Biology Meets Grade Level increased by 1%. English 1 and 2 assessments saw a decrease. English II data was in alignment with state and regional trends. The automated scoring engine and new item types saw a significant impact, with scores moving from 67% to 60% in English 1 and 71% to 66% in English 2. Subpopulations that experienced increases in these subject areas were African American (7% gain in Meets performance in Biology and 5% gain in Meets in Algebra), Hispanic (3% in Algebra meets performance level), Emergent Bilingual (5% gain in Algebra in Meets performance and 4% Meets performance in Biology) and Special Education (1% increased in Meets performance in English 1 and 8% increase in Meets performance for Biology). Economically Disadvantaged students also saw an increase in Meets performance of 3% points in Biology and Algebra 1.

Overall 2025 STAAR Results

See Addendum C - Overall 2025 STAAR Results

Based on the data reported above, the district saw steady increases and some decreases in a variety of areas. Trends were in alignment with state performance and steady gains are being made to exceed pre-COVID scores. Please see Addendum C for more information.

Summary of 2025 TELPAS Results

See Addendum D - Summary of 2025 TELPAS Results

District TELPAS scores for elementary showed growth in the 4th to 5th grade cohort, with Advanced High increasing by 7 points. In addition, grade-level snapshots show that the percentage of students at the Advanced level increased from 27% in 2nd grade (2023) to 33% in 4th grade (2025). However, K–2 cohorts experienced an increase in the percentage of students at the Beginning level, rising from 21% to 30%, while Advanced High ratings remained the same. At the middle school level, 7th grade showed gains in Advanced High, while both 6th and 8th grade cohorts declined in Advanced and remained flat in Advanced High. In high school, Advanced High held steady at 10%, but the 9th to 12th grade cohort showed increases in Beginning and Intermediate, showing stagnation at higher levels.

Despite the TELPAS scores, 728 students met the reclassifying criteria in 2024-2025 meeting STAAR assessment performance levels and receiving the required composite score on TELPAS.

Attendance, Drop Outs, and Graduation Rate

Based on the latest TEA reported data from the 2023-24 TAPR, the attendance rate decreased to 92.8%; and chronic absenteeism decreased significantly by 8.7%. The dropout rate also decreased during this period by 0.8%, which is stated on TAPR at 1.2%. However, our African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and Special Education students show a decrease in dropout percentages when compared to the 2022- 2023 school year. Students in the white sub-populations are showing to have higher rates of dropping out when compared to their peers.

The 4-year graduation rate for the class of 2023 was 94.1% which is an increase of 1.5% from the 92.6% from the class of 2022. The 5-year graduation rate for the class of 2022 was 93.3%, an increase of 0.7% from the previous year.

College, Career & Military Readiness

Within the graduating class of 2024, 87.6% percent of students met a College, Career, or Military Readiness indicator.

Based on preliminary indicators, students within the graduating class of 2025 are projected to meet more than 95% of College, Career, or Military Readiness indicators. This is an increase over 7% from the class of 2024. The highest contributor to this increase was more students completing Texas College Bridge, which is a college preparation course for Reading and Mathematics. This prepares students for college and provides them with a waiver for any remedial courses that would have been required when enrolling in college in their first semester.

Regarding the district's TSI criteria, the most recent TAPR report shows students continued to perform better on the ELA/R assessment (48.7%) than the mathematics (37.6%). Additionally, the state outperformed CFB in ELA/R by 14.1% and mathematics by 16.7%. The CCMR Department in collaboration with content directors and campuses, has targeted strategies to increase student performance in the areas of TSI.

Student Learning Strengths

Based on the preliminary 2024 Spring STAAR/EOC assessments gains were made across the following tested subject areas at Meets Grade Level and above:

- 4th Grade Reading increased by 4%
- 6th Grade Reading increased by 4%
- 7th Grade Reading increased by 2%
- 5th Grade Math increased by 2%
- English II increased by 5%
- US History increased by 1%

There were additional gains made across the following tested subject areas at Approaches Grade Level above:

- 4th Grade Reading increased by 1%
- Biology increased by 2%
- US History increased by 2%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023-24, Economically Disadvantaged students comprise 65.9% of student enrollment and are not performing equitably on STAAR. Based on the 2024 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 52% 44% Math 45% 37%

Root Cause: PLC discussions are not sufficiently addressing the educational needs of children from economically disadvantaged backgrounds. Tier 1 instructional strategies and interventions are not effectively reaching all students equitably.

Problem Statement 2 (Prioritized): In 2023-24, African-American students comprised 16% of district enrollment at Fall Snapshot and have not performed at the same level as their peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students AA All Subjects/All Grades 48% 38%

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Root Cause: Students are receiving instruction in an environment other than one delivering Tier 1 instruction. PLC discussions need to better address planned interventions and supports for Tier 1 support.

Problem Statement 4 (Prioritized): TELPAS results from 2025 indicate that only 29% of Emergent Bilingual students progressed at least one or more proficiency levels.

Root Cause: 1. An inconsistent practice/expectation of looking at EB student data to identify instructional moves that yield improved outcomes. 2. Teachers lack knowledge and proficiency in applying language based strategies in lesson planning and are inconsistently delivering the necessary linguistic accommodations to develop it.

Problem Statement 5: The 4-year graduation rate for Emergent Bilingual students is 4.6% points lower than all Students. Based on the Class of 2024, the district's 4-year graduation rate for the was 93%, whereas EB/EL was at 88.4%.

Root Cause: 1. Inconsistent application of language acquisition strategies is utilized to accommodate Emergent Bilingual students. 2. Limited course offerings are available to support our high school Emergent Bilingual students.

District Processes & Programs

District Processes & Programs Summary

The district leadership team gathers information through Upbeat Survey, Google form surveys, exit interviews, department surveys, community feedback, program surveys, curriculum and program audits, district improvement committee, and teacher dialogues.

District Framework

Interdepartmental support is the foundation of the CFBISD framework

- Leadership and Learning
- Special Services
- Operations and Facilities
- Student Services
- Finance
- Safety and Security
- Communications
- Human Resources
- Technology

The district has focused on building capacity in three areas: Culture, Instruction, & Systems (CIS). Intentional staff development in these 3 areas and setting clear expectations on Tier 1 instruction has been a driving factor in student achievement and improving consistency in practices across the district.

Culture

Winter 2024 Faculty Upbeat Survey Responses

- 80% of educators reported students being regularly engaged in learning activities
- 87% of educators said that they feel like they belong at their campus
- 91% of teachers feel people at their school care about them
- 76% of educators feel appreciated
- 88% of educators feel safe
- 83% of educators have developed a principal-teacher trust

- 91% of educators feel successful as a teacher supporting students' academic development
- 93% of educators feel successful as a teacher supporting students' social-emotional development
- 89% of educators said that teachers doing meaningful work together in professional learning teams

Data Informed Practices

- Data collected identifies district focus areas
- Data collected aligns to the district and campus improvement plans
- Data collected impacts the allocation of resources
- Data collected influences practices and systems across district departments

Instruction & Aligned Systems

Tier I Instruction

- An evolving curriculum
- High expectations for all
- Instructional specialists, coaches, and teachers work well together to create a viable curriculum
- Continue to require consistent expectations across campuses/district in regards to district initiatives and the instructional expectations
- Standards based instruction focused on student mastery on all standards
- Support technology implementation in order to effectively use the technology at the high schools so that students can make gains academically
- Supplemental reading resources are being implemented in all K-5 campuses and two middle schools (pilot)
- A focus on classroom rigor is being supported by Building Thinking Classroom strategies in math, and Depth and Complexity strategies
- Continue to offer full-day Prek
- Refining the OnRamps expectations at the four traditional high schools in order to support the dual enrollment option for students
- Involve teachers in the revision of curriculum documents
- Intentional cross-training of language specialists into core content. Core content coaches and specialists are being cross-trained in language acquisition to increase instructional support for the growing number of emergent bilinguals.

Observation and Feedback

- The campus coaching model supported by district allocation of resources is a core component of instructional support for teachers, administrators, and student achievement

- Instructional rounds with campus and district administrators provides feedback and fosters continuous growth to build capacity with instructional staff
- Campuses follow coaching models aligned to their campus needs
- District focused coaching models include: Jim Knight Coaching, Paul Bambrick-Santoyo's Model, and Leadership Coaching
- Outside partnerships for instructional coaching and leadership development include: Solution Tree, EDpact, Relay GSE, and Commit Partnerships

Multi-Tiered System of Supports (MTSS)

- MTSS supports are continuing to evolve using new progress monitoring systems for data-driven decision making
 - Positive Behavior Interventions and Supports
 - Restorative Practices
 - Academics
 - Social-Emotional Supports
 - Mental Health
- Restructured master schedules in K-8 to support daily intervention and acceleration for all students
- Restructured master schedules to support secondary Dyslexia students
- Effective intervention programs are being implemented for struggling students in all content areas
- Continue to train and implement systems for RtI with behavior support
- EB performance is an area of focus across the district while enrollment is increasing
- STAAR Scores drop dramatically after a transition year because there is a lack of vertical alignment across the district in transition years

Restorative Practices & PBIS

- District-wide training for teachers and counselors K-12 in PBIS strategies
- Pilot implementation for Safe & Civil Schools in 2025-2026
- Emotional Behavior Support Specialists (EBSS) are allocated to support all schools in behavior management
- Yearly training
- Transitioning Restorative Interventionist staff positions to Positive Action Center positions to support behavior needs
- High non-compliant behavior rates take away from instructional time

Professional Learning Communities (PLCs)

The implementation of Professional Learning Communities (PLCs) continues to evolve:

- All campuses are engaged in the PLC process to develop instruction and promote teacher analysis/evaluation of instruction
- High school campuses have had opportunities for refinement and growth during the implementation of the PLC process
- Budget cuts and staffing have had an impact on PLCs at secondary campuses
- The master schedule, especially in middle school, needs to be modified to support PLC by creating a defined time for all grades and subjects to have devoted time to follow the PLC process effectively
- Professional development training for teachers/staff on effective PLCs is a continued focus for the Leadership & Learning Dept.
- Professional development support with outside partnerships has improved PLC processes and student achievement at targeted campuses and should continue to be supported
- Build capacity using researched-based strategies to support Emergent Bilingual (EB) improvement
- Build capacity using researched-based strategies to support Response to Intervention (RTI) and close academic gaps
- Instructional Leadership Meetings meet monthly to focus on district initiatives and build capacity in instructional leadership with campus & district administrators

District Processes & Programs Strengths

The district leadership team gathers information through Upbeat Survey, Google form surveys, exit interviews, department surveys, community feedback, program surveys, curriculum and program audits, district improvement committee, and teacher dialogues.

District Programs & Strengths

- Continued growth in the CFBISD AVID program (elementary and secondary campuses) with 3 Nationally recognized Demonstration Schools
- Funding for PSAT/SAT testing (CCMR)
- Funding for School Links (CCMR)
- Campus CCMR Deans
- State-recognized Fine Arts program
- Nationally-recognized Robotics program
- State-recognized Athletic programs
- Communities in Schools to support our student's SEL needs at the elementary and secondary levels. (12 campuses)

- Graduation Teams to support all comprehensive high schools
- MTSS/RTI supports for the whole child at all elementary and middle school campuses
- Counseling Connection Center supports students and families (after hours)
- TELE Health counseling services are provided virtually at all secondary campuses
- Training and support for teachers
 - New Hire Academy
 - Growing Greatness
 - Academic PD Mondays
 - Aspiring Principal Leadership Academy
 - On-campus Instructional coaches and specialists
- Training and support for Leadership
 - Aspiring Principal Leadership Academy
 - Growing Greatness
 - Monthly leadership instructional meetings
 - Monthly leadership logistical meetings
 - Designated campus administration support through Area Directors of School Leadership
 - District partnerships with a variety of renowned experts in their fields of culture, instruction, and systems

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): While there has been a decrease in chronic absenteeism (absent 10% or more of the required days), in 2024-25 17.75% of CFBISD students were identified as chronically absent.

Root Cause: 1. Lack of student engagement on campus (clubs, groups, friends) 2. Students/Parents' perception that in-person learning is not as valuable as in the past. 3. Students' SEL & drug use impacts connection to campus/friends

Perceptions

Perceptions Summary

The CFB Way requires the district to model the Mission and Vision daily by examining the district's Beliefs regarding growing all students toward becoming CFBISD graduates. In conjunction with educators in the District, community stakeholders defined the attributes of a CFBISD graduate as ethical, socially and emotionally competent, critical thinker, adaptable, effective communicator, committed to their diverse community, and a global leader.

CFBISD champions the work being done in the classroom because teachers directly impact student growth and achievement.

The vision is that CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world. CFBISD leaders, educators, and other stakeholders must also be an exceptional learning community for our students to excel. Professional Learning Communities focus on learning and growing together and optimize opportunities for students to have the most updated knowledge, skills, high-quality resources, and experiences that empower them to thrive in a complex, interconnected, and ever-changing world.

Positive student outcomes are a priority in CFBISD. However, to achieve favorable outcomes for students, the team knows that district efforts must underpin the work of students and teachers in each classroom. The mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire lifelong knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

The district believes that excellence in learning for staff contributes to excellence in learning for students.

CFBISD Interdepartmental Support includes Leadership & Learning, Finance, Human Resources, Communications, Operations, Student Services, Special Services and all other departments whose adults ensure that students are transported, fed, nursed, counseled, or perform jobs that reinforce the classroom.

Being a Professional Learning Community is also foundational. Professional Learning Communities design their efforts around four guiding questions:

1. What do we want our students to learn?
2. How will we know when they have learned it?
3. How will we respond if they experience difficulties?
4. How will we respond if they already know it?

The District acknowledges the belief in modeling a growth mindset for students, faculty, and staff ensures that areas for continuous improvement are sought.

Perceptions Strengths

CFBISD believes in:

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community

- Support and love of the whole student

Winter 2024 Staff Upbeat survey results show data that supports the District's Beliefs and attention toward continuous improvement:

- 80% of educators reported students being regularly engaged in learning activities
- 94% of educators said teachers strive to help all students feel like they belong
- 90% of educators said their school proactively involves all families within their school community
- 87% of educators said that they feel like they belong at their campus
- 91% of teachers feel people at their school care about them
- 89% of educators said that teachers doing meaningful work together in teams
- 83% of educators have developed a principal-teacher trust
- 91% of educators feel successful as a teacher supporting students' academic development
- 93% of educators feel successful as a teacher supporting students' social-emotional development
- 88% of educators said there are opportunities for teachers to take on leadership roles
- 94% of educators go above and beyond to help students

Priority Problem Statements

Problem Statement 1: In 2023-24, African-American students comprised 16% of district enrollment at Fall Snapshot and have not performed at the same level as their peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area. All Students AA All Subjects/All Grades 48% 38%

Root Cause 1: Despite PLC discussions, the needs of struggling AA students should be better addressed with properly planned interventions aligned to diagnostic data to support their learning and success.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: TELPAS results from 2025 indicate that only 29% of Emergent Bilingual students progressed at least one or more proficiency levels.

Root Cause 2: 1. An inconsistent practice/expectation of looking at EB student data to identify instructional moves that yield improved outcomes. 2. Teachers lack knowledge and proficiency in applying language based strategies in lesson planning and are inconsistently delivering the necessary linguistic accommodations to develop it.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: For the past three years, students served by Special Education have not performed at the same level as their district peers at the Meets Grade Level or Above on STAAR in the All Grades/All Subjects area as seen on 2024 TAPR. All Students SpEd All Subjects/All Grades 47% 28%

Root Cause 3: Students are receiving instruction in an environment other than one delivering Tier 1 instruction. PLC discussions need to better address planned interventions and supports for Tier 1 support.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: In 2023-24, Economically Disadvantaged students comprise 65.9% of student enrollment and are not performing equitably on STAAR. Based on the 2024 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 52% 44% Math 45% 37%

Root Cause 4: PLC discussions are not sufficiently addressing the educational needs of children from economically disadvantaged backgrounds. Tier 1 instructional strategies and interventions are not effectively reaching all students equitably.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: In 2024-2025, two demographic groups demonstrated a variance greater than 5% between their share of student enrollment and their proportion of referrals.

Root Cause 5: There is an opportunity for ongoing professional development and training with classroom management. With staff turnover, there is an opportunity for training.

Problem Statement 5 Areas: Demographics

Problem Statement 6: While there has been a decrease in chronic absenteeism (absent 10% or more of the required days), in 2024-25 17.75% of CFBISD students were identified as chronically absent.

Root Cause 6: 1. Lack of student engagement on campus (clubs, groups, friends) 2. Students/Parents' perception that in-person learning is not as valuable as in the past. 3. Students' SEL & drug use impacts connection to campus/friends

Problem Statement 6 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: October 2, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2026, the percentage of students at the All Subjects level will increase a minimum of 3% at the Meets level on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on tracking mastery of standards, learning targets, alignment to TEKS, and data analysis utilizing the district's standards based tracking tools, such as: Mastery Tracker, Eduphoria Multi-test, Branching Minds, and Progress Learning.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge and use of data for improving student achievement by improving core instruction, differentiating lessons, aligning interventions to student need. Students will increase achievement on STAAR/EOC state assessments by 3% in the Meets performance level,.</p> <p>Staff Responsible for Monitoring: Content Directors Content Coaches/Specialists Assistant Supt. of Special Services Assistant Supt. of Leadership & Learning Area Directors Director of Digital Learning Executive Director of Advanced Academics/PSR Executive Director of Multilingual and Academic Programs Director of Multilingual Programs Director of School Improvement Executive Director of Assessment & Accountability Special Services Directors and Coaches Title 1 School Improvement Officer Director of MTSS</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 255 Title II - \$17,000</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district's restructured protocols for Multi-Tiered System of Supports (MTSS) Master scheduling K-8 for devoted time for RTI. Provide training on MTSS/RTI to reinforce small group instruction and differentiation in reading and math classrooms</p> <p>Strategy's Expected Result/Impact: Student gaps are filled and growth for all students is increased as indicated by MAP Growth and STAAR/EOC. Ensure all students, particularly those who are economically disadvantaged, emergent bilingual, or at risk of academic failure, receive timely and evidence-based supports in academics, behavior, and social-emotional learning (SEL).</p> <p>Staff Responsible for Monitoring: Content Directors Content Coaches/Specialists Assistant Supt. of Special Services Assistant Supt. of Leadership & Learning Area Directors Executive Director of Assessment & Accountability Title 1 School Improvement Officer Director of Digital Learning Executive Director of Advanced Academics/PSR Executive Director of Multilingual and Academic Programs Director of Multilingual Programs Director of School Improvement Special Services Directors and Coaches Title 1 School Improvement Officer Director of MTSS</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Professional Development - 255 Title II - \$17,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor mastery of standards in Science for 5th and 8th STAAR, and Biology EOC using the district's standards based tracking tools to increase student achievement at "meets" grade level by 3% on STAAR/EOC.</p> <p>Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by 3% on STAAR/EOC 5th Grade Goal- 28% Meets or Above 8th Grade Goal- 41% Meets or Above Biology EOC Goal- 57% Meets or Above</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Assistant Superintendent of Special Services Executive Director of Multilingual and Academic Programs Area Directors Executive Director of Assessment & Accountability Title 1 School Improvement Officer Director of MTSS Director of School Improvement Director of Science Department Specialists/Coaches Campus Principals Instructional Facilitators Special Services Directors/Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
	This area is intentionally left blank for data entry			

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor mastery of standards in Math for 3rd-8th STAAR, and Algebra I EOC using the district's standards based tracking tools to increase student achievement at "meets" grade level by 3% on STAAR/EOC.</p> <p>Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by minimum of 3% on STAAR/EOC</p> <p>3rd Grade Goal- 53% Meets or Above 4th Grade Goal- 49% Meets or Above 5th Grade Goal- 53% Meets or Above 6th Grade Goal- 35% Meets or Above 7th Grade Goal- 20% Meets or Above 8th Grade Goal- 56% Meets or Above Algebra I EOC Goal- 49% Meets or Above</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Assistant Superintendent of Special Services Executive Director of Multilingual and Academic Programs Area Directors Executive Director of Assessment & Accountability Title 1 School Improvement Officer Director of MTSS Director of School Improvement Director of Math Coordinator of Secondary Math Coordinator of Strategic Leadership for Middle School Math Department Specialists/Coaches Campus Principals Instructional Facilitators Director of Multilingual Programs Special Services Directors/Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increasing the number of teachers that are trained, and actively use, Building Thinking Classrooms' strategies for increasing student engagement, critical thinking, and student ownership in order to increase student learning in mathematics.</p> <p>Strategy's Expected Result/Impact: Increase the number of Building Thinking Classrooms from 31 teachers to 45 teachers at secondary. Increase the number of Building Thinking Classrooms from 21 teachers to 45 teachers at elementary campuses.</p> <p>Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Programs Director of Mathematics Coordinator of Secondary Mathematics Department Specialists</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor mastery of standards in Reading Language Arts for 3rd-8th STAAR, and English I & II EOC using the district's standards based tracking tools to increase student achievement at "meets" grade level by 3% on STAAR/EOC.</p> <p>Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by 3% on STAAR/EOC</p> <p>3rd Grade Goal- 57% Meets or Above 4th Grade Goal- 60% Meets or Above 5th Grade Goal- 63% Meets or Above 6th Grade Goal- 53% Meets or Above 7th Grade Goal- 46% Meets or Above 8th Grade Goal- 51% Meets or Above English I EOC Goal- 44% Meets or Above English II EOC Goal- 51% Meets or Above</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Assistant Superintendent of Special Services Executive Director of Multilingual and Academic Programs Area Directors Executive Director of Assessment & Accountability Title 1 School Improvement Officer Director of MTSS Director of School Improvement Director of English Language Arts Coordinator of Secondary English Language Arts Department Specialists/Coaches Campus Principals Instructional Facilitators Director of Multilingual Programs Directors of Special Services/Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Monitor mastery of standards in Social Studies for 8th STAAR and US History EOC using the district's standards based tracking tools to increase student achievement at "meets" grade level by 3% on STAAR/EOC.</p> <p>Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by 3% on STAAR/EOC 8th Grade Goal- 27% Meets or Above US History EOC Goal- 65% Meets or Above</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Assistant Superintendent of Special Services Executive Director of Multilingual and Academic Programs Area Directors Executive Director of Assessment & Accountability Title 1 School Improvement Officer Director of MTSS Director of School Improvement Director of Social Studies Department Specialists/Coaches Campus Principals Instructional Facilitators Special Services Directors/Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide supplemental learning opportunities, focused professional development experiences, and campus instructional support with outside professional district partnerships to build capacity and strengthen the quality and effectiveness of teachers, principals, and other educational leaders.</p> <p>Strategy's Expected Result/Impact: Increased capacity of instructional staff which positively impacts teaching and learning</p> <p>Staff Responsible for Monitoring: Director of Federal Funds Assistant Supt. of Leadership & Learning Area Directors Executive Director of Multilingual and Academic Programs Director of Multilingual Programs Director of School Improvement Executive Director of Assessment & Accountability Title 1 School Improvement Officer Professional Development Specialist Director of MTSS</p> <p>Funding Sources: Supplemental professional development and instructional support - 255 Title II - \$678,581</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide high quality supplemental resources and staff to further support the campuses implementing a T1-Part A School-Wide program.</p> <p>Strategy's Expected Result/Impact: Further support student learning outcomes.</p> <p>Staff Responsible for Monitoring: Asst. Supt. of Leadership & Learning Executive Director of Multilingual and Academic Programs Director of Federal Funds</p> <p>Funding Sources: District Reservations - 211 Title I - \$1,071,024, Campus Allocations - 211 Title I - \$3,800,480</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Review and analyze LRE and student progress data through campus name and need meetings to ensure students are placed in the least restrictive environment appropriate to their individual needs.</p> <p>Strategy's Expected Result/Impact: Increased access to and progress in the general education curriculum</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Directors Special Services Coaches ARD Facilitators Educational Diagnosticians</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Implement ongoing training for ARD/IEP teams on developing compliant, student-centered, and measurable goals, services, supports, and accommodations aligned with students' Present Levels of Academic Achievement and Functional Performance (PLAAFP).</p> <p>Strategy's Expected Result/Impact: Increased compliance, improved goal quality and alignment, improved student outcomes, and consistent IEP practices.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Directors Special Services Coaches ARD Facilitators Educational Diagnosticians</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 2: The percentage of third-grade students that score at Meets grade level and above on STAAR Reading Language Arts will increase from 47% to 64% by June 2030. This will exceed the HB3 Reading Goal of 60% by 2030. By May 2026, the percentage of 3rd grade students that score at Meets grade level or higher will increase to 53%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR; Reading Assessments; MAP Growth, MAP Oral Reading Fluency, District Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Focused vertical professional development for early childhood (Pre-K/ELC) teachers aligned with K-2 teachers to build knowledge in implementing oral language and vocabulary strategies through language and play.</p> <p>Strategy's Expected Result/Impact: Lesson design and delivery will increase oral language and vocabulary development. Increase in rapid vocabulary growth will be measured by the Pre-K Circle assessment, with a goal of 80% of the students meeting grade level standards (on-track) by the end of year in English and Spanish.</p> <p>Staff Responsible for Monitoring: Coordinator of Early Learning Coordinator of Strategic Leadership of Early Learning Director of Multilingual Programs Director of Reading Language Arts Executive Director of Multilingual and Academic Programs Assistant Superintendent of Leadership & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Progress monitor foundational skill data in Reading for Kindergarten through Second-grade students three times per year to align intervention and tier one differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Overall increased achievement in student reading levels and reading fluency. Increased proficiency in phonics and word recognition in Kindergarten through second grade students. By the end of the year, we expect 80% of students to have foundational skills mastered and reading on grade level.</p> <p>Staff Responsible for Monitoring: Director of Reading Language Arts Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning Director of School Improvement Executive Director of Assessment & Accountability Coordinator of Strategic Leadership in Early Learning Coordinator of Early Learning Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide differentiated professional development and coaching support through micro-credentialing opportunities to develop proficiency in literacy instruction and build capacity in all teachers.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will participate in at least one of the micro-credentialing opportunities. Increase in teacher proficiency in literacy instruction. Increase in student proficiency in reading fluency.</p> <p>Staff Responsible for Monitoring: Director of Reading Language Arts Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning Assistant Superintendent of Special Services Directors and Instructional Coaches of Special Services</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase professional development and tracking implementation of critical writing opportunities for revising and editing skills through short (SCR) and extended constructed responses (ECR) to increase quality student learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increased percentages of students at Meets and Masters percentages SCR and ECR on STAAR. STAAR Data for Category 2 (Writing/Language Arts) will increase for English from 52% to 55% and Spanish from 42% to 45%.</p> <p>Staff Responsible for Monitoring: Director of Reading Language Arts Coordinator of Secondary Language Arts Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 3: The percentage of third-grade students that score at Meets grade level and above on STAAR Math will increase from 45% to 65% by June 2030. This will exceed the HB3 Math Goal of 60% by 2030. By May 2026, the percentage of 3rd grade students that score at Meets grade level or higher will increase to 53%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR; District Common Formative Assessments; NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and increase proficiency in use of Number Corner mathematics program to build skills and fluency in Kindergarten through Second grade classrooms.</p> <p>Strategy's Expected Result/Impact: Increase growth in student mastery in fluency as measured by IStation and Progress Learning. By the end of the year, we expect 80% students to be on grade level in mathematical fluency.</p> <p>Staff Responsible for Monitoring: Director of Mathematics Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning Coordinator of Strategic Leadership for Early Learning Content coaches</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide differentiated professional development and coaching support opportunities to develop proficiency in numerical representations and relationships, computation and algebraic relationships, and build capacity in all teachers.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students showing mastery of standards in numerical representations and relationships (Category 1) and Computation and Algebraic Relationships(Category 2). Numerical Operations - 3rd Grade Goal 59.5% Numerical Operations- 4th Grade Goal 55.6% Numerical Operations- 5th Grade Goal 62.9% Algebraic Relationships - 3rd Grade Goal 48.5% Algebraic Relationships - 4th Grade Goal 54.6% Algebraic Relationships - 5th Grade Goal 57.9%</p> <p>Staff Responsible for Monitoring: Director of Mathematics Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning Content Coaches Director of School Improvement</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a fact fluency program for 2nd grade through 5th grade utilizing the Moby Max program.</p> <p>Strategy's Expected Result/Impact: The expected impact would be an increase in the percentage of students at Meets performance level on STARR Math to 53% by May 2026. By the end of the year we expect 80% of the 2nd -5th grade students to have mastered grade level facts.</p> <p>Staff Responsible for Monitoring: Director of Mathematics Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning Coordinator of Strategic Leadership for Early Learning Content coaches</p>	Formative			Summative
	Oct	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>				

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 4: The percentage of fifth-grade students that score at Meets grade level and above on STAAR Math will increase from 51% to 61% by June 2030. This will exceed the district's math goal of 60% by 2030. By May 2026, the percentage of 5th grade students that score at Meets grade level or higher will increase to 53%.

High Priority

Evaluation Data Sources: STAAR; District Common Formative Assessments; NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level admin, campus admin and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5, Visuals, ELPS (usage of language domains), and curriculum alignment will be tracked, monitored, and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Increased alignment and effective Tier 1 instruction, differentiated strategies to reach at-risk learners, and increased student achievement with all sub groups. 4th grade Emergent Bilingual students achieving Meets+ on the NWEA MAP assessment will increase from 28% in 2025 to 36% in 2027. 5th grade Emergent Bilingual students achieving Meets+ on the District Common Formative Assessments (DCFA) will increase from 31% in 2025 to 44% in 2027. 5th grade students achieving Meets+ on the Winter NWEA MAP assessment will increase from 49% in 2025 to 55% in 2027.</p> <p>Staff Responsible for Monitoring: Assistant Supt. of Leadership & Learning Area Directors Content Directors Content Coaches/Specialists Executive Director of Advanced Academics/PSR Executive Director of Multilingual and Academic Programs Director of Multilingual Programs Director of School Improvement Executive Director of Assessment & Accountability Title 1 School Improvement Officer Special Services Directors and Coaches Director of MTSS Coordinator of Strategic Leadership for Middle School Math</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement interactive pilot program, Magma Math, to increase student engagement and monitor mastery of standards.</p> <p>Strategy's Expected Result/Impact: 5th grade Emergent Bilingual students achieving Meets+ on the District Common Formative Assessments (DCFA) will increase from 38% in 2025 to 44% in 2027. 5th grade students achieving Meets+ on the Winter NWEA MAP assessment will increase from 49% in 2025 to 55% in 2027.</p> <p>Staff Responsible for Monitoring: Assistant Supt. of Leadership & Learning Area Directors Director of Mathematics Content Coaches/Specialists Executive Director of Multilingual and Academic Programs</p> <p>Funding Sources: Magma Math Program - 199 General Budget - \$17,503</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2026, the percentage of Emergent Bilingual students will advance at least one proficiency level as measured by 2026 TELPAS by 5%.

Evaluation Data Sources: TELPAS





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement content-based language instructional strategies (focus walls, vocabulary, discourse, sentence stems, etc.) in content areas.</p> <p>Strategy's Expected Result/Impact: By monitoring and evaluating content-based language instructional strategies (focus walls, vocabulary, discourse, sentence stems, etc.) in classrooms, teachers will be able to support students in increasing their language proficiency and understanding of metalinguistic awareness.</p> <p>Classroom quarterly observations and MAP Growth</p> <p>EOY measurement: TELPAS, STAAR</p> <p>Staff Responsible for Monitoring: Director of Multilingual Programs Executive Director of Multilingual and Academic Programs Assistant Superintendent of Leadership & Learning</p> <p>Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver targeted professional development sessions each month that focus on supporting language acquisition.</p> <p>Strategy's Expected Result/Impact: Targeted professional development sessions are expected to improve educators' ability to support language acquisition, leading to more effective instruction for EBs. The strategy will also enhance students' overall language proficiency and academic performance. As a result, students will experience improved communication skills, better academic outcomes, and greater confidence in using English.</p> <p>Progress Monitoring: Participants' feedback, Quarterly Walk-throughs, MAP Growth</p> <p>EOY measurement: TELPAS</p> <p>Staff Responsible for Monitoring: Executive Director of Multilingual and Academic Programs, Director of Multilingual Programs, & Director of Federal Funds</p> <p>Funding Sources: Supplemental Resources including, Instructional Staff and Tutoring opportunities - 255 Title II - \$25,000, Supplemental Resources including, Instructional Staff and Tutoring opportunities - 199 General Budget - \$294,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strengthen instructional delivery for comprehensible input by building capacity and fostering collaboration and cross-training among core content coaches, specialists, leadership teams, and language specialists.</p> <p>Strategy's Expected Result/Impact: By building the capacity of coaches and specialists, more teachers will apply content-based language strategies to strengthen instruction, resulting in improved student comprehension as evidenced by performance assessments and classroom observations.</p> <p>Progress Monitoring: Walkthroughs, MAP Growth, District Assessments EOY measurement: TELPAS, STAAR</p> <p>Staff Responsible for Monitoring: Executive Director of Multilingual and Academic Programs Director of Multilingual Programs</p> <p>Funding Sources: - 199 General Budget - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2025-2026 school year, students receiving targeted dyslexia instruction will increase decoding skills by at least three levels as measured by multiple measures of data.

Evaluation Data Sources: Criterion-referenced benchmarks, grade-level oral reading fluency assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district-wide data to assess the effectiveness of dyslexia programs and interventions, identifying areas for improvement and adjusting practices to enhance student growth and performance.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes, targeted program improvement, informed professional development, and proactive and responsive instruction.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Director Dyslexia Specialist Dyslexia Interventionists</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide clear, accessible information to families about the dyslexia identification process, services, and instructional supports.</p> <p>Strategy's Expected Result/Impact: Increased family understanding and engagement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Director Dyslexia Specialist Dyslexia Interventionists</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer resources and support sessions to help families reinforce learning at home and after dismissal.</p> <p>Strategy's Expected Result/Impact: Enhanced student learning and retention, stronger home-school connections, consistent skill development, and reduced learning gaps.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Director Dyslexia Specialist Dyslexia Interventionists</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 7: The percentage of graduates that meet the criteria for CCMR will increase from 75% to 90% by August 2030. This will exceed the HB3 CCMR Goal of 60% by 2030. By August 31, 2026, the percent of annual graduates earning a CCMR indicator will increase to 81%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TEA Tracker report and external reporting for all A-F CMMR indicators and On Data Suite

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase engagement of CCMR communication and district wide initiatives to guide and inform students, staff, and parents for post secondary readiness.</p> <p>Strategy's Expected Result/Impact: Updated delivery and frequency of CCMR content to students and staff. Improved communication to parents will address gaps in information about CCMR indicators, A-F accountability, and requirements/benefits for students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Executive Director of Advanced Academics/PSR Director of CTE/CCMR</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide focused staff development and curriculum integration in core content of Texas College Bridge (TCB) skills to increase earned credentials on TCB by 5% to increase college readiness with graduating seniors.</p> <p>Strategy's Expected Result/Impact: Increase earned credentials on TCB by 5% to increase college readiness with graduating seniors</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Executive Director of Advanced Academics/PSR Director of CTE/CCMR Secondary Content Directors and Coordinators</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Increase CTE/CCMR community/industry partnerships by 10% to build post secondary readiness for middle school and high school.</p> <p>Strategy's Expected Result/Impact: Motivate students to pursue higher level post secondary options and increase CTE program enrollment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Executive Director of Advanced Academics/PSR Executive Director of Counseling Services Director of CTE/CCMR</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Build capacity in AVID elective teachers to effectively implement system strategies through a campus and district coaching model.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, active student engagement, and participation in courses of rigor at AVID campuses.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Leadership and Learning Executive Director of Counseling Services Executive Director of Advanced Academics/PSR Coordinator of School Counseling/AVID Student Counseling Support Specialist Campus Coordinators of AVID</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By the end of FY2026, research, develop, and implement a comprehensive Facilities Condition Index, and an Inventory & Replacement Cycle System. This will enhance asset management, prioritize capital investments, and extend the lifecycle of buildings and equipment.

- Evaluation Data Sources:**
- * Facility assessment reports
 - * Capital planning records
 - * Replacement schedules
 - * Depreciation and lifecycle cost reports
 - * Budget and expenditure reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilities Condition Index (FCI) implementation:</p> <ul style="list-style-type: none"> * Research industry-standard scoring models * Conduct baseline assessments of all district facilities * Develop a scoring rubric to evaluate building systems (HVAC, roofing, plumbing, etc.) * Train staff on assessment protocols and data entry * Publish initial FCI scores and integrate them into capital planning <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Quantified facility health * Prioritized capital planning * Baseline for long-term strategy * Improved learning environments * Increased transparency * Cost avoidance <p>Staff Responsible for Monitoring: Operations, Construction, Facilities</p>	Formative			Summative
	Oct	Jan	Mar	June


Strategy 2 Details	Reviews			
<p>Strategy 2: Inventory & Replacement Cycle System implementation:</p> <ul style="list-style-type: none"> * Audit existing assets across all campuses (buildings, equipment, infrastructure) * Select and deploy a digital inventory management platform * Establish lifecycle benchmarks and replacement schedules for major assets * Integrate preventive maintenance tracking and service history logs * Align replacement planning with budget forecasting and procurement cycles <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Comprehensive asset tracking * Predictable budgeting * Streamlined operations * Resource optimization * Accountability and security * Sustainability <p>Staff Responsible for Monitoring: Operations, Construction, Facilities</p>	Formative			Summative
	Oct	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>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By the end of FY2026, research, develop, and implement districtwide key control procedures. This will establish accurate and effective access control over all hard-keyed locking devices, safeguarding district assets and enhancing operational integrity.

- Evaluation Data Sources:**
- * Key inventory logs
 - * Facilities maintenance logs
 - * Incident reports
 - * Access authorization records

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a comprehensive audit of existing key systems and develop procedures</p> <ul style="list-style-type: none"> * Benchmark best practices from other school districts and facility management standards * Identify vulnerabilities and inefficiencies in current key control protocols * Draft a formal Key Control Policy outlining roles, responsibilities and protocols for key issuance, tracking and retrieval * Procure or develop key management technologies * Develop training materials for staff and administrators <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Complete inventory of all district locking devices and key holders * Identification of security gaps and procedural weaknesses * A formal Key Control Policy tailored to district needs * Clear documentation of roles, responsibilities, and protocols * Reduced risk of unauthorized access due to unknown or untracked keys * Accountability and consistency across all facilities * Culture of security and operational discipline <p>Staff Responsible for Monitoring: Operations, Facilities, Safety & Security</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and train on new procedures, evaluate effectiveness:</p> <ul style="list-style-type: none"> * Roll out the new procedures across all campuses and facilities * Conduct mandatory training sessions for necessary personnel (custodial, construction, administrative, security, etc.) * Establish centralized database for key tracking and reporting * Monitor compliance and effectiveness through periodic audits * Collect feedback and refine procedures as needed <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Staff trained and equipped to follow procedures correctly * Centralized tracking of all issued and returned keys * Feedback from users to refine and improve procedures * Immediate reduction in lost or unaccounted-for keys * Empowered staff who understand their role in facility safety * Long-term sustainability of the key control system <p>Staff Responsible for Monitoring: Operations, Facilities, Safety & Security</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop campus level reports for the Board, Administration, and Campuses to be informed of maintenance plans</p> <p>Strategy's Expected Result/Impact: Publish monthly, quarterly, and annual reports for campus and administration</p> <p>Staff Responsible for Monitoring: Facility Services Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 3: By the end of SY2026, the Transportation Department will implement a districtwide bus badge ID program, requiring all eligible student riders to wear visible identification badges during transportation to and from school. This initiative will enhance student safety, improve ridership accountability, and increase operational efficiency.

- Evaluation Data Sources:**
- * Driver and staff surveys
 - * Parent and student feedback
 - * Badge compliance rates
 - * Lost badge reports
 - * Technology system logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage stakeholders and assess technology needs:</p> <ul style="list-style-type: none"> * Inform and involve key stakeholders (campus administrators, transportation staff, parents, students, etc.) * Develop clear messaging that explains the purpose, benefits and expectations * Design durable, visible badges that include student name, photo, ID number and school. * Integrate with existing systems to sync with student information systems for simple tracking * Evaluate badge scanners and apps to log ridership and track/relay student movement * Ensure data privacy complies with FERPA and district data policies <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Increased parent confidence knowing their children are accounted for * Clear protocols and training improve morale and reduce ambiguity * Demonstrated proactive commitment to student safety and innovation * Model for future programs can inform other safety or tech-based student initiatives <p>Staff Responsible for Monitoring: Operations, Transportation</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Training and education with regard to equipment, expectations and guidelines:</p> <ul style="list-style-type: none"> * Train bus drivers and staff on badge protocols, scanning procedures and managing exceptions * Provide campus support, assign point persons at each school for troubleshooting * Create quick-reference guides for staff and families to understand badge use * Update existing transportation guidelines to include badge requirements and consequences for non-compliance <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Fewer errors in scanning, logging and identifying students * Consistent enforcement of badge policies across campuses and buses * Reduces confusion and increases compliance among students and staff * Smooth boarding and drop-off processes with minimal delays * Improves operational efficiency and reduces stress for transportation staff * Strengthens emergency preparedness and response capabilities * Clear, accessible instructions for badge use and expectations * Empowers families to support the program at home * Ensures long-term sustainability of the program <p>Staff Responsible for Monitoring: Operations, Transportation</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Sequential rollout of program and ensuing assessment:</p> <ul style="list-style-type: none"> * Select pilot campuses for elementary, middle and high school testing across multiple age groups * Set pilot timeline to gather data and feedback * Monitor and adjust based on pilot results (refine badge design, protocols, training materials, etc.) * Phase implementation: Expand from pilot campuses to full district in waves * Monitor progress through incident reports and feedback from drivers, staff, student and families * Analyze data regarding safety incidents, boarding times and operational efficiency <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> * Identification of age-specific challenges * Early detection of design flaws or procedural gaps * Adjustments made before full rollout reduce future disruptions * Gradual expansion allows for smoother logistics and better resource allocation * Staff and campuses are better prepared through lessons learned in earlier phases * Reduces risk of system-wide failure or confusion * Issues are addressed in real time, maintaining program credibility and responsiveness * Boarding becomes faster and more organized, saving time and resources <p>Staff Responsible for Monitoring: Operations, Transportation</p>	Formative			Summative
	Oct	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue





Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026, Carrollton-Farmers Branch ISD will increase parent and community engagement by 5%.

High Priority

HB3 Guiding Objective





Evaluation Data Sources: PTA membership data, digital engagement analytics and event attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with PTAs to support parent engagement through the PTA membership drive, which consists of parent engagement events, membership awards, and social media posts to increase membership.</p> <p>Strategy's Expected Result/Impact: End-of-year membership report from PTA.</p> <p>Staff Responsible for Monitoring: Community Partnership Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Back to School Fest to increase business and community partner engagement.</p> <p>Strategy's Expected Result/Impact: Creates an opportunity for engagement between community partners and students, families, campuses, and district leadership. This event also provides essential needs for students, resulting in building relationships within the community.</p> <p>Staff Responsible for Monitoring: Community Partnership Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Highlight and storytell around parent and community engagement opportunities and results via social media posts, website news posts/highlights, video pieces, and ParentSquare.</p> <p>Strategy's Expected Result/Impact: Online engagement and awareness of volunteer and connection opportunities.</p> <p>Staff Responsible for Monitoring: Chief of Communications and Community Partnership Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2026, CFBISD will increase the number of volunteers/partners by 5%

Evaluation Data Sources: Registered Raptor Volunteer System reports.
 For context: As of September 2025, the number of registered volunteers is 5,840.

Strategy 1 Details	Reviews			
Strategy 1: Publicize volunteer opportunities in CFB on our campus and district communications platforms. Strategy's Expected Result/Impact: Increased interest in and number of volunteers/partners in CFB. Staff Responsible for Monitoring: Coordinator of Community Partnerships	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a partnership recruitment event for campuses with the lowest volunteer/partner numbers. Strategy's Expected Result/Impact: Increase volunteer/partnership engagement by 5%. Staff Responsible for Monitoring: Community Partnership Coordinator	Formative			Summative
	Oct	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>				





Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2026, the percentage of disciplinary removals and out-of-placement assignments (including In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be proportionate across all student groups, with no group exceeding a 5% variation from its representation in the total number of disciplinary actions district wide.

High Priority

Evaluation Data Sources: Discipline Data
Panorama Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Safe and Civil Schools training and implement the program with fidelity on at least 15 campuses to promote positive school climate and reduce disciplinary incidents.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students removed from the instructional setting District-wide Positive Behavior Interventions and Supports Framework</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Special Services Directors of Special Services Executive Director of Student Services Executive Director of Counseling</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: IDEA B - 224 IDEA B - \$164,839.50, IDEA B Staff and Program Resources - 224 IDEA B - \$4,730,207.50</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parental engagement outreach events connected to campuses, feeder, and district.</p> <p>Strategy's Expected Result/Impact: Each campus will build trust within the community.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor disciplinary removals for all student groups and meet with discipline committees on a monthly basis for secondary campuses and high impact elementary campuses and quarterly for all other elementary campuses.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students removed from the instructional setting.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Special Services Executive Director of Student Services Directors of Special Services Directors of Student Services Area Directors of Schools</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Positive Action Centers (PAC) on identified campuses at secondary and elementary will reduce out-of-school suspension by 5 % by providing restorative practices and supportive mentoring of self-regulation skills.</p> <p>Strategy's Expected Result/Impact: Decrease the overall number of disciplinary placements in CFBISD.</p> <p>Staff Responsible for Monitoring: Executive Director for Student Services Executive Director for Counseling Coordinator of Counseling</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2026, secondary administrators, teachers, and counselors will be equipped with tools to support students' mental health and drug refusal skills.





Evaluation Data Sources: Campuses document delivery of high-priority SEL lessons by advisory teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: For secondary, training will be provided for administrators, teachers, and counselors to implement high-priority lessons in the district-selected SEL curriculum .</p> <p>Strategy's Expected Result/Impact: Students will receive instruction on healthy coping skills, including drug refusal.</p> <p>Staff Responsible for Monitoring: Counseling Coordinator Counseling Student Support Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: For elementary, district-developed guidance curriculum on healthy coping strategies and drug refusal skills will be developed for the 2025-26 school year in Spanish to complement the English curriculum.</p> <p>Strategy's Expected Result/Impact: Elementary students will receive more early education regarding healthy coping skills and drug refusal strategies.</p> <p>Staff Responsible for Monitoring: District Counseling Department Counseling Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will convene Graduation Team meetings at designated times throughout the year to identify and support students at risk of not graduating. These meetings will coordinate wraparound services through collaboration with district staff, community partners, targeted interventions, and student education on drug prevention.</p> <p>Strategy's Expected Result/Impact: Graduation rates will increase, accompanied by a reduction in the percentage of students identified as at risk.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Leadership and Learning Assistant Superintendent for Special Services Area Directors of School Leadership Executive Director of Counseling Services Counseling Coordinator Counseling Student Support Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: By May 2026, 100% of CFBISD schools will implement the district's Bullying/Cyberbullying Prevention and Intervention Plan.

Evaluation Data Sources: Surveys
 Region 10 Compliance
 PEIMS/TEAMS Bullying/Cyberbullying Report

Strategy 1 Details	Reviews			
Strategy 1: Provide training to staff on bullying/cyberbullying prevention and intervention. Strategy's Expected Result/Impact: Reduce bullying/cyberbullying incidents. Staff Responsible for Monitoring: Director of Student Services Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 4: By May 2026, CFBISD will show an increase in overall Average Daily Attendance (ADA). The goal is to increase from an average of 93.7% to 94.5%.

High Priority

Evaluation Data Sources: Each campus will include the 2025-2026 Attendance Plan in its Campus Improvement Plan.





Strategy 1 Details	Reviews			
<p>Strategy 1: Student Services, in collaboration with each campus, will monitor the four identified attendance groups; exceptional attenders, regular attenders, chronic absenteeism, and severe chronic attendeeism. Campuses will implement the Five Action Strategies to address any attendance concerns at the campus level. 1) Monitor Attendance, 2) Engage Students and Families, 3) Recognize Good and Improved Attenders, 4) Provide Personal Outreach, 5) Remove Barriers.</p> <p>Strategy's Expected Result/Impact: Increase daily attendance at the campus and district level, higher student achievement, and increase revenue due to an increase in Average Daily Attendance (ADA)</p> <p>Staff Responsible for Monitoring: Campus Administration Executive Director of Student Services Director of Student Services</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District-wide Attendance Campaign</p> <p>Strategy's Expected Result/Impact: Increase student, parent, and community awareness regarding the importance of daily attendance.</p> <p>Staff Responsible for Monitoring: Student Services Communications Department Finance Department Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent Messaging - Explaining the importance of tardies and daily attendance. (monthly parent square messages)</p> <p>Strategy's Expected Result/Impact: Increase student, staff, parent, and community awareness regarding the importance of being on time and daily attendance.</p> <p>Staff Responsible for Monitoring: Student Services and Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Truancy Tribunal - A state-approved intervention under the Texas Education Code, aimed at preventing truancy-related court involvement by providing supportive, school-based solutions for students and families. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: We Miss You Home Visits Strategy's Expected Result/Impact: Increase student attendance - identify students with excessive absences and visit the home to provide support to the family Staff Responsible for Monitoring: Student Services Department	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Internal Attendance Audits Strategy's Expected Result/Impact: To ensure standard attendance procedures are being followed at all CFBISD campuses. The expected results are an increase in average daily attendance. Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services Assistant Director of PEIMS	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide recognition for students and campuses that consistently show improvement in daily attendance. Strategy's Expected Result/Impact: Increase student daily attendance Staff Responsible for Monitoring: Student Services Department	Formative			Summative
	Oct	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>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2026, the special education and bilingual teacher candidate pool will increase by 2% as compared to May 2025 pool.





Evaluation Data Sources: TEAMS/RECRUIT AND HIRE

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase and align the quality of college visits by recruiting teams Strategy's Expected Result/Impact: Increased pool. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase social media efforts with platforms regularly used by future candidates. Strategy's Expected Result/Impact: Increased pool and use of Indeed.com, LinkedIn, and all k12 resources across the nation. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase partnerships with university programs for "Grow Your Own Program" to increase the use of adjunct teachers by 2% to lower vacancies by the start of the 2025 school year. Strategy's Expected Result/Impact: Increase the fill rate of vacancies by the start of school in August 2026 by 2% particularly in the first of bilingual teachers. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Review and develop a sign on bonus for special education and bilingual teachers Strategy's Expected Result/Impact: Increase applicant selection for special education and bilingual teachers. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2026, the HR department will increase participation by 3% on exit survey on reasons why staff are leaving CFBISD.

Evaluation Data Sources: TEAMS data.





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that the exit survey questions provide specific reasons as to why staff are leaving the district. Update in Frontline by September 2025.</p> <p>Strategy's Expected Result/Impact: Increased data with factual information</p> <p>Staff Responsible for Monitoring: Human Resources, Principals, Department Leaders</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Coach principals and building leaders in order to achieve positive results with staff retention.</p> <p>Strategy's Expected Result/Impact: Reduced exit of staff.</p> <p>Staff Responsible for Monitoring: Human Resources, principals, department leaders.</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 3: Strategic actions will be implemented by August 31, 2026, to reduce the district's budget for salaries and benefits to 85% of the district's revenue budget in order to maintain a balanced budget that preserves fund balance at 3 months of operating expenditures.

High Priority

Evaluation Data Sources: Monthly financial reports

Strategy 1 Details	Reviews			
Strategy 1: Reduce spending, eliminate non-essential positions, reduce OT, increase attendance and enrollment. Strategy's Expected Result/Impact: balanced budget Staff Responsible for Monitoring: CFO	Formative			Summative
	Oct	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>				

RDA Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Train teachers on tracking mastery of standards, learning targets, alignment to TEKS, and data analysis utilizing the district's standards based tracking tools, such as: Mastery Tracker, Eduphoria Multi-test, Branching Minds, and Progress Learning.
1	1	2	Implement district's restructured protocols for Multi-Tiered System of Supports (MTSS) Master scheduling K-8 for devoted time for RTI. Provide training on MTSS/RTI to reinforce small group instruction and differentiation in reading and math classrooms
4	1	1	Provide Safe and Civil Schools training and implement the program with fidelity on at least 15 campuses to promote positive school climate and reduce disciplinary incidents.
4	1	2	Increase parental engagement outreach events connected to campuses, feeder, and district.
4	1	3	Monitor disciplinary removals for all student groups and meet with discipline committees on a monthly basis for secondary campuses and high impact elementary campuses and quarterly for all other elementary campuses.
4	1	4	Positive Action Centers (PAC) on identified campuses at secondary and elementary will reduce out-of-school suspension by 5 % by providing restorative practices and supportive mentoring of self-regulation skills.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,166,082.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

Carrollton-Farmers Branch Independent School District implements a comprehensive system to monitor student progress and provide targeted supports to ensure all students meet challenging State academic standards. We use Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and Response to Intervention (RtI) to identify and assist at-risk students. We implement evidence-based instructional strategies and provide supplemental academic and social-emotional support, including Positive Behavior Interventions and Supports (PBIS), restorative practices, and digital learning strategies. We actively work to close achievement gaps and ensure a high-quality education for every child.

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

Carrollton-Farmers Branch Independent School District implements a comprehensive system to monitor student progress and provide targeted supports to ensure all students meet challenging State academic standards. We use Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and Response to Intervention (RtI) to identify and assist at-risk students. We implement evidence-based instructional strategies and provide supplemental academic and social-emotional support, including Positive Behavior Interventions and Supports (PBIS), restorative practices, and digital learning strategies. We actively work to close achievement gaps and ensure a high-quality education for every child.

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

Carrollton-Farmers Branch Independent School District implements a comprehensive system to monitor student progress and provide targeted supports to ensure all students meet challenging State academic standards. We use Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and Response to Intervention (RtI) to identify and assist at-risk students. We implement evidence-based instructional strategies and provide supplemental academic and social-emotional support, including Positive Behavior Interventions and Supports (PBIS), restorative practices, and digital learning strategies. We actively work to close achievement gaps and ensure a high-quality education for every child.

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

Carrollton-Farmers Branch Independent School District implements a comprehensive system to monitor student progress and provide targeted supports to ensure all students meet challenging State academic standards. We use Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and Response to Intervention (RtI) to identify and assist at-risk students. We implement evidence-based instructional strategies and provide supplemental academic and social-emotional support, including Positive Behavior Interventions and Supports (PBIS), restorative practices, and digital learning strategies. We actively work to close achievement gaps and ensure a high-quality education for every child.

Descriptor 2: Teacher Quality

Carrollton-Farmers Branch Independent School District identifies and addresses teacher quality disparities through ongoing professional development, targeted coaching, and leadership programs such as the Aspiring Principal Leadership Academy. We monitor staffing patterns to ensure equity and strive to prevent low-income and minority students from being disproportionately taught by ineffective or out-of-field teachers. Our teacher support includes instructional specialists, new hire academies, and data-informed feedback cycles designed to enhance instructional practice across all campuses.

Descriptor 3: School Improvement and Support Activities

Carrollton-Farmers Branch Independent School District carries out school improvement responsibilities by conducting quarterly evaluations of schoolwide plans and using data to guide interventions. We provide support through instructional leadership, additional staffing, and strategic professional development aligned with TEA guidelines for Comprehensive and Targeted Support campuses. Our Department of School Improvement monitors school-level progress, and we implement strategies to meet STAAR performance goals and address the needs of under performing student groups.

Descriptor 4: Measure of Poverty

Carrollton-Farmers Branch Independent School District uses established poverty criteria aligned with federal guidelines to determine school eligibility for Title I, Part A services. We identify campuses where at least 40% of students qualify for free or reduced lunch to operate as Title I schoolwide campuses. The district follows local policies in determining which schools receive Title I funds based on these criteria.

Descriptor 5: Nature of Programs

Carrollton-Farmers Branch Independent School District implements schoolwide programs at all Title I campuses, as no campuses currently operate under the Targeted Assistance model. We provide supplemental educational services that align with the comprehensive instructional needs of all students. These services include intervention supports, reading resources, and extended learning opportunities. We also ensure that neglected, delinquent, and homeless students receive equitable access to quality instructional services across all campuses.

Descriptor 6: Services to Homeless Children and Youth

Carrollton-Farmers Branch Independent School District ensures homeless students are supported under the McKinney-Vento Homeless Assistance Act. We coordinate wraparound services, transportation, and social-emotional supports to remove barriers to enrollment, attendance, and success. Our efforts include outreach through counseling services, collaboration with community partners, and dedicated personnel trained to identify and support homeless youth.

Descriptor 7: Parent and Family Engagement Strategy

Carrollton-Farmers Branch Independent School District prioritizes strong partnerships with parents and families. We implement a district-wide Parent and Family Engagement Procedure developed in collaboration with stakeholders. We hold annual Title I meetings, offer flexible scheduling for conferences, provide multilingual communication, and facilitate parental involvement in campus improvement planning. Additionally, we conduct annual evaluations to identify and address participation barriers, aiming to build capacity and promote academic success through shared responsibility.

<https://www.cfbisd.edu/departments/teaching-and-learning/federal-state-programs/district-parent-family-engagement-procedure>

Descriptor 8: Early Childhood Education Programs and Transition Plans

Carrollton-Farmers Branch Independent School District supports and integrates early childhood education through full-day Pre-K programs and early learning strategies. We train Pre-K staff in Story Workshop instructional methods and monitor foundational reading skills in K–2 students. These efforts ensure seamless transitions from early learning programs to elementary settings and help establish a strong academic foundation for long-term success.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

CFBISD does not operate any schools under the Targeted Assistance model, and therefore does not include specific procedures for identifying eligible children for such programs.

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

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

Carrollton-Farmers Branch Independent School District facilitates smooth transitions through personalized graduation planning, access to platforms like Xello, and implementation of College, Career, and Military Readiness (CCMR) strategies. We provide advisory content, dual credit and OnRamps courses, college fairs, and individualized support for financial aid and postsecondary planning. Our P-TECH and Early College High School programs offer students direct college credit opportunities and workforce-aligned education pathways.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Carrollton-Farmers Branch Independent School District facilitates smooth transitions through personalized graduation planning, access to platforms like Xello, and implementation of College, Career, and Military Readiness (CCMR) strategies. We provide advisory content, dual credit and OnRamps courses, college fairs, and individualized support for financial aid and postsecondary planning. Our P-TECH and Early College High School programs offer students direct college credit opportunities and workforce-aligned education pathways.

Descriptor 11: Discipline Disproportionality

Carrollton-Farmers Branch Independent School District actively addresses discipline disproportionality by implementing restorative practices and training over 250 staff members using strategies from the IIRP Restorative Practices Handbook. We monitor disciplinary data, especially for African American and special education students, and aim to reduce

exclusionary discipline through inclusive behavioral supports and Positive Action Centers. Our goal is to foster equitable and supportive learning environments for all student subgroups.

Descriptor 12: Coordination and Integration

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

The district's secondary campuses include the following Career and Technical Education programs: Academy of Arts & Media Technology, Biomed Academy, Early College High School, International Business Academy, Law & Criminal Justice Academy, Information Technology Academy, Academy of Future Teachers, NAF Academy of Innovation, NAP Academy of Building & Design, and the Fire Academy.

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

Carrollton-Farmers Branch Independent School District coordinates academic and career and technical education (CTE) through aligned instructional strategies and experiential learning. We offer robust CTE pathways, including programs like Cybersecurity, Fire Science, and Biomedicine. Students engage in internships, industry-based certifications, and career exploration guided by regional labor market data. Work-based learning and partnerships with local businesses provide students with real-world skills tied to high-demand industries.

Descriptor 13: Other Proposed Uses of Funds

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

Carrollton-Farmers Branch Independent School District uses Title I funds to enhance educational access and enrichment opportunities. We support effective school library programs, promote digital literacy, and expand access to fine arts, robotics, and AVID. Although gifted and talented programming is not explicitly mentioned, we provide academically enriching environments and strive for excellence in all educational areas through targeted instructional supports and leadership development.

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

Carrollton-Farmers Branch Independent School District uses Title I funds to enhance educational access and enrichment opportunities. We support effective school library programs, promote digital literacy, and expand access to fine arts, robotics, and AVID. Although gifted and talented programming is not explicitly mentioned, we provide academically enriching environments and strive for excellence in all educational areas through targeted instructional supports and leadership development.

Plan Notes

HB3 Board Goals at % Meets Grade Level or Above

Grade 3 Mathematics	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	EB/EL
2025 STAAR	50	35	45	68	*	72	*	60	32	42	47
Grade 3 Reading	All Students	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Dis.	EB/EL
2025 STAAR	50	38	43	68	*	73	*	60	32	42	50

An asterisk (*) is used to mask data in order to protect student confidentiality.

HB3 Board Goals - CCMR by Cohort

College, Career & Military Readiness	All Students	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	EB/EL
2025 Graduates	79	60	76	82	*	91	*	75	69	73	67

An asterisk (*) is used to mask data in order to protect student confidentiality.

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

District Funding Summary

199 General Budget					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	4	2	Magma Math Program		\$17,503.00
1	5	2	Supplemental Resources including, Instructional Staff and Tutoring opportunities		\$294,000.00
1	5	3			\$20,000.00
Sub-Total					\$331,503.00
Budgeted Fund Source Amount					\$17,503.00
+/- Difference					-\$314,000.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	9	Campus Allocations		\$3,800,480.00
1	1	9	District Reservations		\$1,071,024.00
Sub-Total					\$4,871,504.00
Budgeted Fund Source Amount					\$4,498,892.00
+/- Difference					-\$372,612.00
255 Title II					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$17,000.00
1	1	2	Professional Development		\$17,000.00
1	1	8	Supplemental professional development and instructional support		\$678,581.00
1	5	2	Supplemental Resources including, Instructional Staff and Tutoring opportunities		\$25,000.00
Sub-Total					\$737,581.00
Budgeted Fund Source Amount					\$708,215.00
+/- Difference					-\$29,366.00
263 Title III ELA					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
					\$0.00

263 Title III ELA					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$918,552.00
+/- Difference					\$918,552.00
262 Title III Imm					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$216,253.00
+/- Difference					\$216,253.00
289 Title IV					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
224 IDEA B					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
4	1	1	IDEA B		\$164,839.50
4	1	1	IDEA B Staff and Program Resources		\$4,730,207.50
Sub-Total					\$4,895,047.00
Budgeted Fund Source Amount					\$4,814,388.00
+/- Difference					-\$80,659.00
Grand Total Budgeted					\$11,173,803.00
Grand Total Spent					\$10,835,635.00
+/- Difference					\$338,168.00

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025

Addendums