

Willis Independent School District



Calfee Middle School

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to empower students to demonstrate respect, take ownership of their learning, celebrate achievement, and develop resilience—laying the foundation for success in high school and lifelong learning.

Value Statement

Calfee Standards

We are respectful of ourselves, others, and property

We show ownership of choices, learning, and well-being

We achieve excellence in the classroom, in our activities, and in the community

We demonstrate resilience through productive struggle and intentional choices

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Comprehensive Needs Assessment

Demographics

Summary

Calfee Middle School, set to open in the 2025-2026 school year within Willis ISD, anticipates an inaugural student population of 666. The student body will be distributed across grade levels with 216 sixth graders, 208 seventh graders, and 226 eighth graders. The school projects an emergent bilingual population of 36 students, while 74 students will receive support through special education services. Furthermore, an estimated 40% of the student population is expected to be economically disadvantaged.

Strengths

Based on the provided demographic summary, here are some potential demographic strengths for Calfee Middle School:

- **Diverse Student Body:** The presence of both an emergent bilingual population (36 students) and students receiving special education services (74 students) indicates a diverse student body. This diversity can enrich the learning environment for all students, fostering empathy, understanding, and a broader range of perspectives.
- **Relatively Balanced Grade-Level Distribution:** While there's a slight variation, the numbers for each grade (216 6th, 208 7th, 226 8th) are relatively balanced. This can facilitate more equitable resource allocation across grades and potentially ease transitions for students as they move up. It also suggests a consistent flow of students through the middle school years.
- **Clear Picture for Resource Planning:** The specific numbers for emergent bilingual and special education populations allow for proactive and targeted resource planning. Knowing these figures in advance enables the school to hire appropriate staff (e.g., ESL teachers, special education teachers, paraprofessionals), develop relevant programs, and allocate necessary materials from day one.
- **Opportunity for Targeted Support Programs:** The 40% economically disadvantaged population, while presenting challenges, also represents a clear opportunity to implement targeted support programs. By understanding this demographic, the school can actively pursue grants, community partnerships, and school-based initiatives (like free/reduced lunch, after-school programs, or academic interventions) that directly address the needs of these students and their families. This proactive approach can lead to a significant positive impact.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

With the diverse student population of special education and emergent bilingual populations, a focus will be required to meet the educational needs of these targeted populations.

With the increase of population in the area, these two populations will continue to rise.

 = Priority

Student Achievement

Summary

Willis ISD received a C rating for the 2024-2025 school year in the STAAR A-F Accountability system. This shows continued improvement from the last Accountability Letter Grade of a D for the 22-23 school year. The Texas Education Agency has not released the official accountability ratings for the 2023-2024 school due to a pending lawsuit. This reflects areas where we are focusing our improvement efforts. The elementary feeder campuses of Lagway and Meador had an accountability rating of both a B and C rating during the accountability cycle of 22-23 school year.

Strengths

Willis ISD demonstrates **significant and sustained academic improvement**, evidenced by its provisional "C" rating for the 2024-2025 school year, a notable progression from the "D" rating in the 2022-2023 STAAR A-F Accountability system. This upward trend highlights the effectiveness of targeted improvement efforts. Furthermore, the strong performance of elementary feeder campuses like Lagway and Meador, which achieved "B" and "C" ratings, respectively, in the 2022-2023 accountability cycle, underscores a **solid foundation of academic strength within the district**.

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1



Calfee Middle School, as a new campus, must strategically build upon Willis ISD's demonstrated academic improvement and the strong foundation of its feeder elementary schools to ensure its students achieve academic outcomes that consistently contribute to and ideally exceed the district's "C" accountability rating.

The root cause for focus is the necessity for Calfee to rapidly establish highly effective instructional practices, curriculum alignment, and targeted academic interventions that seamlessly leverage the academic strengths of its feeder campuses and directly contribute to the district's ongoing trajectory of improved STAAR accountability ratings.

 = Priority

School Culture and Climate

Summary

Willis ISD is a fast-growing district in the northernmost portion of Montgomery County, with a student population of over 9,000 students and slated to double by the end of the decade. Calfee Middle School is the newest middle school in over 20 years. Calfee is in the most southern portion of Willis ISD, currently serving nearly 700 students. Calfee has the latest safety and security features with a campus resource officer on-site to support the students, staff, and community.

Strengths

Even with Calfee being a new campus, there is already a strong sense of pride. Calfee leadership leveraged the strong PTOs at Meador, Lagway, and Brabham to form and establish a PTO. Calfee has conducted campus walks since April 2025 to connect with the community, updating social media with construction progress. A campus walk was conducted in July to provide an update to the school board, but also to share the progress with the Calfee staff as well. More than thirty staff members attended the campus walk. This involvement and communication has created excitement for our first year as a campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement

Root Cause

1
★

Calfee Middle School faces the challenge of proactively establishing and sustaining a cohesive, inclusive school culture and positive campus climate that can effectively adapt to the rapid projected student growth and continuous integration of new staff and families.

The root cause lies in the inherent complexities of rapidly scaling a new school's culture and climate while simultaneously integrating into a fast-growing school district, potentially diluting initial cultural norms and straining existing resources without scalable systems for cultural integration.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Calfee Middle School will have a mixture of staff who have served previously in Willis ISD, several who are coming from neighboring districts, and only five staff members who are new to education. All staff are either certified or have passed their content certification and need to serve only their first year as teachers to be certified. Only one staff member is a current alternative certification permit holder. Calfee Middle School is fully staffed with no vacancies for the 2025-2026 school year.

Strengths

Staff recruitment for Calfee started in March with collegiate job fairs: the Willis District Spring Job Fair on March 22nd and an additional job fair on May 15th. Social Media and the THSCA job board were also leveraged to secure quality coaches. By utilizing all of these recruitment opportunities, the Calfee leadership team was able to have the campus fully staffed by the end of May. Staffing shifts from Brabham and other Willis ISD campuses also assisted in staffing needs for special education positions. Also, Calfee, being a new campus, helped in the recruitment and the quality of staff. Calfee has only one teacher going through alternative certification and only five first-year teachers. The number of staff with over three years of experience in education is thirty-two teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement

Root Cause

1
★

The Calfee Middle School staff will require a substantial amount of professional development and campus-based professional development.

The majority of the staff are new to Willis ISD and require training on systems, processes, and curriculum to positively impact the students at Calfee Middle School.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Willis ISD recently adopted HQIM for the 2025-2026 School Year for Math, the utilization of TEKS resources to ensure proper planning for curriculum and instruction. The district teaching and learning department shares an assessment calendar to ensure alignment with testing and common assessments across the district. A professional development calendar is also developed to ensure that Willis ISD teachers and staff meet the instructional needs of all students. The Calfee feeder elementary and middle school campus of Lagway, Meador, and Brabham was previously academically rated a B or C overall. Academic gaps need to be addressed through master schedule development, instructional planning, and professional development. With new math curriculum adoption, both administrators and math educators will be trained and coached in the lesson internalization process and curriculum implementation.

Strengths

Calfee Middle School benefits from a **robust, aligned, and data-driven framework** for curriculum, instruction, and assessment. This framework is built upon **high-quality, state-adopted instructional materials** with clear **Scope & Sequence, Pacing Guides, and Lesson Plan Templates** to ensure consistent delivery. A significant strength is the **collaborative horizontal and vertical alignment** through **TEKS Resource-IFDs**, promoting a cohesive and spiraling curriculum. Comprehensive **common assessments** (Middle/End of Unit, STAAR Interim, NWEA MAP) are used to **monitor student progress and inform instruction**, providing a clear picture of student learning and allowing for timely adjustments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1
★

Despite a robust foundational framework and district-wide support, Calfee Middle School faces the challenge of ensuring consistent and highly effective implementation of newly adopted Math HQIM, fully leveraging existing curriculum resources, and strategically addressing pre-existing academic gaps from feeder schools to accelerate student achievement across all subjects.

The root cause lies in the inherent complexities of simultaneously launching a new campus's instructional program, integrating newly adopted High-Quality Instructional Materials (HQIM) in Math, and ensuring seamless vertical and horizontal alignment across all subjects to address diverse academic needs, requiring intense and ongoing professional development and fidelity of implementation.

★ = Priority

Family and Community Engagement

Summary

Engagement of the Calfee Middle School community has been a priority since the school's inception. The community was involved in selecting the mascot through an online survey, key staff positions had community input, and participation in the campus dedication was open to the community. Calfee Middle School currently has an active PTO that was established from the feeder campuses of Lagway Elementary, Meador Elementary, and Brabham Middle School.

Strengths

Strengths in Family and Community Engagement

- **Inclusive Decision-Making from Inception:** Calfee Middle School has prioritized community involvement from its very beginning, demonstrated by engaging the community in the **selection of the school mascot** through an online survey. This early and direct involvement fosters a sense of ownership and belonging.
- **Community Input on Key Staffing:** The school valued community perspectives in the selection of **key staff positions**, ensuring that the foundational leadership team reflects the community's desires and needs.
- **Open and Welcoming Campus Events:** The decision to make participation in the **campus dedication open to the entire community** highlights a commitment to transparency and inviting families to be a part of significant milestones. This sets a precedent for an open and collaborative school environment.
- **Established and Active PTO Network:** The presence of an **active PTO, formed from feeder campuses** (Lagway Elementary, Meador Elementary, and Brabham Middle School), provides a strong, pre-existing network of engaged parents. This foundational support system facilitates a smoother transition for families and ensures continuous parental involvement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement

Root Cause

1
★

Despite strong initial community involvement and an active PTO formed from feeder campuses, Calfee Middle School faces the challenge of consistently broadening and deepening family and community engagement beyond foundational activities, ensuring all diverse families feel equally connected, informed, and empowered to actively support student success as the campus grows rapidly.

The root cause lies in the inherent challenge for a new and rapidly growing campus to transition from initial community-building efforts to sustainable, scalable, and equitable engagement strategies that effectively reach and empower all diverse families amidst an increasing student population and evolving community needs.

★ = Priority

School Organization

Summary

Calfee is led by a veteran principal, dean of instruction, two assistant principals, and instructional coaches. Calfee has five clerical team members, four instructional aides, and forty-four teachers to support the nearly seven hundred students with varying academic needs.

Strengths

- Strong Community Support
- Growing Enrollment and Facilities Development
- Focus on Safety and Security
- Commitment to Continuous Improvement

Problem Statements Identifying School Organization Needs

Problem Statement

Root Cause

1

Despite a robust leadership team and initial staffing, Calfee Middle School faces the challenge of strategically scaling and optimizing its organizational structure and support staff to effectively manage rapid student enrollment growth while consistently meeting the diverse academic and operational needs.

The root cause lies in the inherent challenge for a new and rapidly growing campus to proactively evolve its initial organizational design and allocate sufficient, appropriately skilled personnel to effectively serve the student population without overburdening existing staff or compromising service quality.

 = Priority

Technology

Summary

Calfee Middle School has been equipped with instructional technology that will benefit both students and staff through the utilization of bond funds. All classrooms and collaborative spaces are equipped with smart boards to enhance and improve the learning experience for both students and staff. All classrooms will be fitted with Chrome carts to charge and store Chromebooks for students use during classroom instruction.

Strengths

Calfee Middle School leverages significant bond investments to create a cutting-edge learning environment, providing **ubiquitous access to instructional technology** for all students and staff. Every classroom and collaborative space is outfitted with **Smart Boards to enhance interactive learning**, complemented by **Chrome carts** that ensure Chromebooks are readily available for student use during instruction, fostering a dynamic and engaging educational experience.

Problem Statements Identifying Technology Needs

Problem Statement


Root Cause

1

Maintenance and support challenges: With the widespread deployment of new technology, Calfee Middle School faces a growing challenge in developing a technology refresh plan for Smart Boards and Chromebooks, which could potentially impact classroom instruction in the future.

The campus utilization of bond funds for technology purchases will require an effective technology device refresh plan.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Calfee Middle School, as a new campus, must strategically build upon Willis ISD's demonstrated academic improvement and the strong foundation of its feeder elementary schools to ensure its students achieve academic outcomes that consistently contribute to and ideally exceed the district's "C" accountability rating.

The root cause for focus is the necessity for Calfee to rapidly establish highly effective instructional practices, curriculum alignment, and targeted academic interventions that seamlessly leverage the academic strengths of its feeder campuses and directly contribute to the district's ongoing trajectory of improved STAAR accountability ratings.

2
★

Calfee Middle School faces the challenge of proactively establishing and sustaining a cohesive, inclusive school culture and positive campus climate that can effectively adapt to the rapid projected student growth and continuous integration of new staff and families.

The root cause lies in the inherent complexities of rapidly scaling a new school's culture and climate while simultaneously integrating into a fast-growing school district, potentially diluting initial cultural norms and straining existing resources without scalable systems for cultural integration.

3
★

Despite a robust foundational framework and district-wide support, Calfee Middle School faces the challenge of ensuring consistent and highly effective implementation of newly adopted Math HQIM, fully leveraging existing curriculum resources, and strategically addressing pre-existing academic gaps from feeder schools to accelerate student achievement across all subjects.

The root cause lies in the inherent complexities of simultaneously launching a new campus's instructional program, integrating newly adopted High-Quality Instructional Materials (HQIM) in Math, and ensuring seamless vertical and horizontal alignment across all subjects to address diverse academic needs, requiring intense and ongoing professional development and fidelity of implementation.

4
★

The Calfee Middle School staff will require a substantial amount of professional development and campus-based professional development.

The majority of the staff are new to Willis ISD and require training on systems, processes, and curriculum to positively impact the students at Calfee Middle School.

5
★

Despite strong initial community involvement and an active PTO formed from feeder campuses, Calfee Middle School faces the challenge of consistently broadening and deepening family and community engagement beyond foundational activities, ensuring all diverse families feel equally connected, informed, and empowered to actively support student success as the campus grows rapidly.

The root cause lies in the inherent challenge for a new and rapidly growing campus to transition from initial community-building efforts to sustainable, scalable, and equitable engagement strategies that effectively reach and empower all diverse families amidst an increasing student population and evolving community needs.

★ = Priority



Goals

Goal 1

Student Success: We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1 High Priority

For all STAAR testing, 90 % of Calfee students will approach grade level, 60% of students will meet grade level, and 30% of students will master grade level. Campus teachers will provide rigorous tier 1 instruction. By implementing district-adopted curriculum 100% of the time. Campus leaders and teachers will monitor progress on MAP testing and STAAR benchmark exams to ensure students are progressing. We will identify students who drop a performance band and target these students during FOCUS time. Campus leaders will provide targeted training based on deficits as it relates to classroom observations and data.

Evaluation Data Source: Calfee campus leadership and teachers will monitor student achievement through MAP data, EOU assessments, as well as STAAR Interim assessment.

Strategy 1

Calfee teachers will provide targeted intervention during FOCUS time to ensure student needs are met. Campus leaders and teachers will analyze the various EB data points including TELPAS, STAAR and MAP to determine areas of growth. Teachers will use ELlevation instructional strategies to meet our EB populations needs. Our campus EB LPAC teacher will push into classrooms to ensure teachers are meeting the students needs and students are successful.

Strategy's Expected Result/Impact: Calfee will increase by 5% the number of students with a TELPAS rating of advanced or advanced high when compared to the district average

Staff Responsible for Monitoring: Calfee Administration/ Calfee ESL/LPAC Teacher

Problem Statements: Student Achievement 1

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause	
1	<p>Calfee Middle School, as a new campus, must strategically build upon Willis ISD's demonstrated academic improvement and the strong foundation of its feeder elementary schools to ensure its students achieve academic outcomes that consistently contribute to and ideally exceed the district's "C" accountability rating.</p>	<p>The root cause for focus is the necessity for Calfee to rapidly establish highly effective instructional practices, curriculum alignment, and targeted academic interventions that seamlessly leverage the academic strengths of its feeder campuses and directly contribute to the district's ongoing trajectory of improved STAAR accountability ratings.</p>

Performance Objective 2

Calfee teachers, instructional coaches, and campus administration will attend collaborative team meetings a minimum of two days per week to ensure lesson internalization and familiarity with the HQIM.

Evaluation Data Source: Calfee administration will utilize agendas and sign-in sheets as well as student assessments of EOU's as well as MAP data, to quantify the impact of lesson internalization that will result in meeting the STAAR goal of 90/60/30

Strategy 1

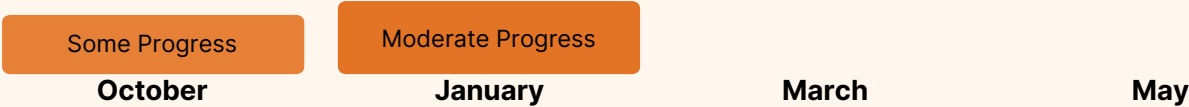
Calfee, teachers, instructional coaches, and campus administration will conduct collaborative team time a minimum of two days per week to ensure lesson internalization and familiarity with the HQIM.

Strategy's Expected Result/Impact: Effective lesson internalization will result in Calfee teachers developing rigorous and engaging lessons that result in student success and ensuring that Calfee student meets the STAAR assessment standard of 90/60/30.

Staff Responsible for Monitoring: Calfee Administration, Calfee Instructional Coaches, Calfee Teachers

Problem Statements: Student Achievement 1

Formative Reviews



Strategy 2

Campus leaders will conduct five weekly learning walks to observe the implementation of the HQIM and provide timely feedback based on the observations.

Strategy's Expected Result/Impact: Implementation, consistency, and feedback of learning walks will result in 100% implementation of HQIM as well as improved student outcomes.

Staff Responsible for Monitoring: Calfee Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Calfee Middle School, as a new campus, must strategically build upon Willis ISD's demonstrated academic improvement and the strong foundation of its feeder elementary schools to ensure its students achieve academic outcomes that consistently contribute to and ideally exceed the district's "C" accountability rating.

The root cause for focus is the necessity for Calfee to rapidly establish highly effective instructional practices, curriculum alignment, and targeted academic interventions that seamlessly leverage the academic strengths of its feeder campuses and directly contribute to the district's ongoing trajectory of improved STAAR accountability ratings.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Despite a robust foundational framework and district-wide support, Calfee Middle School faces the challenge of ensuring consistent and highly effective implementation of newly adopted Math HQIM, fully leveraging existing curriculum resources, and strategically addressing pre-existing academic gaps from feeder schools to accelerate student achievement across all subjects.

The root cause lies in the inherent complexities of simultaneously launching a new campus's instructional program, integrating newly adopted High-Quality Instructional Materials (HQIM) in Math, and ensuring seamless vertical and horizontal alignment across all subjects to address diverse academic needs, requiring intense and ongoing professional development and fidelity of implementation.

Performance Objective 3

During the 2025-2026 school year, the Calfee staff will collaborate to develop classroom norms, routines, and procedures to be implemented 100% campus-wide.

Evaluation Data Source: Behavior coalition agendas, posting of school-wide procedures and expectations, and monthly grade level meetings to reinforce and model expectations, as well as discipline data.

Strategy 1

By September 2025 Calfee will establish a behavior coalition to ensure the student code of conduct is implemented. The MTSS school-wide expectations are aligned to the district student code of conduct. We will have a monthly meeting cadence to review campus behavior data.

Strategy's Expected Result/Impact: The expected impact is a targeted and collaborative approach to behavior that results in a safe learning environment, as well as increased student belonging, leading to a 95% or higher attendance rate.

Staff Responsible for Monitoring: Calfee administration

Problem Statements: School Culture and Climate 1

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

By May 2026 100% of all safety and required drills will be completed. Safety drills will be conducted monthly, and campus leaders will monitor and adjust procedures based on findings. Administrators will work collaboratively with the campus SRO to establish positive relationships and effective implementation of lockdown protocols.

Strategy's Expected Result/Impact: Due to the effective implementation of safety drills, both Calfee students, staff, and stakeholders will feel safe and supported, resulting in increased student and staff engagement.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 3

During the 2025-2026 school year, 100% of Calfee teachers will implement strategies from Get Better Faster to establish and reinforce strong classroom norms, routines, and procedures that align with campus-wide expectations.

Strategy's Expected Result/Impact: By ensuring the effective implementation of Get Better Faster strategies, it will result in effectively structured classrooms and provide support for both veteran and novice educators on the Calfee staff. This will lead to fewer classroom management incidents and increased teacher well-being.

Staff Responsible for Monitoring: Calfee administration, Calfee Teachers

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Calfee Middle School faces the challenge of proactively establishing and sustaining a cohesive, inclusive school culture and positive campus climate that can effectively adapt to the rapid projected student growth and continuous integration of new staff and families.

The root cause lies in the inherent complexities of rapidly scaling a new school's culture and climate while simultaneously integrating into a fast-growing school district, potentially diluting initial cultural norms and straining existing resources without scalable systems for cultural integration.

Performance Objective 4

Throughout the 2025-2026 school year, Calfee teachers and students will appropriately implement technology daily to ensure students are able to gain and leverage skills that can enhance instruction and student engagement.

Evaluation Data Source: Through classroom observations, Collaborative team meetings, as well as coaching cycle with the Calfee staff

Strategy 1

Starting in August 2025 and continuing through May 2026, Calfee teachers will utilize technology to create engaging lessons for rigorous instruction through weekly instructional coaching sessions, held a minimum of once per month.

Strategy's Expected Result/Impact: Both Calfee teachers and students will build their capacity to effectively utilize technology, which will result in an increase in student engagement and higher academic performance on both formal and informal assessments.

Staff Responsible for Monitoring: Calfee Administration as well as Calfee Instructional Technology Coach.

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 2

Calfee will provide 100% of students with equitable access to technology and ensure students receive explicit instruction in digital citizenship, empowering them to utilize digital tools responsibly.

Strategy's Expected Result/Impact: A 5% reduction in incidents of misuse of technology and cyberbullying when compared to the district average for other Willis ISD secondary campuses.

Staff Responsible for Monitoring: Calfee Administration as well as Calfee Instructional Technology Coach.

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3

Create and implement cybersecurity safety plan that complies with the Texas Safety Center by September 30 2025.

Strategy's Expected Result/Impact: A prioritization and awareness of cybersecurity and safety for the Calfee staff and students that results in 100% plan implementation, which results in effective utilization of technology.

Staff Responsible for Monitoring: Calfee Administration as well as Calfee Instructional Technology Coach.

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 5

Campus leadership and teachers will ensure that 100% of special education students' IEPs and BIPs are implemented with fidelity. Sixth graders will take a 90-minute block of math and ELA and receive intervention during this time in addition to initial instruction. Seventh- and eighth-grade students will receive accelerated instruction during FOCUS time.

Evaluation Data Source: Implementation of special education students' IEP and BIP, along with the instructional support of the campus master schedule, will ensure an increase in academic performance of Calfee's special education population. 60 percent of Calfee's special education population will meet the targeted growth for their 25-26 MAP data.

Strategy 1

Utilizing IXL to support both general education and special education students academic performance gaps.

Strategy's Expected Result/Impact: The consistent use of IXL as an intervention tool will result in customized support to improve academic performance gaps of special education students.

Staff Responsible for Monitoring: Calfee Administration and Special Education Case Managers.

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 6 High Priority

The Calfee Attendance Committee will meet monthly to track attendance trends and develop monthly incentives for students to increase attendance. Campus leaders will work with the attendance clerk to ensure guardians receive the appropriate communication for multiple unexcused absences. Home visits will be conducted by campus leadership for students who are chronically absent. Calfee ADA will be at 96%.

Evaluation Data Source: Campus Attendance Reports, Home visit log by administration

Strategy 1 Targeted Support Strategy

The Calfee administration will run a weekly excessive absence report to identify students who have missed five or more absences and begin a targeted intervention plan.

Strategy's Expected Result/Impact: This will ensure effective communication between the campus and families in need of support.

Staff Responsible for Monitoring: Calfee administration and Calfee attendance clerk.

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Calfee Middle School faces the challenge of proactively establishing and sustaining a cohesive, inclusive school culture and positive campus climate that can effectively adapt to the rapid projected student growth and continuous integration of new staff and families.

The root cause lies in the inherent complexities of rapidly scaling a new school's culture and climate while simultaneously integrating into a fast-growing school district, potentially diluting initial cultural norms and straining existing resources without scalable systems for cultural integration.

Performance Objective 7

By the Spring of 2026, Calfee staff will increase the number of students taking CTE and advanced academic courses, including those for high school credit, by 10%. Additionally, increase the number of students taking advanced placement courses. Campus leadership and teachers will monitor student performance in those courses to ensure students are successful.

Evaluation Data Source: Student enrollment in CTE and advanced academics will be monitored through course requests. As well as leveraging testing data

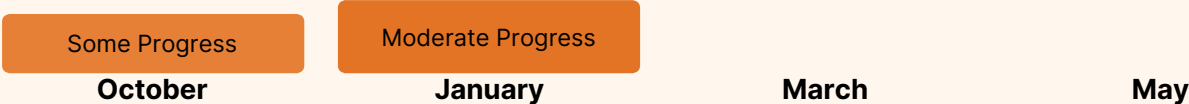
Strategy 1

Through a course selection process that ensures communication to both parents and students, as well as targeting students with high-level MAP scores, steering them towards advanced courses.

Strategy's Expected Result/Impact: This approach will result in meeting our program growth goals for CTE and advanced academic courses.

Staff Responsible for Monitoring: Calfee Department Chairs, Calfee Administration, Calfee Counselors

Formative Reviews



Goal 2

Financial Stewardship: We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

Financial Transparency: By May 2026, Calfee Middle School will increase financial transparency by publishing at least three community-facing financial communication tools (e.g., budget summaries, funding allocations, expenditure highlights) and conducting two stakeholder engagement events (e.g., parent forums, PTA budget reviews) to ensure that 90% of stakeholders surveyed report increased understanding and confidence in how campus funds are allocated and utilized to support student success.

Evaluation Data Source: Campus Budget Allocations

Strategy 1

By May 2026, Calfee campus leaders will provide three community-facing financial communication tools. The community will have access to budget summaries, funding allocations, and expenditure highlights.

Strategy's Expected Result/Impact: By May 2026, Calfee Middle School will enhance financial transparency by providing the community with budget summaries, funding allocations, and expenditure highlights. This will increase community access to and understanding of the school's finances.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

No Progress

October

No Progress

January

March

May

Strategy 2

Campus leaders will host two stakeholder engagement events, which include parent forums and PTA budget reviews, to ensure that 90% of stakeholders surveyed report increased understanding and confidence in how campus funds are allocated and utilized to support student success.

Strategy's Expected Result/Impact: By May 2026, Calfee Middle School will host two stakeholder engagement events, including parent forums and PTA budget reviews. These events are designed to boost understanding and confidence, with the goal that 90% of surveyed stakeholders will report increased understanding and confidence in how campus funds are allocated and utilized to support student success.

Staff Responsible for Monitoring: Calfee administration

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 2

During the 2025-2026 school year. The Calfee principal will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Evaluation Data Source: Calfee Campus Budget, Calfee social media communication, Calfee meeting agendas.

Strategy 1

Establish strong community partnerships with local businesses, non-profits, and civic organizations to provide support, donations, or shared services that reduce campus expenditures while enhancing student programs and success.

Strategy's Expected Result/Impact: By May 2026, Calfee Middle School will establish at least five new strong community partnerships with local businesses, non-profits, and civic organizations. These partnerships will result in a minimum 10% reduction in identified campus expenditures through secured donations or shared services, and will directly support at least three new or expanded student programs (e.g., after-school enrichment, mentorship, career exposure opportunities), with student participation in these programs increasing by 15%.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

Distribute an annual survey to community members to gather input on budget priorities and perceptions of resource allocation fairness and impact. Use survey results to inform adjustments to financial planning and to ensure spending reflects stakeholder priorities.

Strategy's Expected Result/Impact: By May 2026, Calfee Middle School will distribute an annual community budget survey to our parents, aiming for a minimum response rate of 20%. Following the survey, at least three specific adjustments will be made to the annual financial plan based on community input, and subsequent surveys will show a 10% increase in the percentage of respondents who report improved perceptions of resource allocation fairness and impact compared to the previous year's baseline.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

No Progress

October

No Progress

January

March

May

Performance Objective 3

Calfee will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Evaluation Data Source: CIP meeting agenda

Strategy 1

Campus leaders will host quarterly meetings with all stakeholders to share CIP progress as well as campus budget allocations that support the CIP.

Strategy's Expected Result/Impact: This transparency and sharing of CIP data on a quarterly basis will ensure that adjustments are made if budget allocations do not result in at least a minimum of 5% positive student outcomes when compared to the district secondary campus average.

Staff Responsible for Monitoring: Calfee school administration

Formative Reviews

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Strategy 2

The Calfee administration will post CIP updates to the campus Webpage after each CIP meeting. By June 2026, all CIP updates will be available via the Calfee webpage.

Strategy's Expected Result/Impact: By posting CIP updates, it will increase community awareness and transparency.

Staff Responsible for Monitoring: Calfee Administration and Calfee Webmaster

Formative Reviews

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Performance Objective 4

By September 2025, the Calfee administration will establish a communication committee to ensure alignment and effective communication with key stakeholders.

Evaluation Data Source: Calfee staff meeting agenda, social media posts, and the utilization of FinalSite communication application.

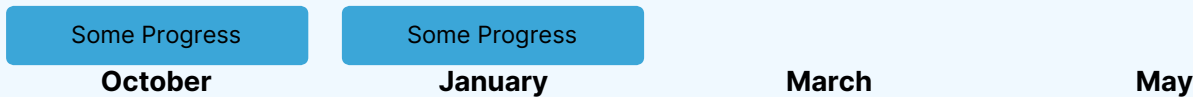
Strategy 1

Calfee Campus leaders will share a minimum of 5 updates and campus highlights through social media per week.

Strategy's Expected Result/Impact: Consistent communication with stakeholders on events, academic success, as well as athletic success. This cycle of social media engagement will help establish a positive campus brand within the Willis community.

Staff Responsible for Monitoring: Calfee Communication Team

Formative Reviews



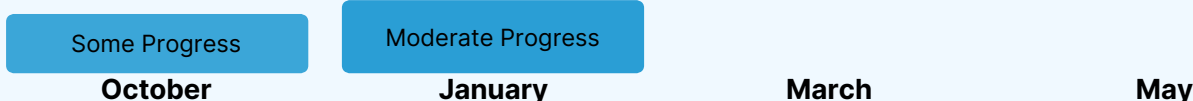
Strategy 2

The Calfee Communication Committee will be responsible for sending out a weekly campus newsletter that informs all stakeholders of financial spending.

Strategy's Expected Result/Impact: A weekly newsletter cycle will ensure that students, staff, and stakeholders are aware of events, student and staff celebrations, and campus surveys that result in consistent communication and stakeholder engagement.

Staff Responsible for Monitoring: Calfee Administration, Calfee Communications team.

Formative Reviews



Performance Objective 5

By the end of the academic year, demonstrate a measurable improvement in student academic progress based on BOY, MOY, and EOY MAP scores, a 10% enhancement in positive student behavior indicators, and a 15% rise in active family participation on surveys tracked through school data systems and stakeholder feedback.

Evaluation Data Source: District/Campus Surveys, MAP data

Strategy 1

Calfee will ensure academic growth of our students by recruiting, retaining, and rewarding highly qualified teachers through TIA.

Strategy's Expected Result/Impact: Calfee students on MAP, out perform the district average by five percent. Calfee students will outperform on district benchmark assessments by 5% when compared to the district average

Staff Responsible for Monitoring: Calfee Administration, Instructional Coaches, Calfee Teachers

Formative Reviews

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Strategy 2

Calfee will engage families in learning by hosting family engagement nights once per semester.

Strategy's Expected Result/Impact: The expected result and impact is to allow parents to engage with the HQIM curriculum, and to understand the various ways they can support their children with their academic growth.

Staff Responsible for Monitoring: Calfee administration

Formative Reviews

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Performance Objective 6 High Priority

Recruit, retain, reward highly qualified teachers (TIA)

Evaluation Data Source: Current Calfee staff teacher certifications.

Strategy 1

Support new staff through campus-mandated mentor program that meets twice a month over specialized topics.

Strategy's Expected Result/Impact: Intentional ongoing year-long support will result in retaining qualified educators for Calfee.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

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Goal 3

Development: We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

Performance Objective 1

By the end of 25-26, Calfee staff will collaborate to develop BOY, MOY, and EOY student goals both academically and socially.

Evaluation Data Source: Calfee MAP data

Strategy 1

Throughout the 2025-2026 school year, students will regularly monitor their academic progress and set personalized goals based on their BOY, MOY, and EOY performance data, fostering ownership of learning and a growth mindset.

Strategy's Expected Result/Impact: Students will gain ownership and understand through the goal-setting process, which will result in an academic performance gain of 5 % on previous MAP data.

Staff Responsible for Monitoring: Calfee Administration, Calfee Teachers

Formative Reviews

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Strategy 2

Every 9 weeks, all 6th-, 7th-, and 8th-grade students will complete a personal tracker to reflect on their academic and career goals.

Strategy's Expected Result/Impact: This will ensure alignment with CCMR goals and establish a clear academic pathway for all Calfee students.

Staff Responsible for Monitoring: Calfee Administration, Calfee Counselors

Formative Reviews

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Performance Objective 2

Targeted Student Development: Calfee staff, by the end of the 2025-2026 school year, will ensure targeted student development both socially and academically through the use of HQIM and targeted EQ curriculum

Evaluation Data Source: EQ curriculum, HQIM pacing calendar

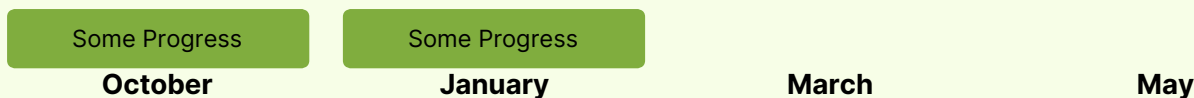
Strategy 1

By May 2026 Calfee Counselors will implement a year-long EQ curriculum that will be administered by Calfee staff to ensure student well-being.

Strategy's Expected Result/Impact: Students will develop a greater sense of belonging and acquire the skills necessary to self-regulate their behavior. This strategy is expected to reduce behavior infractions by 10% compared to the district average.

Staff Responsible for Monitoring: Calfee Counselors, Calfee Behavior Coalition

Formative Reviews



Strategy 2

Throughout the 2025-2026 school year, Calfee staff will utilize minga

Strategy's Expected Result/Impact: The utilization of Minga will reinforce campus school-wide expectations as well as provide positive incentives for students who are meeting expectations. Leveraging this tool will result in supportive classroom environments at Calfee.

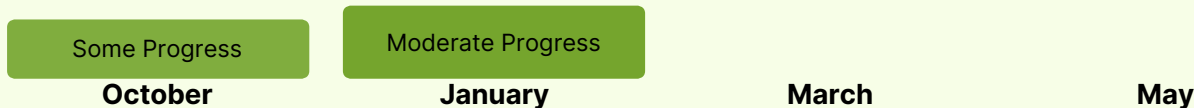
Staff Responsible for Monitoring: Calfee Administration/ Calfee Teachers

Funding Sources: Minga State Comp Ed,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 High Priority

Throughout the 2025-2026 school year, the Calfee administration will ensure that 100% of Professional Development supports HQIM and aligns with the Effective Schools Framework.

Evaluation Data Source: The Calfee Administration will develop a Professional Development calendar and Professional Development agendas throughout the school year.

Strategy 1

Calfee teachers will engage in targeted and aligned PD to ensure effective implementation of HQIM.

Strategy's Expected Result/Impact: Engagement of consistent and effective HQIM PD will ensure 100% implementation by the end of the 2025-2026 school year.

Staff Responsible for Monitoring: Calfee Administration

Problem Statements: Student Achievement 1

Formative Reviews

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Strategy 2

The Calfee administration will complete observation and feedback cycles by the end of the first semester of the 2025-2026 school year, resulting in targeted professional development to ensure staff support.

Strategy's Expected Result/Impact: By completing observation and feedback cycles, teachers' instructional capacity will increase, resulting in rigorous and impactful lessons for their students.

Staff Responsible for Monitoring: Calfee administration

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Calfee Middle School, as a new campus, must strategically build upon Willis ISD's demonstrated academic improvement and the strong foundation of its feeder elementary schools to ensure its students achieve academic outcomes that consistently contribute to and ideally exceed the district's "C" accountability rating.

The root cause for focus is the necessity for Calfee to rapidly establish highly effective instructional practices, curriculum alignment, and targeted academic interventions that seamlessly leverage the academic strengths of its feeder campuses and directly contribute to the district's ongoing trajectory of improved STAAR accountability ratings.

Performance Objective 4

Mentorship/Internship: By the end of the 2025-2026 school year, Calfee will have initiated the mentorship/ internship partnership to increase the number of available mentors by 25%, ensuring that Calfee students can connect with and receive support both socially and academically.

Evaluation Data Source: Mentor event agendas

Strategy 1

Through career day partnerships, students will be exposed to various trades, professions and opportunities within the Willis community.

Strategy's Expected Result/Impact: This will ensure that students understand there are various educational pathways available at Calfee and in the future at Willis HS that can lead to productive and successful careers. This awareness will increase enrollment in CTE and CCMR courses.

Staff Responsible for Monitoring: Calfee Administration and Calfee Counselors

Formative Reviews

No Progress	No Progress		
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Strategy 2

Calfee will create and solicit a mentor pipeline to support student career exploration, readiness, and goal setting by connecting students with professionals who can provide guidance, real-world insights, and long-term mentorship opportunities.

Strategy's Expected Result/Impact: This mentor partnership will increase enrollment in CTE courses for the 2026-2027 academic year.

Staff Responsible for Monitoring: Calfee administration, Calfee Counselors

Formative Reviews

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Performance Objective 5

By the end of the 2025-2026 school year, Calfee Middle School will conduct two major academic Community Engagement events for students and parents.

Evaluation Data Source: Community engagement agendas, as well as event sign-in documents

Strategy 1

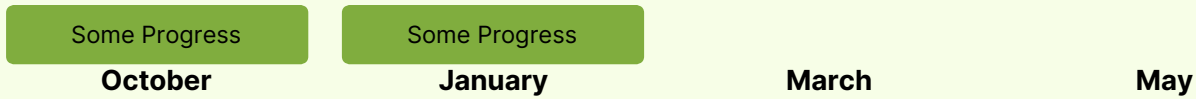
During the 2025- 2026 school year, the Calfee administration will conduct volunteer and campus engagement events throughout the year to ensure a pipeline of volunteers and stakeholders to improve campus culture.

Strategy's Expected Result/Impact: The implementation of this campus strategy will result in a positive relationship between Calfee students, staff and stakeholders, as well as ensure community engagement and a positive school culture.

Staff Responsible for Monitoring: Calfee administration

Problem Statements: Family and Community Engagement 1

Formative Reviews



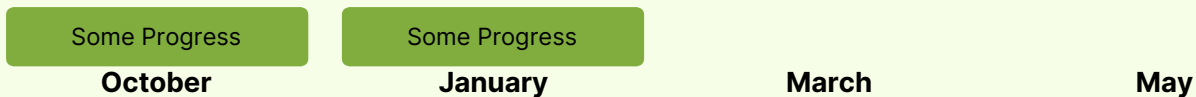
Strategy 2

Conduct volunteer awareness meetings with NJHS, student council, FCA and other various student organizations. These meetings will lead to collaboration between Calfee students, staff and community stakeholders.

Strategy's Expected Result/Impact: This collaboration will lead to a positive campus culture and a positive image in the community.

Staff Responsible for Monitoring: Calfee Administration, Calfee Staff Sponsors

Formative Reviews



Performance Objective 5 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Despite strong initial community involvement and an active PTO formed from feeder campuses, Calfee Middle School faces the challenge of consistently broadening and deepening family and community engagement beyond foundational activities, ensuring all diverse families feel equally connected, informed, and empowered to actively support student success as the campus grows rapidly.

The root cause lies in the inherent challenge for a new and rapidly growing campus to transition from initial community-building efforts to sustainable, scalable, and equitable engagement strategies that effectively reach and empower all diverse families amidst an increasing student population and evolving community needs.

Performance Objective 6 ✔ High Priority

Calfee Administration and staff during the 2025-2026 school year will track and utilize data to determine needs for enrichment, intervention, and remediation based on students' individualized needs that align 100% with HB1416 requirements.

Evaluation Data Source: 2024-2025 STAAR Data.

Strategy 1

The Calfee administration will develop a master schedule that supports the instructional needs of 100% of our students, aligning with HB1416, and group students based on their enrichment and instructional needs.

Strategy's Expected Result/Impact: The targeted interventions, as well as enrichments, will increase academic outcomes for all Calfee students.

Staff Responsible for Monitoring: Calfee Administration.

Problem Statements: Student Achievement 1

Formative Reviews

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Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Calfee Middle School, as a new campus, must strategically build upon Willis ISD's demonstrated academic improvement and the strong foundation of its feeder elementary schools to ensure its students achieve academic outcomes that consistently contribute to and ideally exceed the district's "C" accountability rating.

The root cause for focus is the necessity for Calfee to rapidly establish highly effective instructional practices, curriculum alignment, and targeted academic interventions that seamlessly leverage the academic strengths of its feeder campuses and directly contribute to the district's ongoing trajectory of improved STAAR accountability ratings.

Goal 4

Relationship: We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

Emotional & Physical Safety: By June 2026, Calfee Middle School will implement district-wide safety protocols and inclusive practices that lead to all stakeholders feeling physically safe, emotionally supported, and respected

Evaluation Data Source: Campus drill logs, campus trainings for staff, and posted school-wide expectations.

Strategy 1

Throughout the 2025- 2026 school year, to ensure student emotional and physical safety, Calfee administration will communicate with staff and students the importance of drills and develop a calendar of announced and unannounced drills.

Strategy's Expected Result/Impact: By utilizing the RAPTOR drill manager, staff will be aware of drills to understand when drills will take place and the importance of campus safety.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

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Strategy 2

During the 2025-2026 school year, Calfee administration will share with parents and stakeholders on social media and in weekly newsletters the importance of preparedness and safety protocols that are in place at Calfee to ensure their students' safety. These updates will occur no less than four times during the year.

Strategy's Expected Result/Impact: Implementation of this strategy will result in better communication and transparency with the community as well as help student gain an understanding of the importance of campus safety

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

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Performance Objective 2

Community Relations: By the end of the 2025-2026 school year, the Calfee administration and staff will ensure that there is a minimum of one PTO per month, along with a minimum of two campus events with members of the Calfee family.

Evaluation Data Source: Calfee PTO development and agenda meetings

Strategy 1

Develop a strong and vibrant PTO to establish relationships with all stakeholders to positively support the educational experience of all students.

Strategy's Expected Result/Impact: By developing a strong collaborative PTO, both students, staff, and community will feel supported. By having a strong campus culture and partnership, it will ensure an average staff attendance rate of 90%

Staff Responsible for Monitoring: Calfee administration, Calfee PTO

Formative Reviews

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Strategy 2

Calfee leadership will foster and ensure a lasting relationship with the Calfee Family to reinforce campus and community pride by inviting members of the Calfee family to a minimum of two campus events per school year..

Strategy's Expected Result/Impact: This relationship will develop a positive school culture and campus pride that supports both students and staff.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews

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Performance Objective 3

Expectations and Feedback: Throughout the 2025-2026 school year, both Calfee students and staff will be provided with expectations and feedback that ensure both social and academic success.

Evaluation Data Source: Teacher Observation List, Professional Development Agendas, Calfee School-Wide expectations.

Strategy 1

Calfee staff will receive a minimum of two PD to strengthen educators' skills in building genuine relationships and effective mentorship to support student success and a collaborative school environment

Strategy's Expected Result/Impact: Calfee campus culture will be welcoming and positive, resulting in an average daily attendance rate of 95%.

Staff Responsible for Monitoring: Calfee Administration

Problem Statements: School Culture and Climate 1

Formative Reviews

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Strategy 2

By May 2026, the Calfee behavior coalition will ensure that it sets clear expectations and provides consistent feedback to both students and staff through monthly grade-level assemblies.

Strategy's Expected Result/Impact: Both students and staff will understand school-wide expectations as well as collaborate to ensure campus safety.

Staff Responsible for Monitoring: Calfee administration, Calfee Behavior Coalition

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Calfee Middle School faces the challenge of proactively establishing and sustaining a cohesive, inclusive school culture and positive campus climate that can effectively adapt to the rapid projected student growth and continuous integration of new staff and families.

The root cause lies in the inherent complexities of rapidly scaling a new school's culture and climate while simultaneously integrating into a fast-growing school district, potentially diluting initial cultural norms and straining existing resources without scalable systems for cultural integration.

Performance Objective 4

Professional Development/Mentors: By the end of the 2025-2026 school year, Calfee administration will provide effective professional development for Calfee staff and develop a robust mentor pipeline with a minimum of 10 consistent mentors.

Evaluation Data Source: Calfee agendas and visitor logs

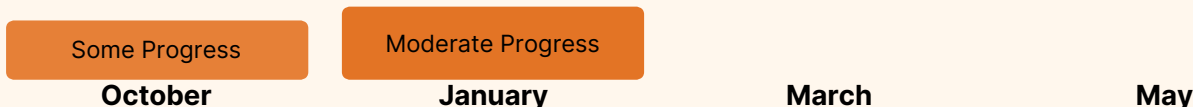
Strategy 1

Calfee will connect with the district liaison to host monthly mentor meetings to develop a positive sense of community and belonging.

Strategy's Expected Result/Impact: Calfee will have increased collaboration with the community, as well as students gaining skills to have positive relationships with adults.

Staff Responsible for Monitoring: Calfee Administration and Calfee Counselors

Formative Reviews



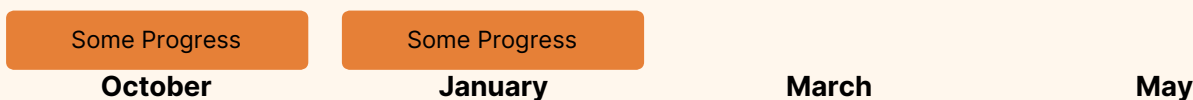
Strategy 2

By May 2026, Calfee Administration will Strengthen educators' skills in building genuine relationships and effective mentorship to support student success and a collaborative school environment

Strategy's Expected Result/Impact: Implementing a proper mentor program aligned with professional development will result in the retention of novice teachers at Calfee Middle School

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews



Performance Objective 5

By August 2025, Calfee staff will be provided an opportunity through surveys, campus assessment data, behavior, and attendance to have input in the development of effective and impactful professional development each nine weeks.

Evaluation Data Source: surveys, campus assessment data, behavior, and attendance

Strategy 1

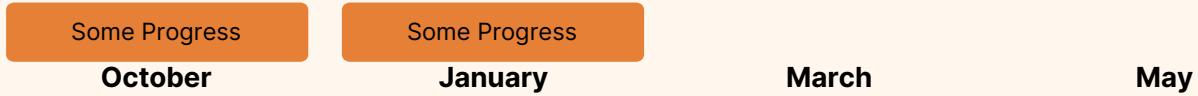
By August 2025, the leadership team will have identified the top three most requested and data-supported professional development themes for the upcoming school year's first nine-week

cycle, directly reflecting staff input and campus needs.

Strategy's Expected Result/Impact: Professional development will be highly relevant and immediately applicable to staff's daily challenges, leading to increased engagement in PD sessions and a more direct impact on instruction, student behavior management, and attendance improvement.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews



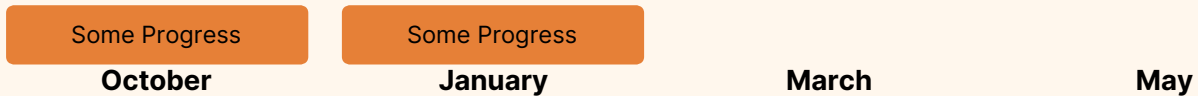
Strategy 2

By August 2025, a detailed, staff-developed professional development plan for the first nine-week cycle will be finalized, incorporating specific strategies to address identified areas in instruction, behavior, or attendance.

Strategy's Expected Result/Impact: Increased staff ownership and investment in professional learning, fostering a culture of continuous improvement driven by practitioner expertise, and ensuring PD content directly translates into actionable strategies that positively affect student outcomes.

Staff Responsible for Monitoring: Calfee Administration

Formative Reviews



Goal 5 Communication: We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

By May 2026, Calfee Middle School will implement documented two-way communication regarding student academic and behavioral feedback between school staff (teachers, administrators, counselors) and parents/guardians as measured by communication logs, parent-teacher conference records, and digital communication platforms. This objective aims to ensure feedback is intentional, consistent, and easily accessible to all stakeholders.

Evaluation Data Source: Calfee Finals site app utilization data

Strategy 1

By the end of the first quarter, at least 100% of teachers will be consistently using Canvas to share Week At A Glance information as well as feedback surveys to both students and parents each semester.

Strategy's Expected Result/Impact: By May 2026, reach a 90% parent/guardian acknowledgment rate for digitally delivered academic and behavioral feedback, and ensure that 60% of parents respond or follow up through the platform within 48 hours of the notification.

Staff Responsible for Monitoring: Calfee administration

Formative Reviews

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Performance Objective 2

By May 2026, Calfee Middle School will have achieved consistent parent and guardian engagement through school-wide communications by implementing and utilizing analytics from streamed events, as well as the consistent use of a centralized communication platform.

Evaluation Data Source: Utilize finals site platform data.

Strategy 1

Utilize analytics from streamed events to identify parent engagement patterns and tailor communication content, timing, and format through the centralized platform.

Strategy's Expected Result/Impact: 20% increase in unique parent/guardian views/attendees for streamed events and a 15% increase in survey responses by May 2026.

Staff Responsible for Monitoring: Calfee Key Communicator

Formative Reviews

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Strategy 2

Promote centralized platform adoption across all school communication channels, and regularly solicit parent feedback on communication preferences to continuously refine strategies.

Strategy's Expected Result/Impact: 80% centralized platform adoption rate and a 25% increase in positive communication feedback by May 2026.

Staff Responsible for Monitoring: Calfee Key Communicator

Formative Reviews

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Performance Objective 3

By May 2026, Calfee Middle School will ensure that 100% of critical school-wide communications are distributed through a unified digital platform, resulting in positive in parent and guardian access and engagement.

Evaluation Data Source: Finals site campus messaging data dashboard

Strategy 1

Identify a Calfee key communicator for the campus to ensure consistent messaging is delivered to 100% of Calfee stakeholders and Calfee staff.

Strategy's Expected Result/Impact: Assigning a key communicator will ensure that there is a central point of contact for Calfee as well ensuring that effective communication is shared with 100% of Calfee stakeholders and Calfee staff.

Staff Responsible for Monitoring: Calfee key communicator and Calfee Principal

Formative Reviews

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Strategy 2

By the end of the 2025-2026 school year, the Calfee Key communicator will establish a communication team and submit weekly updates to be included via social media, campus smore, and school website.

Strategy's Expected Result/Impact: By leveraging a communication team, it will ensure that all areas of campus life, as well as essential information, is communicated effectively.

Staff Responsible for Monitoring: Calfee Key Communicator, and Calfee Principal

Formative Reviews

