

Carrollton-Farmers Branch Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B



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)

Goals / Goal Progress Measures
Goal 1: The percentage of 3rd grade students achieving Meets+ on the STAAR reading assessment will increase from 49% in 2025 to 64% in 2030.
GPM 1.1: The percentage of 1st grade students achieving 75% or higher on accuracy of Sentence Reading Fluency on the Spring MAP Fluency will increase from 61% in 2025 to 70% in 2030. (English + Spanish)
GPM 1.2: The percentage of 2nd grade students achieving 90% or higher on accuracy of Sentence Reading Fluency on the Spring MAP Fluency will increase from 62% in 2025 to 72% in 2030. (English + Spanish)
GPM 1.3: The percentage of 2nd grade students projected to perform at Meets+ on the Spring NWEA MAP Growth Reading assessment will increase from 50% in 2026 to 64% in 2030.
Goal 2: The percentage of 3rd grade students achieving Meets+ on the STAAR math assessment will increase from 49% in 2025 to 65% in 2030.
GPM 2.1: The percentage of Emergent Bilingual 2nd-grade students achieving Meets+ on the Winter NWEA MAP Math assessment will increase from 22% in 2025 to 37% in 2030.
GPM 2.2: The percentage of 2nd-grade students projected to perform at Meets+ on the Winter NWEA MAP Math assessment will increase from 35% in 2025 to 45% in 2030.
GPM 2.3: The percentage of Emergent Bilingual 3rd-grade students achieving Meets+ on the District Common Formative Math assessment will increase from 21% in 2025 to 41% in 2030. "Percenta es calculated with ali nment to STAAR assin rates.
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 75% to 90% by August 2030.
GPM 3.1: The percentage of anticipated graduates who receive a college-ready score in both reading and math on any combination of the TSIA 2, SAT, or ACT will increase from 33.3% to 45.0% by August 2030
GPM 3.2: The percentage of graduates obtaining Industry-Based Certification to be career-ready will increase from 21.7% to 50.0% by August 2030.
Goal 4: The percentage of 5th-grade student achieving Meets+ on the STAAR math assessment will increase from 51% in 2025 to 61% in 2030.

Goals / Goal Progress Measures

GPM 4.1: The percentage of Emergent Bilingual 4th-grade students achieving Meets+ on the Winter NWEA MAP Math assessment will increase from 28% in 2025 to 43% in 2030.

GPM 4.2: The percentage of 5th-grade students projected to perform at Meets+ on the Winter NWEA MAP Math assessment will increase from 49% in 2025 to 61 % in 2030.

GPM 4.3: The percentage of Emergent Bilingual 5th-grade students achieving Meets+ on the District Common Formative Math assessment will increase from 28% in 2025 to 43% in 2030. "Percentages calculated with alignment to STAAR passing rates.

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Comprehensive Needs Assessment

Revised/Approved: July 14, 2026

Demographics

Demographics Summary

Educating more than 22,000 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 90 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 22,899 students enrolled and reflected the following breakdown of student demographics:

American Indian/Alaskan Native: 0.31%

Asian: 11.78%

Black-African American: 13.82%

Hispanic-Latino: 61.22%

Native Hawaiian-Pacific Islander: 0.05%

Two or More: 3.36%

White: 9.45%

Emergent Bilingual (EB): 43.26%

Special Education Services (SpEd): 19.30%

Economically Disadvantaged (ED): 62.60%

Demographics Strengths

Based on the 2025-2026 Fall PEIMS submission:

2,834 Students identified as Gifted and Talented (12.38%)

Advanced Placement Recognitions 2025-2026:

- 310 AP Scholars (Increase +26 from 2025)
- 63 AP Scholars with Honors (Decrease -11 from 2025)
- 173 AP Scholars with Distinction (Increase +17 from 2025)

Diverse population with significant growing numbers of Emergent Bilinguals

Graduation Rate:

- Class of 2025 Four-Year Rate 94.7% (Based on TEA 4-Year Longitudinal Data)
- Class of 2024 Five-Year Rate 94%
- Class of 2023 Six-Year Rate 94.9%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 4-year graduation rate for Emergent Bilingual students was 92.6%, compared with 94.7% for all students, resulting in a 2.1 percentage-point gap.

Root Cause: EB students dropped out at roughly double the districtwide rate in SY 2024-25 (2.2% vs. 1.2%) and in the Class of 2024 cohort (8.8% vs. 4.8%), while chronic absenteeism gaps were relatively small. The higher dropout rate contributes to the lower on-time graduation rate for EB students.

Problem Statement 2 (Prioritized): 33% of Emergent Bilingual students (2,423 of 7,444) met the TELPAS progress measure, indicating that approximately two-thirds of assessed Emergent Bilingual students did not meet the state-defined measure for English language proficiency progress (Based on TEA Performance Reporting data)

Root Cause: Inconsistent implementation of language-based instructional practices and linguistic accommodations within content instruction, resulting in varied opportunities for Emergent Bilingual students to develop and apply academic language across listening, speaking, reading, and writing.

Problem Statement 3 (Prioritized): In 2025-2026, district discipline data reflected the need to reduce the frequency of student suspensions while maintaining a safe and supportive learning environment.

Root Cause: Inconsistent implementations of proactive interventions and campus discipline procedures has resulted in missed opportunities to address student behavior before it escalates to suspension.

Problem Statement 4 (Prioritized): Economically Disadvantaged students comprise roughly 63% of student enrollment and are not performing equitably on STAAR. Based on the 2025 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 51% 43% Math 46% 38%

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): Despite recent improvement, African American students, representing 14% of district enrollment, are performing below their district peers at Meets Grade Level or Above on STAAR across all grades and subjects. All Students AA All Subjects/All Grades 47% 40%

Root Cause: Through PLC discussions, the needs of struggling at-risk students should be better addressed with properly planned interventions aligned to diagnostic data to support specific learning deficits and continuous improvement.

Problem Statement 6 (Prioritized): According to the 2025 TAPR, students receiving Special Education services continue to perform below their district peers at Meets Grade Level or Above on STAAR, despite improvement over the past three years. All Students SpEd All Subjects/All Grades 47% 29%

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 2025 and 2026. 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 distinct rise in the Accountability Rating from a 78 (C) in 2024 to an 82 (B) in 2025. In 2026, the district maintained a B rating with a score of 81. Significant factors to note from the 2025-2026 school are the consolidation on 4 schools and rezoning district-wide after 19 years.

- Domain 1 (Student Achievement) - 80
- Domain 2A (Academic Growth)- 71
- Domain 2B (Relative Performance)- 83
- Domain 3 (Closing the Gaps)- 79

District Distinctions Earned

The district earned a total of 77 distinctions across all campuses.

Academic distinctions earned were in the following areas:

Academic Achievement in Reading/Language Arts- 15

Academic Achievement in Math- 13

Academic Achievement in Science- 8

Academic Achievement in Social Studies- 4

Top 25% Comparative Academic Growth- 8

Top 25% Comparative Closing the Gaps- 10

Postsecondary Readiness- 19

Summary of 2025 Elementary & Middle School Data

See Addendum A - 2026 3-8 STAAR Performance Summary Chart

Based on the 2026 Spring STAAR 3-8 performance results:

Reading scores across Masters Grade Level and Above (MasGL+) saw growth while there were slight declines in Meets Grade Level and Above (MGL+) and Approaches Grade Level and Above (AGL+). Spanish Reading showed significant gains from last year in the percentage of students performing at MGL + in 3rd and 5th grade. Within student groups, AGL+ increased for our African American students in 5th grade by 4% and 7th grade by 2%. Economically Disadvantaged AGL+ scores increased in 8th grade by 4%. Increases in our Special Education AGL+ went up in 5th grade by 4%.

Mathematics scores across 3rd-8th grades saw slight declines across all 3 performance levels, while accountability subset measures remained consistent with gains in 4th, 5th and 8th grade AGL+. 4th grade meets and above showed the most significant increase along side 7th grade, improving across all student groups. 4th and 7th were focal areas for the 2025-26 school year, and the gains reflect this effort. Within the student groups, MGL+ for African American 4th graders increased by 12% . AGL+ increased for our Two or More Race students in 4th grade by 4% and 5th grade by 3% and in MGL+ 4th grade increased by 15%. Our Emergent Bilingual students had AGL+ increased in 4th grade by 1% while our Special Education AGL+ went up in 5th grade by 5%.

Science scores for 3-8 saw an increase of 1% in AGL+, 5% in MGL+, and 7% in Masters Grade Level and Above (MasGL+). Increases are attributed to the newly adopted curriculum materials and district and campus adjustments in preparing students for the testing format of the new style question types, including short constructed responses (SCR) in every grade level and the automated scoring engine. Two or More Races in 5th grade MGL+ increased by 8% and 8th grade MGL+ by 5% and 8th grade MasGL+ by 22%. Emergent Bilingual MasGL+ 5th Grade increased by 3% and 8th grade increased by 8%. Special Education MGL+ increase for 5th by 5% and 8th grade by 6%.

8th grade Social Studies remained consistent across AGL+ with a 1% increase in MGL+ and 2% increase in MasGL+1% increase.

Summary of 2025 High School Data

See Addendum B - Summary of 2025 High School Data

Based on the 2026 Spring EOC performance results:

EOC assessments saw significant increases across all content areas, Algebra, English I, Biology and US History, and performance levels highlighted by English I, Biology and Algebra 1.

English 1 saw AGL+ increased by 3%, MGL+ increased by 4% and MasGL+ remains consistent. All student subgroups saw increases across MGL+ highlighted by African American student group who saw an increase in AGL+ of 10% along and MGL+ by 7%. with Two or More Races AGL+ increase of 8%.

English 2 slight decreases. SPED AGL+ did increase by 2% and MGL+ by 7% along sides At Risk increased by 2% in MGL+. MasGL+ increase 1% for Economically Disadvantaged and At Risk.

Algebra 1 saw increases for all students in AGL+ by 3% in MGL+ by 5% and in MasGL+ by 1%. Across student groups, MGL+ increased for Two or More Races by 14%, and Special Education increased by 3% and Economically Disadvantaged increase by 3%. Two or More Races also increased in MasGL+ by 9%.

Biology saw a 2% increase in AGL+, 9% increase in MGL+ and 12% increase in MasGL+. Among student groups, almost all showed increases highlighted by African Americans who increased Carrollton-Farmers Branch Independent School District
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in AGL+ by 4%, MGL+ by 10% and MasGL+ by 14%. MGL+ also increased for Economically Disadvantaged and Hispanic student groups by 9%. US History MGL+ saw an increase of 5% and increase of 2% in MasGL+ for all students. Among student groups, SPED saw an increase of 2% in AGL+, and At Risk, African American and Hispanic student groups all saw increases of 5%, 3% and 3% respectively.

Overall 2025 STAAR Results

See Addendum C - Overall 2025 STAAR Results

Based on the data reported above, the district saw mixed increases and decreases; however, the general trend line is positive with the most notable increases coming in areas that were identified as areas of focus in the 2025-26 DIP and areas of decrease generally be slight and coming in areas that mostly showed exceptional increases between 2023-24 and 2024-25. Trends across tests remain in alignment with state performance with the exception of EOC's and Science who saw gains that outpaced the state and region.

Summary of 2025 TELPAS Results

See Addendum D - Summary of 2026 TELPAS Results

Elementary TELPAS results showed encouraging growth across several grade-level cohorts. Following students from 4th grade in 2025 to 5th grade in 2026, Advanced increased from 33% to 37%, while Advanced High increased from 9% to 19%—a 10-point gain. A longer two-year cohort view also showed positive movement, with Advanced increasing from 27% in 2nd grade (2024) to 33% in 4th grade (2026).

Younger students also demonstrated progress in moving beyond the earliest stages of English proficiency. From Kindergarten (2024) to 2nd grade (2026), Beginning decreased substantially from 44% to 25%, while Intermediate increased from 36% to 52%. Advanced High decreased from 8% to 3%, highlighting an opportunity to build on students' progress and support continued movement into the highest proficiency levels.

At the middle school level, there were areas of positive movement alongside opportunities for continued growth. Seventh grade Advanced increased from 32% to 36%, while 8th grade Advanced increased slightly from 36% to 37%. Advanced High decreased across 6th (8%→5%), 7th (16%→9%), and 8th grade (10%→6%). Sixth grade showed the greatest opportunity for targeted support, with Beginning increasing from 10% to 20% and Advanced decreasing from 37% to 31%.

At the high school level, results showed continued movement within the English proficiency continuum, with Intermediate increasing across grades 9–12. The largest increase occurred in 11th grade, from 32% to 45%. At the same time, Advanced High decreased across all four grades, and Advanced declined most notably in 11th (36%→27%) and 12th grade (33%→28%). These results identify an opportunity to strengthen supports that help secondary students progress from Intermediate and Advanced into Advanced High.

Overall, the 2026 TELPAS results show encouraging evidence of English language development, particularly within elementary grade-level cohorts. The next opportunity is to build on this progress by accelerating movement into Advanced and Advanced High, particularly at the secondary level. In 2025–26, 643 emergent bilingual students met the criteria for reclassification, meeting the required academic and English language proficiency criteria.

Methodology Note: Beginning in 2026, TELPAS progress for accountability transitioned to a year-over-year composite methodology. As a result, 2026 accountability progress results should be interpreted within the context of this change and should not be directly compared with progress results calculated under the prior methodology.

Attendance, Drop Outs, and Graduation Rate

Based on the latest TEA reported data from the 2024-25 TAPR, the attendance rate increased to 94.2%; and chronic absenteeism decreased from 17.3% (2024) to 16.5% (2025). The dropout rate increased slightly during this period by 0.4%, which is stated on TAPR at 1.6%. However, our White and Special Education student groups show a decrease in dropout percentages when compared to the 2023- 2024 school year. Students in the emergent bilingual 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 2024 was 93.0% which is a decrease of 1.1% from the 94.1% from the class of 2023. The 5-year graduation rate for the class of 2022 was 93.3%, an increase of 0.7% from the previous year.

Significant gains were made in the graduation rate for the Class of 2025 which increased 1.7% to 94.7% (as verified in TEA Accountability Reports).

College, Career & Military Readiness

Within the graduating class of 2025, 96% percent of students met a College, Career, or Military Readiness indicator.

Based on preliminary indicators, students within the graduating class of 2026 are projected to meet 97% of College, Career, or Military Readiness indicators. This is an increase over 1% from the class of 2025. 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 (2024-2025) shows students had significant increases on TSI performance criteria. Students of the continued to perform better on the ELA/R assessment (84.3%) than the mathematics (83.4%). Additionally, the district outperformed state in ELA/R by 14.8% and mathematics by 20.1%. The CCMR Department in collaboration with content directors and campuses, has targeted strategies to increase student performance in the areas of TSI. The district saw an increase in the number of students meeting AP criteria for graduates going from 23.1% in 2023 to 25.9% in 2024 (these are lagging indicators). Advanced Dual Course completion also saw a slight increase going from 42.1% in 2023 to 42.9% in 2024.

Student Learning Strengths

Based on the TAPR 2024-2025 Spring STAAR/EOC assessments gains were made across the following tested subject areas at Meets Grade Level and above:

- 3rd Grade Reading increased by 3%
- 4th Grade Reading increased by 5%
- 5th Grade Reading increased by 2%
- 8th Grade Reading increased by 3%
- 4th Grade Math increased by 2%
- 7th Grade Math increased by 4%
- 8th Grade Math increased by 6%
- Algebra I increased by 2%
- Biology increased by 2%

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

- 3rd Grade Reading increased by 5%
- 4th Grade Reading increased by 1%
- 7th Grade Math increased by 2%
- 6th Grade Math increased by 3%
- 7th Grade Math increased by 4%
- 8th Grade Math increased by 3%
- 8th Grade Science increased by 5%

- Biology increased by 2%
- US History increased by 2%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Economically Disadvantaged students comprise roughly 63% of student enrollment and are not performing equitably on STAAR. Based on the 2025 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 51% 43% Math 46% 38%

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): Despite recent improvement, African American students, representing 14% of district enrollment, are performing below their district peers at Meets Grade Level or Above on STAAR across all grades and subjects. All Students AA All Subjects/All Grades 47% 40%

Root Cause: Through PLC discussions, the needs of struggling at-risk students should be better addressed with properly planned interventions aligned to diagnostic data to support specific learning deficits and continuous improvement.

Problem Statement 3 (Prioritized): According to the 2025 TAPR, students receiving Special Education services continue to perform below their district peers at Meets Grade Level or Above on STAAR, despite improvement over the past three years. All Students SpEd All Subjects/All Grades 47% 29%

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): 33% of Emergent Bilingual students (2,423 of 7,444) met the TELPAS progress measure, indicating that approximately two-thirds of assessed Emergent Bilingual students did not meet the state-defined measure for English language proficiency progress (Based on TEA Performance Reporting data)

Root Cause: Inconsistent implementation of language-based instructional practices and linguistic accommodations within content instruction, resulting in varied opportunities for Emergent Bilingual students to develop and apply academic language across listening, speaking, reading, and writing.

Problem Statement 5: The 4-year graduation rate for Emergent Bilingual students was 92.6%, compared with 94.7% for all students, resulting in a 2.1 percentage-point gap.

Root Cause: EB students dropped out at roughly double the districtwide rate in SY 2024-25 (2.2% vs. 1.2%) and in the Class of 2024 cohort (8.8% vs. 4.8%), while chronic absenteeism gaps were relatively small. The higher dropout rate contributes to the lower on-time graduation rate for EB students.

Problem Statement 6: The district continues to experience challenges recruiting and retaining certified teachers, resulting in an increased reliance on non-certified educators to fill vacancies. These shortages are most significant in special education and other high-need instructional areas and are compounded by a declining number of individuals entering the teaching profession.

Root Cause: Declining enrollment in teacher certification programs. Limited pool of qualified teacher candidates. Increased workload and compliance demands, especially in special education. Competitive job markets and alternative career opportunities. Teacher retention and burnout challenges.

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 & Instruction & Aligned Systems

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

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)
- 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. (5 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 16.5% of CFBISD students were identified as chronically absent. *Note: This is a lagging indicator and we will not 25-26 until later in the year)

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

Priority Problem Statements

Problem Statement 1: Despite recent improvement, African American students, representing 14% of district enrollment, are performing below their district peers at Meets Grade Level or Above on STAAR across all grades and subjects. All Students AA All Subjects/All Grades 47% 40%

Root Cause 1: Through PLC discussions, the needs of struggling at-risk students should be better addressed with properly planned interventions aligned to diagnostic data to support specific learning deficits and continuous improvement.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: According to the 2025 TAPR, students receiving Special Education services continue to perform below their district peers at Meets Grade Level or Above on STAAR, despite improvement over the past three years. All Students SpEd All Subjects/All Grades 47% 29%

Root Cause 2: 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 2 Areas: Demographics - Student Learning

Problem Statement 3: 33% of Emergent Bilingual students (2,423 of 7,444) met the TELPAS progress measure, indicating that approximately two-thirds of assessed Emergent Bilingual students did not meet the state-defined measure for English language proficiency progress (Based on TEA Performance Reporting data)

Root Cause 3: Inconsistent implementation of language-based instructional practices and linguistic accommodations within content instruction, resulting in varied opportunities for Emergent Bilingual students to develop and apply academic language across listening, speaking, reading, and writing.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Economically Disadvantaged students comprise roughly 63% of student enrollment and are not performing equitably on STAAR. Based on the 2025 TAPR, the following scores were achieved Meets Grade Level or Above on STAAR: Subject Area All Students Eco Dis Reading 51% 43% Math 46% 38%

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 2025-2026, district discipline data reflected the need to reduce the frequency of student suspensions while maintaining a safe and supportive learning environment.

Root Cause 5: Inconsistent implementations of proactive interventions and campus discipline procedures has resulted in missed opportunities to address student behavior before it escalates to suspension.

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 16.5% of CFBISD students were identified as chronically absent. *Note: This is a lagging indicator and we will not 25-26 until later in the year)

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- 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
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

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/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability 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
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Parent and community partnership data

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 and high yield strategies
- Action research results
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Guiding Objectives

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2027, 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			
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. 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. 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 Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
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 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). 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 Results Driven Accountability - Talent Plan	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by 3% on STAAR/EOC 5th Grade Goal- 33% Meets or Above 8th Grade Goal- 53% Meets or Above Biology EOC Goal- 69% Meets or Above *Based on Accountability Subset Data from 2025-26 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	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by minimum of 3% on STAAR/EOC 3rd Grade Goal- 56% Meets or Above 4th Grade Goal- 55% Meets or Above 5th Grade Goal- 55% Meets or Above 6th Grade Goal- 36% Meets or Above 7th Grade Goal- 18% Meets or Above 8th Grade Goal- 45% Meets or Above Algebra I EOC Goal- 57% Meets or Above RDA-The percentage of students in CFBISD identified as McKinney-Vento in grades 3-8 who are scoring at the "minimum passing" level on STAAR mathematics assessments will increase from 37% in Spring 2024 to at least 50% in Spring 2025 and beyond. 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 Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Strengthen Tier 1 mathematics instruction through effective implementation of newly adopted curriculum resources, supported by lesson internalization, mathematical discourse, representations, and job-embedded coaching. Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets Grade Level or Above on Grades 3-8 STAAR Math and Algebra I EOC by 3 percentage points. Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Programs Director of Mathematics Coordinator of Secondary Mathematics Department Specialists Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	June
Strategy 6 Details		Reviews			
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. Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by 3% on STAAR/EOC 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 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		Formative			Summative
		Oct	Jan	Mar	June

Strategy 7 Details		Reviews			
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. Strategy's Expected Result/Impact: Increase student achievement at "meets" grade level by 3% on STAAR/EOC 8th Grade Goal- 31% Meets or Above US History EOC Goal- 71% Meets or Above 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		Formative			Summative
		Oct	Jan	Mar	June
Strategy 8 Details		Reviews			
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. Strategy's Expected Result/Impact: Increased capacity of instructional staff which positively impacts teaching and learning 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		Formative			Summative
		Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Provide high quality supplemental resources and staff to further support the campuses implementing a T1-Part A School-Wide program. Strategy's Expected Result/Impact: Further support student learning outcomes. Staff Responsible for Monitoring: Asst. Supt. of Leadership & Learning Executive Director of Multilingual and Academic Programs Director of Federal Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Review and analyze Least Restrictive Environment (LRE), student progress, and academic achievement data through campus Name and Need meetings to ensure students receiving Special Education and 504 services are placed in the least restrictive environment appropriate to their individual needs and are making progress toward grade-level standards. Utilize STAAR, MAP, benchmark, progress monitoring, and classroom assessment data to identify students not on track to reach Meets performance levels and develop targeted intervention and support plans. Strategy's Expected Result/Impact: Improved alignment between student needs, services, and placement decisions. Earlier identification of academic and behavioral concerns that may impact student achievement. Increased responsiveness to intervention and instructional adjustments. Improved performance of students receiving Special Education and 504 accommodations on STAAR and district assessments. Increased access to grade-level curriculum and successful participation in less restrictive environments. Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Directors Special Services Coaches ARD Facilitators Educational Diagnosticians Results Driven Accountability Problem Statements: Demographics 6 - Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details		Reviews			
Strategy 11: 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. Strategy's Expected Result/Impact: Improved student outcomes, targeted program improvement, informed professional development, and proactive and responsive instruction. Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Director Dyslexia Specialist Dyslexia Interventionists Results Driven Accountability Problem Statements: Demographics 6 - Student Learning 3		Formative			Summative
		Oct	Jan	Mar	June
Strategy 12 Details		Reviews			
Strategy 12: Strengthen instructional practices through ongoing collaboration between general education and special education staff to ensure students receive specially designed instruction while maintaining access to grade-level TEKS and rigorous Tier I instruction. Strategy's Expected Result/Impact: Increased access to grade-level content. A higher percentage of students successfully meeting academic standards. Increased student participation in general education settings when appropriate. Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Directors Special Services Coaches ARD Facilitators Educational Diagnosticians Results Driven Accountability Problem Statements: Demographics 6 - Student Learning 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 13 Details		Reviews			
Strategy 13: Utilize MobyMax to provide targeted, individualized instruction and intervention for students receiving special education services in elementary programs where teachers support multiple grade levels and content areas. Teachers will use MobyMax diagnostic, progress-monitoring, and standards mastery data to identify learning gaps, tailor instruction, and monitor student growth toward grade-level expectations. Strategy's Expected Result/Impact: Improved access to appropriately differentiated instruction. Accelerated skill development in reading and mathematics. Increased student progress toward IEP goals and grade-level standards. Improved STAAR performance and increased percentage of students achieving the Meets performance level. Staff Responsible for Monitoring: Assistant Superintendent for Special Services Special Services Directors Special Services Coaches ARD Facilitators Results Driven Accountability Problem Statements: Demographics 6 - Student Learning 3		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1 Problem Statements:

Demographics
Problem Statement 6: According to the 2025 TAPR, students receiving Special Education services continue to perform below their district peers at Meets Grade Level or Above on STAAR, despite improvement over the past three years. All Students SpEd All Subjects/All Grades 47% 29% 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
Problem Statement 3: According to the 2025 TAPR, students receiving Special Education services continue to perform below their district peers at Meets Grade Level or Above on STAAR, despite improvement over the past three years. All Students SpEd All Subjects/All Grades 47% 29% 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.

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 50% to 64% by June 2030. This will exceed the HB3 Reading Goal of 60% by 2030. By May 2027, the percentage of 3rd grade students that score at Meets grade level or higher will increase to 56%.

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			
Strategy 1: Increase the percentage of K-2 students meeting district foundational literacy and fluency benchmarks through explicit instruction, 4-6 week progress-monitoring cycles, and targeted instructional response. Strategy's Expected Result/Impact: The 2027 targets of 65% of Grade 1 students demonstrating 75%+ accuracy in Sentence Reading Fluency and 66% of Grade 2 students demonstrating 90%+ accuracy in MAP Oral Reading Fluency will strengthen the pipeline of students prepared to achieve Meets+ in Grade 3. 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 Instructional Coaches	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the percentage of Grades 2-3 students demonstrating mastery of priority RLA TEKS through aligned comprehension, discourse, writing, and independent application, as measured by quarterly district assessments. Strategy's Expected Result/Impact: Increased mastery of priority TEKS will improve the percentage of Grade 2 students at 52% Meets+ and the percentage of Grade 3 students at 56% Meets+ by May 2027. 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	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Increase the percentage of K-3 RLA teachers demonstrating proficient implementation of district instructional priorities to at least 80% through targeted professional learning, coaching cycles, PLC support, and classroom feedback. Strategy's Expected Result/Impact: At least 80% of K-3 RLA teachers will consistently demonstrate proficient implementation of the district's core instructional practices. 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 Instructional Coaches		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 2027, the percentage of 3rd grade students that score at Meets grade level or higher will increase to 56%.

High Priority

HB3 Guiding Objective

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

Strategy 1 Details		Reviews			
Strategy 1: Increase K-2 teacher proficiency in the effective use of Number Corner and SAVVAS enVision+ resources, as measured by classroom implementation and student growth. Strategy's Expected Result/Impact: By the end of the year, 80% of K-2 students will demonstrate grade-level proficiency in mathematical fluency, as measured by Amira and Progress Learning. 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		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide differentiated professional learning, coaching, and job-embedded support to build teacher and leader capacity in effective implementation of new curriculum resources through lesson internalization, mathematical representations, problem solving, and discourse. 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 56% Numerical Operations- 4th Grade Goal 61% Numerical Operations- 5th Grade Goal 58% Algebraic Relationships - 3rd Grade Goal 52% Algebraic Relationships - 4th Grade Goal 57% Algebraic Relationships - 5th Grade Goal 56% Staff Responsible for Monitoring: Director of Mathematics Executive Director of Multilingual & Academic Programs Assistant Superintendent of Leadership & Learning Content Coaches Director of School Improvement		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase mathematical fact fluency in Grades 2-5 through consistent use of MobyMax for targeted practice and progress monitoring. Strategy's Expected Result/Impact: By May 2027, increase the percentage of students achieving Meets Grade Level or Above on STAAR Math to 56%, with 80% of students in Grades 2-5 demonstrating mastery of grade-level math facts. 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	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2027, the percentage of 5th grade students that score at Meets grade level or higher will increase to 55%.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen Tier 1 mathematics instruction through targeted walkthroughs, feedback, and coaching focused on curriculum alignment, mathematical discourse, representations, ELPS, and evidence-based instructional practices. Strategy's Expected Result/Impact: Increase the effectiveness and consistency of Tier 1 mathematics instruction and improve achievement for all students, with targeted growth for Emergent Bilingual and at-risk learners. By 2027: * 4th-grade Emergent Bilingual students achieving Meets+ on NWEA MAP will increase from 31% to 34%. * 5th-grade Emergent Bilingual students achieving Meets+ on DCFA will increase from 31% to 34%. * 5th-grade students achieving Meets+ on Winter NWEA MAP will increase from 52% to 55%. 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				

Strategy 2 Details	Reviews			
Strategy 2: Implement interactive pilot program, Magma Math, to increase student engagement and monitor mastery of standards. Strategy's Expected Result/Impact: 5th grade Emergent Bilingual students achieving Meets+ on the District Common Formative Assessments (DCFA) will increase from 28% in 2025 to 34% in 2027. 5th grade students achieving Meets+ on the Winter NWEA MAP assessment will increase from 49% in 2025 to 55% in 2027. Staff Responsible for Monitoring: Assistant Supt. of Leadership & Learning Area Directors Director of Mathematics Content Coaches/Specialists Executive Director of Multilingual and Academic Programs	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2027, the percentage of Emergent Bilingual students demonstrating progress in English language proficiency as measured by TELPAS will increase 3% from 33% to 36%.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor updated English Language Proficiency Standards (ELPS) cross grade levels and content areas to strengthen Emergent Bilingual students' access to grade-level content and accelerate academic language development through focus walls, vocabulary, discourse, and sentence stems in content areas. Strategy's Expected Result/Impact: Teachers will intentionally integrate language development into content-area instruction through comprehensible input, academic vocabulary, visuals and representations, and structured opportunities for student discourse as evidenced through classroom walk-throughs, increased implementation of ELPS and student output. Classroom quarterly observations and MAP Growth. EOY measurement: TELPAS, STAAR Staff Responsible for Monitoring: Director of Multilingual Programs Executive Director of Multilingual and Academic Programs Assistant Superintendent of Leadership & Learning Talent Plan	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted professional learning opportunities, coaching, modeling, and collaborative planning support to strengthen teachers' capacity to implement the updated ELPS and instructional practices that strengthen Tier I instruction for Emergent Bilingual students. Strategy's Expected Result/Impact: Teachers will increase their capacity to intentionally integrate language development within rigorous content instruction, resulting in stronger classroom implementation and improved Emergent Bilingual student outcomes. Progress Monitoring: Participants' feedback, Quarterly Walk-throughs, MAP Growth EOY measurement: TELPAS Staff Responsible for Monitoring: Executive Director of Multilingual and Academic Programs, Director of Multilingual Programs, & Director of Federal Funds	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Build the capacity of instructional coaches, campus leaders, and district instructional leaders to lead, support, monitor, and sustain effective implementation of Content-Based Language Instruction (CBLI) through targeted professional learning, coaching, collaborative planning, calibration, and classroom walk-throughs. Strategy's Expected Result/Impact: Instructional coaches, campus leaders, and district instructional leaders will strengthen their capacity to support, monitor, and sustain effective CBLI implementation, resulting in greater consistency in instructional practices and improved Emergent Bilingual student outcomes. Progress Monitoring: Walkthroughs, MAP Growth, District Assessments EOY measurement: TELPAS, STAAR Staff Responsible for Monitoring: Executive Director of Multilingual and Academic Programs Director of Multilingual Programs	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: 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

Summative Evaluation: Met Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase engagement of CCMR communication and district wide initiatives to guide and inform students, staff, and parents for post secondary readiness. 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. Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Executive Director of Advanced Academics/PSR Director of CTE/CCMR	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase earned credentials on TCB by 5% to increase college readiness with graduating seniors Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Executive Director of Advanced Academics/PSR Director of CTE/CCMR Secondary Content Directors and Coordinators	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase CTE/CCMR community/industry partnerships by 10% to build post secondary readiness for middle school and high school. Strategy's Expected Result/Impact: Motivate students to pursue higher level post secondary options and increase CTE program enrollment. Staff Responsible for Monitoring: Assistant Superintendent of Leadership & Learning Executive Director of Advanced Academics/PSR Executive Director of Counseling Services Director of CTE/CCMR	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: In the AVID program, increase student academic achievement and ownership of learning by implementing a consistent peer-to-peer tutoring model that expands access to targeted academic support and leverages students as leaders in the learning process. Strategy's Expected Result/Impact: Implement a structured peer-to-peer tutoring model within AVID and identified academic support settings, including training for AVID teachers. Staff Responsible for Monitoring: Coordinator of School Counseling/AVID Executive Director of Counseling Services Executive Director of Advanced Academics/PSR AVID Campus Coordinators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 1: By the end of FY2027, implement the district's comprehensive Facilities Condition Index, and Inventory & Replacement Cycle System. Building on the research and development completed in FY2026, the 2026-27 school year will focus on full deployment, baseline assessments, scoring calibration, asset audits, and integration of both systems into capital planning and operational decision-making. This work 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			
Strategy 1: Facilities Condition Index (FCI) implementation: * Conduct baseline assessments of all district facilities * Finalize and apply industry-standard scoring models * Implement the scoring rubric for building systems (HVAC, mechanical, electrical, roofing, plumbing, etc.) * Train staff on assessment protocols and data entry * Publish initial FCI scores and integrate them into capital planning Strategy's Expected Result/Impact: * Quantified facility health * Prioritized capital planning * Baseline for long-term strategy * Improved learning environments * Increased transparency * Cost avoidance Staff Responsible for Monitoring: Operations, Construction, Facilities		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Inventory & Replacement Cycle System implementation: * Complete districtwide audits of existing assets across all campuses (buildings, equipment, infrastructure) * Deploy the 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 Strategy's Expected Result/Impact: * Comprehensive asset tracking * Predictable budgeting * Streamlined operations * Resource optimization * Accountability and security * Sustainability Staff Responsible for Monitoring: Operations, Construction, Facilities	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 2: By the end of FY2027, implement districtwide key control procedures that were researched and developed during FY2026. The 2026-27 school year will focus on full deployment, refinement and enforcement of accurate and effective access-control measures for 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			
Strategy 1: Conduct a comprehensive audit of existing key systems and finalize procedures * Benchmark best practices from other school districts and facility-management standards * Identify vulnerabilities and inefficiencies in current key-control protocols * Finalize the district's formal Key Control Policy outlining roles, responsibilities, and protocols for key issuance, tracking, and retrieval * Deploy or refine key-management technologies * Update and expand training materials for staff and administrators Strategy's Expected Result/Impact: * 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 Staff Responsible for Monitoring: Operations, Facilities, Safety & Security	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement and train on new procedures, evaluate effectiveness * Roll out updated procedures across all campuses and facilities * Conduct mandatory training sessions for custodial, construction, administrative, and security personnel * Maintain and expand the centralized database for key tracking and reporting * Monitor compliance and effectiveness through periodic audits * Collect feedback and refine procedures as needed Strategy's Expected Result/Impact: * 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 Staff Responsible for Monitoring: Operations, Facilities, Safety & Security	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop campus level reports for the Board, Administration and Campuses * Produce standardized quarterly or annual reports summarizing key-control compliance, maintenance needs, and access-control trends Strategy's Expected Result/Impact: Publish quarterly/annual reports for campus and administration Staff Responsible for Monitoring: Facility Services Staff	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2027, Carrollton-Farmers Branch ISD will increase parent and community engagement by 7%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: PTA membership data, digital engagement analytics and program participation.

Next Year's Recommendation: Recommendation: Increase parent engagement by 7% by promoting PTA membership--sharing opportunities, highlighting its impact, and providing clear ways for families to join through schools and the community.

Strategy 1 Details	Reviews			
Strategy 1: Increase parent engagement by promoting PTA membership--sharing opportunities, highlighting its impact, and providing clear ways for families to join through schools and the community. Strategy's Expected Result/Impact: End-of-year membership report from PTA. Staff Responsible for Monitoring: Community Partnership Coordinator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase business and community partner engagement by attending additional community events and providing new opportunities for campus and district support. Strategy's Expected Result/Impact: Establishes increased CFBISD presence at local, nondistrict community events. Creates an opportunity for engagement between community partners and students, families, campuses, and district leadership through programs such as Adopt a Campus, mentorships, and volunteer events (BTSF). Staff Responsible for Monitoring: Community Partnership Coordinator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Online engagement and awareness of volunteer and connection opportunities. Staff Responsible for Monitoring: Chief of Communications and Community Partnership Coordinator	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2027, CFBISD will increase the number of volunteers/partners by 7%

Evaluation Data Sources: Registered Raptor Volunteer System reports and VIP partner participation.

Next Year's Recommendation: Strengthen community partnerships by developing and implementing a targeted outreach plan to promote CFBISD volunteer opportunities--including Adopt-a-Campus, mentoring, internships, and Career Day events etc. with the goal of increasing volunteer and partner participation by 7% by the end of the 2026-2027 school year.

Strategy 1 Details	Reviews			
Strategy 1: Publicize volunteer opportunities in CFB on the Community Partnerships social media platform and the Volunteer Opportunities webpage on the district website. 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: Increase partner participation in the annual partnership recruitment event for campuses with the lowest volunteer/partner numbers. Strategy's Expected Result/Impact: Increase volunteer/partnership engagement. Staff Responsible for Monitoring: Community Partnership Coordinator	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 1: By May 2027, the district will reduce the total number of disciplinary removals and out-of-placement assignments (including In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) by 5% from the 2025-2026 baseline while ensuring disciplinary decisions are administered consistently and in accordance with the Student Code of Conduct, state law, and federal law.

High Priority

Evaluation Data Sources: Discipline Data
Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Provide Safe and Civil Schools training and implement the program with fidelity on all campuses to promote positive school climate and reduce disciplinary incidents. Strategy's Expected Result/Impact: Reduce the number of students removed from the instructional setting District-wide Positive Behavior Interventions and Supports Framework Staff Responsible for Monitoring: Assistant Superintendent of Special Services Directors of Special Services Executive Director of Student Services Executive Director of Counseling Results Driven Accountability - Talent Plan Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase parental engagement outreach events connected to families and students. Strategy's Expected Result/Impact: Each campus will build trust within the community. Staff Responsible for Monitoring: Executive Director of Student Services Director of Student Services Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Monitor disciplinary removals, campus discipline trends, offense categories, and placement data and meet with discipline committees on a monthly basis for secondary campuses and quarterly for all elementary campuses. Review data to identify trends, ensure consistent application of the Student Code of Conduct, and determine areas for training and support. Strategy's Expected Result/Impact: Reduce the number of students removed from the instructional setting. 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 Results Driven Accountability - Talent Plan		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 3: In 2025-2026, district discipline data reflected the need to reduce the frequency of student suspensions while maintaining a safe and supportive learning environment. Root Cause: Inconsistent implementations of proactive interventions and campus discipline procedures has resulted in missed opportunities to address student behavior before it escalates to suspension.

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

Goal 2: Increase the percentage of students in grades 6-8 who report a favorable sense of belonging on the Panorama Student Survey from 41% in Fall 2025 to 51% by Fall 2030 by strengthening inclusive school cultures, meaningful student-adult relationships, and opportunities for student voice and connection.

Evaluation Data Sources: Panorama Survey
Task Force Participation

Strategy 1 Details	Reviews			
Strategy 1: Establish a Mental Health Middle School Sense of Belonging Task Force to analyze student perception data, gather student voice, identify barriers to belonging, and develop evidence-informed recommendations for district and campus implementation. Strategy's Expected Result/Impact: The Middle School Belonging Task Force will meet four times annually and complete a review of Panorama data and student voice to identify the primary factors influencing students' sense of belonging. Staff Responsible for Monitoring: Coordinator of Mental Health Coordinator of Counseling Executive Director of Counseling Services	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through the work with the task force, identify campus-based practices that strengthen students' sense of belonging, including intentional student-adult connections, opportunities for student voice and leadership, and increased access to activities, organizations, and experiences that foster connection and engagement. Strategy's Expected Result/Impact: By the end of the school year, each middle school will identify at least one priority action aligned to the task force recommendations and incorporate it into campus improvement planning. Staff Responsible for Monitoring: Coordinator of Mental Health Coordinator of Counseling Executive Director of Counseling Services	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 3: By May 2027, 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 4: By May 2027, CFBISD will show an increase in overall Average Daily Attendance (ADA). The goal is to increase from an average of 94.2% to 94.5%.

High Priority

Evaluation Data Sources: Each campus will include the 2026-2027 Attendance Plan in its Campus Improvement Plan.

Strategy 1 Details	Reviews			
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. 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) Staff Responsible for Monitoring: Campus Administration Executive Director of Student Services Director of Student Services	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District-wide Attendance Campaign Strategy's Expected Result/Impact: Increase student, parent, and community awareness regarding the importance of daily attendance. Staff Responsible for Monitoring: Student Services Communications Department Finance Department Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parent Messaging - Explaining the importance of tardies and daily attendance. (monthly parent square messages) Strategy's Expected Result/Impact: Increase student, staff, parent, and community awareness regarding the importance of being on time and daily attendance. Staff Responsible for Monitoring: Student Services and Campus Administration	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
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 5: By May 2027, CFBISD will achieve 100% compliance with the district's Behavioral Threat Assessment process by ensuring all campuses maintain fully staffed, trained Safe and Supportive School Program (SSSP) teams, complete required threat assessments within established timelines, and use threat assessment data to inform timely, coordinated student interventions and prevention efforts.

Evaluation Data Sources: Sentinel Behavioral Threat Assessment records -- campus and district submissions
 SSSP team rosters
 BTA training completion records
 Campus SSSP meeting documentation
 District SSSP weekly meeting/case review documentation
 Sentinel submission/compliance reports
 Student intervention/support documentation

Strategy 1 Details	Reviews			
Strategy 1: Ensure all campus SSSP teams are fully staffed with required cross-functional members and complete required Behavioral Threat Assessment training within established timelines. Strategy's Expected Result/Impact: 100% of campuses will maintain appropriately staffed and trained SSSP teams, supporting consistent implementation of the Behavioral Threat Assessment process and timely, coordinated responses to identified concerns. Staff Responsible for Monitoring: Threat Assessment and Student Support Administrator Student Wellness and Crisis Intervention Specialists Coordinator of Mental Health Director of School Safety & Security Executive Director of Counseling Services	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct regular campus SSSP team meetings as needed to review Behavioral Threat Assessments, determine appropriate interventions and supports, monitor student needs, and ensure required documentation is submitted in Sentinel. The district SSSP team will meet weekly to review higher-needs or complex cases, monitor campus submissions in Sentinel, provide consultation and guidance, and coordinate additional district-level supports as appropriate. Strategy's Expected Result/Impact: Behavioral threat concerns will be reviewed and documented through a consistent, multidisciplinary process at the campus and district levels, with required assessments submitted in Sentinel and higher-needs cases receiving timely district consultation, coordinated intervention, and ongoing monitoring. Staff Responsible for Monitoring: Threat Assessment and Student Support Administrator Student Wellness and Crisis Intervention Specialists Coordinator of Mental Health Director of School Safety & Security Executive Director of Counseling Services	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Goal 6: By the end of the 2026-2027 school year, CFBISD will decrease the dropout rate for students identified as McKinney-Vento from 3.4% to 2.5% or lower through early identification, progress monitoring, attendance interventions, academic support, and individualized case management.

High Priority

Evaluation Data Sources: RDA, TAPR, PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Training of Staff, Counseling, and Administrators to assist in the identification and support of McKinney-Vento students. Strategy's Expected Result/Impact: Early identification, attendance needs, and academic gaps of McKinney-Vento students. Staff Responsible for Monitoring: Executive Director of Student Services McKinney-Vento Liaison Executive Director of Counseling Results Driven Accountability Problem Statements: District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Giving House- Supplying Student Basic Needs for Academic Success Strategy's Expected Result/Impact: The Giving House will provide students with support such as hygiene, clothing and basic needs to assist in belonging to the educational setting. Staff Responsible for Monitoring: Executive Director of Student Services McKinney-Vento Liaison Executive Director of Counseling	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6 Problem Statements:

District Processes & Programs

Problem Statement 1: While there has been a decrease in chronic absenteeism (absent 10% or more of the required days), in 2024-25 16.5% of CFBISD students were identified as chronically absent. *Note: This is a lagging indicator and we will not 25-26 until later in the year) **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

Guiding Objective 5: Optimize All Available Resources

Goal 1: Increase the recruitment, hiring, and retention of qualified special education staff to meet student service needs and compliance requirements.

Evaluation Data Sources: TEAMS/RECRUIT AND HIRE

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reduce special education staff vacancies by 2% Strategy's Expected Result/Impact: By creating a recruitment strategy, this should Increase the special education teacher pool and decrease the use of contracted employees. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase partnerships with university programs for "Grow Your Own Program" to increase the use of adjunct teachers by 1% to lower vacancies by the start of the 2026 school year. Strategy's Expected Result/Impact: Increase the fill rate of vacancies by the start of school in August 2027 by 1% of special education teachers. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 2: Right-size district staffing and organizational structures to align with student enrollment changes while maintaining high-quality educational services and operational efficiency.

Evaluation Data Sources: TEAMS data.

Strategy 1 Details	Reviews			
Strategy 1: Adjust staffing allocations to ensure appropriate student-to-staff ratios. Strategy's Expected Result/Impact: District will see an decrease in salary costs toward the budget. Staff Responsible for Monitoring: Assistant Superintendent for HR.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 3: Maximize the impact of every district resource by strategically aligning people, finances, facilities, technology, and partnerships to improve student outcomes, increase operational efficiency, and ensure equitable access to oportunities.

High Priority
Evaluation Data Sources: Monthly financial reports and TEAMS data

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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 4: Expand HR Process Automation and Employee Self-Service

Evaluation Data Sources: Increase utilization of the district's online HR platform for employee transactions and workflow management.

Strategy 1 Details	Reviews			
Strategy 1: Transition resignations, retirements, leave requests, and personnel change requests to electronic workflows. Strategy's Expected Result/Impact: Increase employee self-service usage by 5% Staff Responsible for Monitoring: Assistant Superintendent for HR.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Jamie Adkins	Classroom Teacher
Classroom Teacher	Dina Anderson	Classroom Teacher
Campus Representative	Maria Arrieta Tames	Dyslexia Interventionist
CFB Parent	Harry Bailey	Specialist - Webmaster
Board Member	Marjorie Barnes	Board Member
Classroom Teacher	Kerry Blank	Classroom Teacher
Campus Representative	Tara Butler	Specialist - Library Media
CFB Parent	Tasha Carroll	CFB Parent
CFB Parent	Liz Castaneda	CFB Parent
CFB Parent	Vicky Cisneros	Exec. Director of Counseling
Classroom Teacher	Rachel Coleman	Classroom Teacher
Classroom Teacher	Sydney Cook	Classroom Teacher
District Representative	Ida Dominguez	Specialist - Multilingual
Counselor	Ana Edhailiah	Counselor
Community Member	Mary Eisenmann	Community Member
District-level Professional	Wendy Eldredge	Superintendent
Community Member	Diane Etheridge	Community Member
Classroom Teacher	Karen Fegley	Classroom Teacher
Special Ed- ABC	Elizabeth Fletcher	Special Ed- ABC
District-level Professional	Rachael Freeman	Director of School Safety
Business Member	Michael Gallops	Business Member
Classroom Teacher	Andrea Garcia	Classroom Teacher
Classroom Teacher	Asia Gardner	Classroom Teacher
Campus Representative	Carol Grommesh	Special Education
Classroom Teacher	Samantha Goodrick	Classroom Teacher
Classroom Teacher	Courtney Harmon	Classroom Teacher
District-level Professional	Kim Holcomb	Asst. Supt. of Leadership & Learning/DIC Liason

Committee Role	Name	Position
Community Member	Tamara Holden	Community Member
Classroom Teacher	Monica Johns	Classroom Teacher
Classroom Teacher	Stacy Jones	Classroom Teacher
Classroom Teacher	Judith Kendrick	Classroom Teacher
Special Education Teacher	Kristen Klisch	Special Education Teacher
District-level Professional	Joe La Puma	Area Director of School Leadership
Classroom Teacher	Jessica Leigh	Classroom Teacher
Classroom Teacher	Frank Lightfoot	Classroom Teacher
CFB Parent	Christy McClain	Director of Science
District-level Professional	Chris Moore	Assistant Superintendent of Operations
Classroom Teacher	Gayla Moore	Classroom Teacher
Classroom Teacher	Micah Morris	Classroom Teacher
Classroom Teacher	Armando Oliva	Classroom Teacher
District-level Professional	Caren Rodriguez	Chief Communications Officer
District-level Professional	Sara Roland	Assistant Superintendent of Special Services
Classroom Teacher	LaToria Sessions	Classroom Teacher
Classroom Teacher	LeAnn Slay	Classroom Teacher
District-level Professional	Tamy Smalskas	Assistant Superintendent of Human Resources
CFB Parent	Brandy Smith	CFB Parent
Special Education Teacher	LaChanda Solomon	Special Education Teacher
Non-classroom Professional	Ramamani Srinath	Special Education - Resource/Content Mastery
District-level Professional	Karla Stastny	Director of Budget
District-level Professional	Robin Stout	Chief Technology Officer
District-level Professional	Leon Sulak	Executive Director of Student Services
Registrar	Meredith Swayne	Registrar
Classroom Teacher	Nayeli White	Classroom Teacher
Community Member	Melissa Wilkinson	Community Member
Classroom Teacher	Alvertis Williams	Character Education - Middle School
Classroom Teacher	Jayla Williams	Classroom Teacher
Business Member	Liz Withers	Business Member
Classroom Teacher	Cathy Zly	Classroom Teacher

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 Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	9/8/2026	Leon Sulak	9/8/2026
Child Abuse and Neglect	Executive Director of Counseling Services	9/8/2026	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics	9/8/2026	Jonathan Wilk	8/11/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	9/25/2026	Sheila Nicolas-Hernandez	9/25/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	9/8/2026	Leon Sulak	9/8/2026
Dropout Prevention	Executive Director of Counseling Services	9/8/2026	Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	9/8/2026	Sara Roland	8/12/2025
Title I, Part C Migrant	Director of Federal Programs	9/1/2026	Kim Holcomb	9/7/2026
Pregnancy Related Services	Director of Special Services	9/8/2026	Sara Roland	8/12/2025
Post-Secondary Preparedness	Coor College and Career/CTE	9/1/2026	Chad Hunter	9/17/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Counseling Services	9/8/2026	Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Counseling Services	9/8/2026	Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	9/8/2026	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	9/25/2026	Sheila Nicolas-Hernandez	9/25/2026
ESSA Program Descriptions	Director of Federal Programs	9/25/2026	Sheila Nicolas-Hernandez	9/25/2026

Addendums

3-8 STAAR Performance Year over Year Comparison

	Did Not Meet - %			Approaches - %			Meets - %	
	2024	2025	2026	2024	2025	2026	2024	2025
3rd Mathematics*	30	30	34	70	70	64	45	46
3rd Reading*	27	20	25	73	80	75	47	53
4th Mathematics*	36	34	32	64	66	68	42	45
4th Reading*	23	21	23	77	79	77	52	58
5th Mathematics*	24	29	24	76	71	76	55	48
5th Reading*	20	21	20	80	79	80	57	60
5th Science*	45	45	43	55	55	57	27	24
6th Mathematics	35	30	34	65	70	66	31	32
6th Reading	30	30	33	70	70	67	50	51
7th Mathematics	60	57	70	40	43	30	15	18
7th Reading	35	33	31	65	67	69	43	43
8th Mathematics	30	27	31	70	73	69	43	50
8th Reading	28	28	25	72	72	75	45	48
8th Science	38	35	31	62	65	69	35	37
8th Social Studies	49	51	28	51	49	50	25	25

*Denotes an inclusion of English and Spanish Results

Based on Texas Assessment Research Portal

	Masters - %		
2026	2024	2025	2026
22	17	22	21
28	24	28	30
24	19	24	24
28	25	28	30
25	25	25	22
34	33	34	36
12	13	12	15
13	10	13	11
27	32	27	27
4	4	4	5
21	22	21	27
21	15	21	13
24	21	24	24
12	13	12	26
13	13	13	14

All Grades Year over Year Comparison												
	Did Not Meet - %			Aproaches - %			Meets - %			Masters - %		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
Mathematics	32	33	34	68	67	66	40	41	41	17	20	18
Reading	30	30	32	70	70	68	49	49	49	21	21	20
Science	31	31	28	69	69	72	39	39	46	15	14	23
Social Studies	27	29	28	73	71	72	45	44	48	23	22	24
Based on Texas Assessment Research Portal												

TELPAS Year over Year Comparison

	Beginning - %			Intermediate - %			Advanced - %		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
2nd Grade	21	30	25	48	45	52	27	20	20
3rd Grade	17	20	18	40	39	44	40	29	29
4th Grade	21	22	23	33	36	37	39	33	33
5th Grade	17	20	15	25	28	29	34	34	37
6th Grade	15	10	20	34	34	43	46	37	32
7th Grade	16	19	17	35	33	36	45	32	37
8th Grade	10	13	16	37	40	41	45	36	38
9th Grade	18	21	18	38	36	40	31	33	30
10th Grade	17	21	17	31	35	38	35	31	31
11th Grade	12	19	19	34	32	45	33	36	27
12th Grade	9	13	16	42	43	48	36	33	27

Based on Texas Assessment Research Portal

Advanced High - %		
2024	2025	2026
4	4	3
11	12	5
11	9	8
24	18	19
11	8	6
10	16	10
12	10	6
11	9	8
18	13	11
17	11	7
12	10	6

Attendance Year over Year Comparison				
	2020	2021	2022	2023
Attendance Rate	97.8	97.3	90.9	92.8
Chronic Absenteeism	6.8	7.3	29.7	21
Based on TAPR Reports which contain lagging indicators				

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Attendance Year over Year Comparison

Attendance Year over Year Comparison						
	*2020	*2021	*2022	*2023	**2024	**2025
Attendance Rate	97.8	97.3	90.0	92.8		
Chronic Absenteeism	6.8	7.3	29.7	21.0		
Data Source	*Based on TAPR Reports which contain lagging indicators				**Available when 2025 & 2026 TAPR Reports are published	

