



2025-2026 CAMPUS IMPROVEMENT PLANS

Frisco ISD is committed to ongoing reflection and review of our District practices to better serve our students, staff, and community. In the spirit of continuous improvement, we have replaced the idea of a long-term strategic plan with a framework for ongoing strategic change that we call Dynamic Organizational Strategy.

The Campus Improvement Plan Cycle

- **January to June** - Campus needs assessments are conducted to identify areas for improvement in the upcoming school year. As a part of the needs assessment process, our Campus Improvement Team provides recommendations for improvement.
- **June to September** - Campus leaders set goals based on needs assessment feedback and year-end data.
- **October** - The School Board formally adopts the Campus Improvement Plan for each campus.
- **September to May** - The Campus Improvement Plan is carried out, and success is measured through our Local Accountability System.

Campus Improvement Teams

FISD has adopted a strategic change model for navigating the continuous improvement process. Stakeholder engagement at all levels through two-way communication is a critical component of continuous improvement and is central to FISD's change process. Stakeholders hold the District and campuses accountable through our Local Accountability System.

Campus Improvement Teams serve as the campus-level planning committees that help principals and other campus leaders develop, evaluate, and revise the Campus Improvement Plans. Campus Improvement Teams include teachers, campus-based staff, district-level professionals, parents, community members, and business representatives. Campus Improvement Teams ensure effective planning and site-based decision-making occur to direct and support improvement for all students.

Local Accountability System

Frisco ISD's local accountability system is based upon the premise that schools exist to serve students, their parents, and their communities, and that accountability should first align with that purpose. Our annual Campus Accountability Reports recognize and report on educational outcomes that extend beyond standardized testing, providing our community with information about overall effectiveness through the lens of the Future-Ready Framework. The Campus Accountability Report also includes the outcomes of the goals adopted in the Campus Improvement Plan.

Signaling & Goals

Signaling is our primary communication tool in a forward-facing local accountability system. As part of our Dynamic Organizational Strategy, we use signals to visually represent the time, energy, and resources dedicated to improvement in each Future-Ready Focus Area throughout the year. The signal is designed to help both internal and external stakeholders better understand our goals and the progress toward achieving those goals.

Our Campus Improvement Plans contain one of four initial signals for each Future-Ready Focus Area. These initial signals are designed to represent a simple, straightforward expression of the work that will occur on campuses throughout the school year.

Strategic goals are developed for each major or minor change signaled in the Campus Improvement Plan. These goals, once approved by the School Board, will be supported by campus-wide action plans. The outcomes of each goal in this Campus Improvement Plan will be reported in our 2025 Campus Accountability Reports.

Initial Signals

- **Maintain** - We will continue the work already underway and do not plan to make changes at this time.
- **Maintain but Consider Change** - Change may be warranted in the future, and data will continue to be evaluated
- **Minor Change** - A change is under way that can generally be completed within a year and does not require a significant investment of resources (time, energy, or money)
- **Major Change** - A change is under way that may take longer than a year to accomplish or requires a significant investment of resources (time, energy, or money)

Future-Ready Framework

Frisco ISD's future-ready framework represents a series of conditions we expect to exist for all students in FISD. The framework serves as the foundation of the District's continuous improvement efforts and local accountability system, guiding our work in developing future-ready learners. At its core, the framework focuses on the long-term growth, development, and success of the whole child. It emphasizes a school-wide approach to ensuring students are healthy, safe, engaged, supported, and challenged. At its core, the framework focuses on the long-term growth, development, and success of the whole child. It emphasizes a school-wide approach to ensuring students are healthy, safe, engaged, supported, and challenged.

Learning Organization	Definition: An organization where people continually expand their capacity to create desired results by strategically adapting and modifying behaviors to reflect new knowledge and insights. Benefit: The educational system continually evolves to address the needs of the school community.	What it looks like: • We solicit feedback and partner with all stakeholders in an effort to meet school improvement needs. • Our foundational commitments drive our decision-making. • We modify organizational behavior to reflect new knowledge and insights. • Our decisions reflect the coordination of the interrelated systems within our organization.
Basic Conditions for Learning	Definition: FISD provides the physiological and environmental needs of students that must be met for learning to occur. Benefit: Students will demonstrate an eagerness to learn and will be capable of reaching their full potential.	What it looks like: • We provide safe and effective learning spaces for all students in all circumstances. • We ensure students' physiological needs are met. • We provide all students access to education.
Guaranteed & Viable Curriculum	Definition: FISD provides a comprehensive framework of learning standards that provides all students access to high-quality content at the appropriate time for mastery. Benefit: Students will receive an education that will prepare them for their futures.	What it looks like: • All learners have access to a standards-based curriculum that supports learning for all. • All learners are provided with rigorous and meaningful future-ready learning experiences. • All learners demonstrate grade-level achievement.
Differentiated Instruction & Assessment	Definition: FISD's instructional design meets student needs and interests by offering a variety of learning experiences and meaningful assessments. Benefit: Students will demonstrate academic growth.	What it looks like: • Timely and meaningful feedback is provided in order to design and adapt instructional practices. • All learners are given appropriate time to demonstrate mastery of the standards. • We grow and cultivate our students' knowledge, talents, and abilities.
Positive Culture	Definition: The FISD community is designed to build relationships that support academic, social, behavioral, and emotional growth. Benefit: Students will feel a sense of support, belonging, and connectedness at school.	What it looks like: • We systematically address academic, social, behavioral, and emotional needs. • Our learners are involved and connected within the school community. • We promote a growth mindset and action in our staff and student learners. • We hire, develop, and retain future-ready-focused staff.
Learner-Centered Experience	Definition: FISD provides an atmosphere that facilitates collaboration, creative thinking, and problem-solving. Benefit: Students will demonstrate ownership of their learning and develop future-ready skills.	What it looks like: • We create engaging learning experiences that are inclusive and collaborative. • We facilitate, promote, and value students' ownership in their learning. • Resources and learning spaces are utilized and adapted to support learner engagement and outcomes.

Districtwide Summary of Initial Signals



Campus Improvement Plans

Elementary & Intermediate Schools

Allen	Curtsinger	Newman	Sem
Anderson	Elliott	Nichols	Shawnee Trail
Ashley	Fisher	Norris	Smith
Bledsoe	Gunstream	Ogle	Sonntag
Boals	Hosp	Phillips	Sparks
Borchardt	Isbell	Pink	Spears
Bright Academy	Liscano	Purefoy	Tadlock
Carroll	McSpedden	Riddle	Talley
Christie	Miller	Robertson	Taylor
Comstock	Minett	Rogers	Vaughn
Corbell	Moneyham	Scott	Wortham

Middle Schools

Clark	Maus	Stafford
Cobb	Nelson	Staley
Fowler	Pearson	Trent
Griffin	Pioneer Heritage	Vandeventer
Hunt	Roach	Wester
Lawler	Scoggins	Wilkinson

Special Program Centers

[CTE Center](#)
[Student Opportunity Center](#)
[Early Childhood School](#)

High Schools

Centennial	Liberty
Emerson	Lone Star
Frisco	Memorial
Heritage	Panther Creek
Independence	Reedy
Lebanon Trail	Wakeland