



2026-2027 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.
- **September** - 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 2027 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 underway 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 underway 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: Frisco ISD is an organization where people continually expand their capacity to create desired results by intentionally adapting behaviors based on new knowledge and insights. Benefit: Students are supported by an intentional educational system that proactively designs for their future while maintaining the agility to meet their immediate needs.	What it looks like: - Stakeholder feedback is used to improve the daily school experience. - The organization evolves when evidence shows that doing so will positively impact the school environment. - Students experience a seamless, coordinated system in which departments and programs work together to meet their unique needs.
Basic Conditions for Learning	Definition: Frisco ISD understands that students' physical, emotional, and environmental needs must be met for learning to occur. Benefit: Students engage fully in their education because their physical, emotional, and safety needs are consistently met.	What it looks like: - All students experience equitable access to educational opportunities. - Students feel safe, supported, and ready to engage fully in daily learning.
Guaranteed & Viable Curriculum	Definition: Frisco ISD provides a comprehensive framework of learning standards that ensures all students have access to high-quality content at the appropriate time for mastery. Benefit: Students experience challenging, meaningful learning that provides a clear path toward future goals, no matter which school or classroom they attend.	What it looks like: - The instructional program delivers consistent rigor and equitable opportunities for all students to master essential standards. - The curriculum allows students to explore passions and purpose while meeting foundational academic expectations.
Differentiated Instruction & Assessment	Definition: Frisco ISD's instructional design responds to individual student needs and interests through varied learning experiences and meaningful assessments. Benefit: Students learn at a pace and level that appropriately supports and challenges them to grow.	What it looks like: - Students actively set, monitor, and adjust their learning goals based on growth and mastery. - Students experience lessons and assessments tailored to their strengths, interests, and academic needs. - Students receive and use clear feedback to understand progress and determine next steps in learning.
Positive Culture	Definition: Frisco ISD is a school community intentionally designed to build relationships that support academic, social, behavioral, and emotional growth. Benefit: Students feel a sense of belonging, support, and connection within the school community.	What it looks like: - Students feel involved and connected to the school community. - Respectful, kind, and effective communication defines how our school community interacts. - Support systems respond effectively and individually when students encounter academic, behavioral, or social challenges.
Learner-Centered Experience	Definition: Frisco ISD promotes collaboration, creativity, and problem-solving through authentic learning experiences. Benefit: Students actively engage in meaningful, collaborative learning that empowers them to take ownership of their growth and apply their learning beyond the classroom.	What it looks like: - Learning is designed to help students understand why it matters and how it applies beyond the classroom. - Students play an active role in deciding how they learn, create, and assess progress. - Students use learning spaces and resources to explore, create, and innovate.

Districtwide Summary of Initial Signals



Campus Improvement Plans

Elementary 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	

Middle & Intermediate Schools

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

Special Program Centers

CTE Center	Frisco Flex
Student Opportunity Center	
Early Childhood School	

High Schools

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