Community Independent School District

Community Independent School District Improvement Plan 2025/2026

Julie Meek, Chief of Learning
611 N FM 1138 Nevada, TX 75173
972 843 6000
julie.meek@communityisd.org

Mission Statement

In partnership with an engaged community, we will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated and everyone is valued.

Vision

Inspiring students, staff and the community to believe, lead, unite and excel.

Core Beliefs

We believe that **success** is non negotiable.
We provide a **safe** and **caring** learning environment.
We make **decisions** driven by data.
We invest in positive **relationships**.
We value **trust** and expect **honesty**.
We are **transparent** and embrace **accountability**.

Traits of a Brave

Generous
Passionate
Humble
Wise

Community Independent School District Site Base

Name	Position
Meek, Julie	Executive Director Special Programs
Ladd, Bryan	Assistant Superintendent C&I
Heflin, Nathan	Assistant Superintendent of Operations
Webb, Kimberly	Dean of Students
Heath, Meagan	Campus Administrator
Hill, Ang	Parent
Nix, Kristie	Parent
Womack, Courtney	Business Representative
Rodriguez, Natalie	Business Representative
Cash, Kristin	Teacher
Solis, Margarita	Assistant Principal
Helms, Jamey	Counselor
Sharkey, Hannah	Teacher
Scott, Madison	Teacher
Gann, Alan	Teacher
Roberts, Erin	Teacher
Murphy, Brandee	Teacher
Bailey, Jennifer	Teacher
Kaufman, Amanda	Instructional Coach
Dowell, Virginia	Teacher
Hilburn, Jada	Teacher
Bush, Crystal	Coordinator
Romero, Amy	Teacher
Perrine, Krista	Teacher
Fitzwater, Raymond	Teacher
Pulver, Elizabeth	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Community is a rapidly growing district, over a 1000 new to Community students have enrolled for the 2025-2026 school year. Enrollment has trended up over the last several years. Community ISD had an enrollment of 5385 for the end of the 2024-2025 school year, currently there are 5867 students enrolled for the 2025-2026 school year.

With the growing student population, our staff is also growing. Our 2025-2026 staff count is just over 790 employees.

Our district is also becoming more diverse with double digit growth in our African American and Hispanic populations.

Demographics Needs

CISD has seen our Special Education population grow from 312 in October of 2020 950 Special Education students enrolled for the 2025-2026 school year; a 204% increase in enrollment since October 2020. It is a challenge to hire and train the staff necessary to meet the needs of this growing population.

The district has an average years of experience for principals is 2.3 years according to the 2023-2024 TAPR, the most recent released.

Demographics Summary

Community ISD is a semi-rural public school district located in Collin County, Texas. Community ISD serves 4 different communities (Nevada, Josephine, Copeville, and Lavon). CISD operates 8 campuses, of which 5 are elementary, and 3 are secondary. Community ISD serves approximately 5400 students. Our student population is 39.8% Hispanic, 34.7% White, and 19.2% African American. 56% of our students are economically disadvantaged according to the 2023-2024 TAPR.

Student Achievement

Student Achievement Strengths

CISD uses a data disaggregation tool, DMAC. Teachers and administrators use the reports to determine academic weaknesses and academic strengths in order to better meet students academic needs.

Professional Learning Community (PLCs) are established at each campus and meet on a weekly basis to discuss student achievement.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

From most recent TAPR report:
Social Studies showed growth.
Gifted and Talented identification numbers increased.

Overall district attendance rate went up from 91% in 2022-2023 to 93.77% in 2023-2024.

Student Achievement Weaknesses

Academic Growth and Student Achievement were low across the district, but math performance was especially low.

African American students performed significantly lower than the "all students" group in various subjects, particularly in elementary and middle school.

Emergent bilingual students' performance was lower than the "all students" group in various subjects at secondary campuses.

Students in special education or At Risk groups performed significantly lower in various subjects district-wide.

Writing scores could use improvement district-wide.

Student Achievement Needs

Problem Statement 1 (Prioritized): There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. **Root Cause:** Need to increase the quality of Tier 1 instruction in the classroom so that it reaches all students.

Problem Statement 2 (Prioritized):
There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause**: Need to increase the quality of Tier I instruction in the classroom so that it reaches all students.

Comprehensive Needs Assessment

Student Achievement Summary

Focused and intentional data analysis is a fundamental process of CISD. We will continue to utilize the Professional Learning Community (PLC) process to strengthen instruction. We use Texas Academic Performance Report (TAPR), STAAR, and EOC reports as a source of data to discern needs and strengths.

The campus leadership team meets with their teaching staff in collaborative meetings to review student progress and to discuss areas of need by looking at data. Curriculum checks and the collaboration meetings have raised expectations of having conversations about individual students. Intervention groups are created based on student performance. Each campus has a designated intervention time in the daily schedule.

School Culture and Climate

School Culture and Climate Strengths

There is a great sense of pride in CISD. Many events are held community wide and are well attended. For example, Homecoming parade, football game and festivities, Back to School Bash and The Carnival in the Classroom event, hosted by the Education Foundation.

Based on our Spring 2023 staff survey results, staff members have a sincere concern for one another and also feel there is a great deal of cooperation among staff members.

School Culture and Climate Summary

District Culture and Climate Summary
CISD strives to build a culture that is positive and where all stakeholders are valued. We continue to empower our students with not only the latest technology as 21st century learners, but also positive character traits to be good citizens in our community. CISD continues to host multiple opportunities throughout the school year to promote a welcoming partnership between campuses, students, and community members.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

CISD Hosts our own job fair in March to recruit quality educators and staff members. District and Campus representatives attend area college and Region Service Center job fairs throughout the Spring Semester.

Staff Quality, Recruitment and Retention Strengths (Continued)

We offer many opportunities for staff to be involved in decision making and give input in the the form of committees across campuses and across the district.

Quality and timely staff development is offered to staff.

All teachers with zero and one year will be coached throughout the year by our Educator Development Coordinator.

We offer a competitive compensation package along with a 4 day work week.

Staff Quality, Recruitment and Retention Needs

Problem Statement 1 (Prioritized): It is a challenge to attract highly qualified special education teachers statewide. **Root Cause**: There is a shortage in special educations teacher statewide.

Staff Quality, Recruitment and Retention Summary

Community ISD will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district goals. We continue to monitor district and campus level data to develop systems of support that prepare every member of CISD organization to be a highly productive and value-adding members of the team. Staff exit surveys were completed to provide timely feedback and data for exiting the district.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Instructional Coaches assigned at each campus to work with teachers in the elementary and secondary classrooms to promote effective practices and increase the effectiveness of Tier 1 instruction. Reading and Math Interventionists serve students at each elementary campus. We employ 2 Gifted and Talented teachers to service students in elementary.

DMAC program is used to track student data. The district uses Edgenuity, TEKS Resource System and aligned supplemental resources.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Problem Statement 1 (Prioritized): There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. Root Cause: An increase in academic rigor is needed to achieve the highest performance levels.
Problem Statement 2 (Prioritized): There is a gap in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. Root Cause: Students in the these categories have additional obstacles to overcome.

Curriculum, Instruction and Assessment Summary

The Curriculum and Instruction Department is under the direction of the Chief of Learning. The department works to establish and refine effective tools for teachers to use along with the TEKS Resource System curriculum to motivate and actively engage all students.

Family and Community Involvement

Family and Community Involvement Strengths

Staff members collaborate, partner, and communicate with parents through phone calls, conferences , e-mail, website, and informative meetings in a language best understood by parents. Facebook and twitter have been incorporated into our communication process with parents. The District employs two Licensed Professional Counselors to provide mental support for students and serve as a liaison for outside services.

Every independent school system is required by law to have a School District Health Advisory Council (SHAC), of which the majority of members must be parents who are not employed by the school district The mission of CISD's SHAC is to advise and advocate to the CISD School Board of Trustees and Administration that our children are provided with accurate, relevant, and age appropriate educational programs that will motivate them to live healthy, happy, and productive lives.

Dr. Knowlton will continue the Task Force for Growth Committee, it was started in 2024-2025. It is a group of nearly 100 community members discuss the future of CISD with respect to facilities and student needs based on growth projections.

Starting in 2025-2026 the District will partner with Region 10 and TEA to take part in Texas Strategic Leadership. It's a three year process designed to build leadership capacity and improve student outcomes.

New in the 2025-2026 school year we will also create a Curriculum Council. This group will help to ensure the effectiveness of curriculum materials, foster collaboration, building knowledge and capacity across the district and promote student success.

Family and Community Involvement Needs

As we grow, there is a need to bring new families in to be a part of Brave Nation through Community Events.

Family and Community Involvement Summary

There are many forms of parent involvement within CISD. The district has some very active parent groups including booster clubs, PTA/PTO, site-based teams, and volunteers. CISD staff members communicate with parents and community members through many different avenues which include phone calls, e-mail, website, blogs, Twitter, school messenger, and Facebook.

School Context and Organization

School Context and Organization Strengths

District has our own Police Department, employing 11 officers. With growing enrollment, attendance and boundaries are monitored and changing as campuses open. Community input is valued and gained through multiple community wide committees such as, Bond committee, District Improvement Committee, Superintendent Committee, to name a few.

School Context and Organization Summary

Community ISD district leaders, campus leaders, and support staff work in collaboration with teachers to ensure that all students are provided with a safe, student-centered learning environment that is conducive to learning. The collaboration between our district and community stakeholders further ensures that our students have the resources and necessary support to achieve their personal goals.

Technology

Technology Strengths

Comprehensive Needs Assessment

Technology Strengths (Continued)

CISD provides Internet access to all campuses and departments. Parents of CISD students can access their child's grades and attendance information via Skyward. Our Educational Technology Specialist works with the Instructional Coaches and teachers by offering various trainings to assist with integrating technology into the classroom.

Technology Summary

The Technology Department provides technical support, training, and technology resources to the school district under the supervision of the Director of Technology. Our district provides one to one devices in grades PreK-12 for all students.

Priority Problem Statements

Problem Statement 1: There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.
Root Cause 1: Students in the these categories have additional obstacles to overcome.
Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.
R**oot Cause 2**: An increase in academic rigor is needed to achieve the highest performance levels.
Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: There is a challenge to attract highly qualified bilingual and special education teachers statewide.
Root Cause 4: There is a shortage of bilingual and special education teacher statewide.
Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goal
- Campus 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
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- iReady Diagnostic Assessments
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

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

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
- Action research results

Community Independent School District

Goal 1. The district will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 1. Increase the number of students achieving meets and masters across all areas as evidenced by state performance standards and the number of academic distinctions received by the campuses and district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer common unit assessments (quizzes and exams)at the end of each nine weeks by STAAR tested grade and subject to collect data. Strategy's Expected Result/Impact: Increased student achievement and increased teacher performance (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principals, Classroom Teachers, Curriculum Coordinators	August to May	(S)6399 General Supplies	Criteria: Assessment Results
2. Support EB learners by implementing Gomez and Gomez one- way dual language program in PreK-5th grade at MES. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,EB) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Bilingual Classroom Teachers, Bilingual/ESL Coordinator, Campus Principals, Chief Learning Officer	August to May		Criteria: Student Assessment Results Teacher walk through and evaluation data
3. Administer a Spring Benchmark test to determine intervention plans prior to 2026 STAAR. Strategy's Expected Result/Impact: Increased student achievement (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principals, Classroom Teachers	August to May		Criteria: Student Assessment Results
4. Each elementary campus will have a Reading Interventionist and a Math Interventionist to provide supplemental support to students needing Tier 3 intervention. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administration	August to May		Criteria: Assessment Results
5. Each campus employs a Campus	Campus Administration,	Aug - May	(F)Title I - $238,519	Criteria: Assessment Data

Community Independent School District

Goal 1. The district will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 1. Increase the number of students achieving meets and masters across all areas as evidenced by state performance standards and the number of academic distinctions received by the campuses and district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Instructional Coach to support teachers in improving Tier 1 instruction in the classroom; aimed at improving academic performance. 90% of their time will be spent on Instruction. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: H,W,AA,ECD,BI,Migrant,EB,SPED,AtRisk,FC, HS,504) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.2,5.3)	Instructional Coaches			
6. Multilingual Services Team will provide ongoing instructional support for staff that support and teach our EB population. Support will come in the form of monthly tips, professional development sessions, coaching and instructional materials. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principals, Curriculum and Instruction	August to May	(F)Title III	Criteria: Surveys - End of Year End of year assessment data
7. The district will implement MTSS, or Multi-Tiered System of Support, an educational framework that provides academic support to all students, K - 8th. (Title I SW Elements: 2.1,2.4,2.5,2.6) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4,4.1,5,5.1,5.3,5.4)	C&I Department, Campus Administration, Classroom Teachers	August to May		Criteria: Effective MTSS Teams on all K-8 campuses, Improved Tier 1 instruction in classroom as evidenced by TTESS and increased student outcomes.
8. The district will implement The Superintendent Brave Writers Club. It will include quarterly writing contests, quarterly writing workshops and recognition for students. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4,5)	C&I Department	August to May		Criteria: Participation rates, Survey at the end of the year

Community Independent School District

Goal 1. The district will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 2. The district will provide staff development that is focused on improving Tier I instruction in the classroom and increase student outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campuses will lead effective Professional Learning Community "PLC" time weekly by grade level/department to discuss data and monitor progress of each student. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principals, Department Chairs, Grade Level Team Leaders, Instructional Coaches	August to May		Criteria: Student Assessment Results Notes from PLC meetings
2. Provide teacher professional development opportunities after school that support teachers in creating and delivering rigorous Tier 1 instruction with high levels of student engagement. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,5.2)	Administrative Team, Instructional Coaches	August to May	(F)Title II	Criteria: Student Assessment Results Teacher walk through and evaluation data Teacher Surveys
3. Implement Capturing Kids Hearts throughout the district to focus on transformational processes in classrooms and on campuses to positively impact student outcomes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3)	Administration, All teachers, Campus Administration	August to May	(F)Title II, (F)Title IV	Criteria: End of year Assessment Results and End of year staff survey results
4. Content Coordinators will work with teachers during planning times and PLCs to support quality lesson design and effective Tier 1 instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3)	Campus Administration, Curriculum Coordinators	August to May		Criteria: Increased Student Outcomes

Community Independent School District

Goal 1. The district will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 3. The district will reduce the achievement gap between all students and all sub groups by at least 5% as measured by STAAR/EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each teacher across the district will work with students in small group/stations. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: AA,ECD,BI,ESL,Migrant,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,4,4.1,5,5.1,5.2,5.3)	Campus Administration, Instructional Coaches	August to May		Criteria: Assessment data
2. Elementary campuses will employ a reading interventionist and a math interventionist to work with students individually or in small groups. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,3,5)	Campus Principals, Instructional Specialists	August to May		Criteria: Assessment Data

Community Independent School District

Goal 1. The district will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 4. The district will support EB learners at all grade levels to ensure success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will continue to utilize a rigorous Math and SLAR curriculum to be used for students attending summer school. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	C&I Department	Spring - Summer 2025	(F)Title III	Criteria: Progress Monitoring through out Summer School.
2. CISD will plan and implement field trips for EB summer school students to attend to provide real-life contexts to practice listening, speaking, and vocabulary in English. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1,3,3.4,5)	C&I Department, Campus Administration	June 2025	(F)Title III	Criteria: Survey at the end of Summer School
3. Campuses will offer before and after school tutoring for EB students. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 3,4,5,5.1,5.3)	Campus Administration	January to May 2025	(F)Title III	Criteria: STAAR scores
4. Provide instructional materials for EB PK classroom. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	C&I Department	Spring 2025	(F)Title III	Criteria: Circle Testing

Community Independent School District

Goal 2. The District will recruit, hire, train, and retain top-tier, highly qualified staff through effective strategies that promote long-term retention.

Objective 1. Increase recruitment and training of staff that would yield an 85% or higher retention rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ a Educator Development Coordinator to coach and develop zero to one year teachers. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5,5.2)	C&I Department, Campus Administration	August to May		Criteria: Teacher Survey Teacher walk through data TTESS evaluations Student outcomes
2. Host job fair in CISD. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administration, Director of Human Resources, Superintendent	March 23, 2024		Criteria: New hire survey Annual Staff Retention Report Survey results from job fair
3. Continuation of 4 Day week for staff and students. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1)	Administration, All Staff	August to May		Criteria: Assessment data, Parent and Staff Survey data

Community Independent School District

Goal 3. The District is committed to maintaining a safe, secure, and orderly environment that supports effective teaching, learning, and the well-being of all students, staff, and visitors.

Objective 1. The District maintain a comprehensive District-Wide Emergency Operations Plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will have at least one officer housed at each campus. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.1,3.4)	Campus Principals, CISD Police Department and Chief of Police, Superintendent	Year Round		Criteria: Data collected by Chief of Police
2. Use of comprehensive district and campus crisis plans, and conduct safety and security audits and drills to support the safety of all. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Campus Administration, Chief of Police	August to May		Criteria: District/Campus Crisis Plans Campus Incident Monthly Reports Report of Drills

Community Independent School District

Goal 3. The District is committed to maintaining a safe, secure, and orderly environment that supports effective teaching, learning, and the well-being of all students, staff, and visitors.

Objective 2. Reduce the number of discipline referrals by 2% in the 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop positive strategies at each campus that address a prevention plan that will decrease PEIMS discipline referrals that result in an off-campus placement by 2% annually. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administration, Counselors	August to May		Criteria: Skyward Discipline Reports Principal Feedback
2. Continue with implementation of Capturing Kids Hearts program district wide. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Campus Principals & Assistant Principals, Classroom Teachers, Superintendent	August to May		Criteria: Skyward Discipline Reports Staff Survey

Community Independent School District

Goal 3. The District is committed to maintaining a safe, secure, and orderly environment that supports effective teaching, learning, and the well-being of all students, staff, and visitors.

Objective 3. Increase attendance rate for district to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will recognize the campus with the highest attendance rate each month at the School Board Meeting. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Administration, Campus Principals	August to May		Criteria: Daily attendance rate
2. Each campus will implement Truancy protocols with fidelity and will utilize truancy prevention measures. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3)	Campus Administration	August to May		Criteria: Daily attendance rates

Community Independent School District

Goal 4. The District will uphold excellence in financial and facility planning, guided by strong stewardship and fiduciary responsibility to ensure transparency, accountability, and sustainability.

Objective 1. A budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement goals of the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to achieve highest rating possible on FIRST rating and pass each indicator in the rating system. Strategy's Expected Result/Impact: FIRST Rating Determined by TEA (Target Group: All)	Chief Financial Officer, Superintendent	August to May		Criteria: TEA First Rating Report
2. Review the annual audit and remain in a favorable financial position as determined by the annual audit. (Target Group: All)	Auditors, Chief Financial Officer, School Board, Superintendent	August to May		Criteria: Annual Audit Report
3. Maintain appropriate fund balance while meeting the needs of the district. (Target Group: All)	Chief Financial Officer, School Board, Superintendent	August to May		Criteria: Adopted Budget
4. Develop an effective budget meeting the needs of students that addresses the growth of the district. (Target Group: All)	Campus Principals, Chief Financial Officer, Directors, School Board, Superintendent	August to May		Criteria: Adopted Budget Enrollment Reports

Community Independent School District

Goal 5. The district will create meaningful and inclusive opportunities for parents and community members to be involved in the educational process. Through collaborative committees and open dialogue, we aim to build strong partnerships that reflect the diverse voices of our community and support the success of every student

Objective 1. Continue to maximize parent and community involvement by holding events district wide as well as at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Effectively use technology and various forms to communicate with the community; including website, newsletters, zoom, google meets, twitter, Facebook, and Instagram in both English and Spanish. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Campus Principals, Campus Webmasters, Director of Public Relations, Director of Technology	August to May		Criteria: End of year parent survey
2. Hold district wide family events. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Campus Administration, Director of Public Relations, District Administration	August to May		Criteria: End of year parent survey
3. Provide information to parents, regarding awareness and strategies to recognize sexual abuse or other maltreatment, early mental health intervention, suicide intervention, and ways to seek professional guidance. (Target Group: All) (ESF: 3,3.3,3.4)	Campus Administration, Counselors, Director of Special Programs	August to May		Criteria: End of year parent surveys
4. Provide alternate avenues for parents and families to engage in campuses and district activities. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3)	Administrative Team, Campus Administration	August to May		Criteria: End of year parent survey
5. District and Campuses will plan activities that comply with ESSA Title I, Part A Requirements. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 3)	Administration, Campus Administration	August to May		Criteria: End of year parent survey
6. Campuses will hold parent conference nights for parents to meet with teachers to hear about their child's progress. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3)	All teachers, Campus Administration	August to May		Criteria: Sign in sheets from conferences, Parent surveys
7. District will create a Curriculum Council to give input on textbook and other instructional material adoption, evaluate supplemental materials and serve as an information source for others about laws and other information	C&I Department	August to May		Criteria: End of year Survey

Community Independent School District

Goal 5. The district will create meaningful and inclusive opportunities for parents and community members to be involved in the educational process. Through collaborative committees and open dialogue, we aim to build strong partnerships that reflect the diverse voices of our community and support the success of every student

Objective 1. Continue to maximize parent and community involvement by holding events district wide as well as at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
about Curriculum and Instruction. Committee will include teachers, administrators and parents. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,4,5)				

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Goal 6. The District shall evaluate organizational effectiveness through a comprehensive review.

Objective 1. The district will survey parents and other stakeholders following district wide events to measure satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Following all district wide family engagement events, the district will survey parents and other event goers to seek feedback on their satisfaction with the event and how well it met their needs. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3)	Administrative Team	August to May		Criteria: End of year survey data

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Goal 6. The District shall evaluate organizational effectiveness through a comprehensive review.

Objective 2. The district will survey staff and parents at the end of the year to measure organizational effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop and implement a district wide staff and parent survey that will measure the effectiveness of the overall systems and communication of the district. (Target Group: All)	Administration	May 2024		Criteria: End of year survey results

State Compensatory

Resource	Source	Budget Code	Amount
6141 Social Security and Medicare	State	199-11-6141-00-998-6-30-0-00	$1,850.04
6141 Social Security/Medicare	State	199-11-6141-00-998-6-24-0-00	$3,372.13
6142 Group Health and Life Insurance	State	199-11-6142-00-998-6-24-0-00	$14,037.35
6142 Group Health/Life Insurance	State	199-11-6142-00-998-6-30-0-00	$7,701.28
6143 Workers' Compensation	State	199-11-6143-00-998-6-24-0-00	$1,514.65
6143 Workers' Compensation	State	199-11-6143-00-998-6-30-0-00	$830.98
6144 Teacher Retirement/TRS Care - On Behalf Pay	State	199-11-6144-00-998-6-24-0-00	$14,283.13
6144 Teacher Retirement/TRS Care -On Behalf Pay	State	199-11-6144-00-998-6-30-0-00	$7,836.12
6146 Teacher Retirement/TRS Care	State	199-11-6144-00-998-6-24-0-00	$6,110.91
6146 Teacher Retirement/TRS Care	State	199-11-6146-00-998-6-30-0-00	$3,352.62
6149 Employee Benefits	State	199-11-6149-00-998-6-24-0-00	$254.32
6149 Employee Benefits	State	199-11-6149-00-998-6-30-0-00	$139.52
6218 Professional Services - Locally Defined	State	199-93-6492-00-999-6-24-0-00	$66,000
6218 Professional Services - Locally Defined	State	199-93-6492-01-999-6-24-0-00	$30,962
6299 Miscellaneous Contracted Services	State	199-11-6299-00-998-6-24-0-00	$21,635.84
6399 General Supplies	State	199-11-6399-00-998-6-24-0-00	$15,000
Salaries or Wages - Teachers and Other Professions	State	199-11-6119-00-998-6-24-0-00	$219,632.51
Salaries/Wages - Teacher and Other Professions	State	199-11-6119-00-998-6-30-0-00	$120,496.44

Title I, Part A-13 Descriptions in ESSA

Descriptor 1: Student Progress Monitoring and Supports: How the LEA will monitor students' progress in meeting the challenging State academic standards by: [Section 1112(b)(1)]

- ☐ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- ☐ Identifying students who may be at risk for academic failure
- ☐ Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards
- ☐ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

The LEA Plan shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards.

Applies to all Title I, Part A LEAs

Community Independent School District implements comprehensive systems to ensure all children receive a high-quality education and that we are able to close the achievement gap. We develop and implement a well-rounded program of instruction through a Guaranteed and Viable Curriculum (GVC), ensuring a common set of essential learning standards across all content areas and grade levels. We identify students who may be at risk for academic failure by utilizing a comprehensive assessment system that includes formative, interim, and summative assessments to drive data-driven instructional decisions. We provide additional educational assistance to individual students by implementing evidence-based intervention models, such as Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS), which offer targeted support beyond the core instruction. Finally, we continuously identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning, with an overarching goal of increasing overall student achievement.

Descriptor 2: Teacher Quality: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [Section 1112(b)(2)]

Applies to all Title I, Part A LEAs

Community Independent School District actively addresses potential teacher quality disparities to ensure equitable access to effective instruction for all students. We implement a strategic plan under our Goal 2 for Effective Instruction, which includes recruiting, hiring, and retaining high-quality staff and providing continuous, relevant professional learning. We monitor district-level data,

disaggregated by subgroup, to identify and address any resulting disparities that may lead to low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. We are committed to fostering a highly skilled and stable educator workforce across all campuses to drive improved student outcomes.
Descriptor 3: School Improvement and Support Activities: How the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information) under Section 1111(d)(1) and (2). [Section 1112(b)(3)] ***Applies to Title I, Part A LEAs with schools identified for school improvement under Section 1111(d)(1) and (2)***
Community Independent School District will fulfill all required School Improvement activities responsibilities in the event that any of our campuses are identified by the state as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and/or Additional Targeted Support (ATS) campuses. We have established internal processes for planning and coordinating the required improvement activities, ensuring the plan is submitted to the state education agency (TEA) and implemented with fidelity to meet all statutory requirements and promote rapid academic recovery and sustainable growth on the identified campuses.
Descriptor 4: Measure of Poverty: The poverty criteria that will be used to select school attendance areas under Section 1113. (Within Allocations Procedures) [Section 1112(b)(4)] ***Applies to all Title I, Part A LEAs***
Community Independent School District will utilize established and objective poverty criteria to select school attendance areas eligible for Title I, Part A services under Section 1113. We select participating schools based on the highest concentrations of poverty, using either the Free and Reduced Price Lunch Percentage (FRL) data or Census Poverty Data, ensuring resources are directed to the campuses with the greatest need, thereby maximizing the impact of federal funding on the highest-need populations.
Descriptor 5: Nature of Programs: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. ***Applies to all Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children)***
Community Independent School District conducts our Title I, Part A programs entirely as **Schoolwide Programs** across all eligible campuses, allowing us to utilize Title I funds to upgrade the entire

educational program of the school rather than focusing solely on specific identified students. Additionally, we are committed to providing necessary educational services outside of these designated schools for children living in local institutions for neglected or delinquent children, as well as for neglected and delinquent children in community day school programs, ensuring continuity of service and educational support regardless of placement.
Descriptor 6: Services to Homeless Children and Youth: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. [Section 1112(b)(6)] ***Applies to all Title I, Part A LEAs***
Community Independent School District prioritizes the enrollment, attendance, and academic success of homeless children and youth through comprehensive support services. We provide necessary services in full coordination with the requirements and supports outlined in the McKinney-Vento Homeless Assistance Act, ensuring immediate enrollment, free transportation, and access to all programs and activities to eliminate barriers to learning and enable these students to meet the challenging state academic standards.
Descriptor 7: Parent and Family Engagement Strategy: The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116. ***Applies to all Title I, Part A LEAs***
Community Independent School District employs an effective Parent and Family Engagement (PFE) strategy aimed at strengthening the academic success of our students through collaborative partnerships. We focus on implementing specific, planned activities to build capacity for both school staff and parents, ensuring meaningful two-way communication, joint decision-making, and providing resources and training to families so they can support their children's learning and development at home.
Descriptor 8: Early Childhood Education Programs and Transition Plans: If applicable, how the LEA support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)] ***Applies to Title I, Part A LEAs with an early childhood program***
Community Independent School District actively supports the coordination and integration of services between Title I, Part A and our early childhood education programs. We will utilize Title I resources to supplement and enhance our foundational pre-kindergarten and kindergarten instructional

programs. We also implement structured plans for the smooth and effective transition of participants in these early childhood programs into our local elementary school programs, ensuring academic and social continuity for our youngest learners.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program:
If an LEA has schools operating a Targeted Assistance (TA) program, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A
Applies to Title I, Part A LEAs with at least 1 Targeted Assistance Campus

Community Independent School District operates its Title I, Part A programs solely as Schoolwide Programs, as detailed under Descriptor 5. Therefore, this descriptor, which requires a description of the process for identifying eligible children in Targeted Assistance schools, is not addressed in the current plan.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions: If an LEA has middle grades and/or high school grades, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? [Section 1112(b)(10)]
Applies to Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools)

Community Independent School District implements proactive strategies designed to facilitate effective transitions for students at key educational junctures. We ensure robust programs are in place to support students moving from middle grades to high school, which includes academic counseling and course planning to ensure they are on a path to high school graduation. Furthermore, we implement strategies to support the transition from high school to postsecondary education, focusing on college and career readiness planning, financial aid guidance, and access to career-focused opportunities.

Descriptor 11: Discipline Disproportionality: How will the LEA support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students?
Applies to all Title I, Part A LEAs

Community Independent School District is committed to fostering a positive and inclusive learning environment by supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. We have established a system to identify and provide specific support to schools exhibiting high rates of exclusionary discipline. Our approach includes analyzing and monitoring discipline data, disaggregated by each of the subgroups of students, to actively address and mitigate any potential discipline disproportionality among student populations.

Descriptor 12: Coordination and Integration: If applicable, how will the LEA support programs that coordinate and integrate [Section 1112(b)(12)].

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

Applies to all Title I, Part A LEAs operating Career and Technical Education programs

Community Independent School District supports programs that integrate academic and career and technical education (CTE) content through coordinated instructional strategies. We implement experiential learning opportunities and promote skills attainment important to in-demand occupations and industries within the state, preparing students for future success. We also provide work-based learning opportunities that enable students to have in-depth interaction with industry professionals and, where appropriate, receive academic credit for their participation, bridging the gap between classroom knowledge and professional skills.

Descriptor 13: Other Proposed Uses of Funds: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13).

- ☐ Assist schools in identifying and serving gifted and talented students; and
- ☐ Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Applies to all Title I, Part A LEAs

Community Independent School District proposes to use Title I, Part A funds, as appropriate, to further the purposes of the grant through enhancing specialized student services. This includes assisting

schools in identifying and serving gifted and talented (GT) students to ensure their unique academic needs are met. We will also utilize resources to assist schools in developing and maintaining effective school library programs that provide all students with ample opportunity to develop crucial digital literacy skills and improve their overall academic achievement.