

Calallen Independent School District



Calallen High School

Accountability Rating: A

Distinction Designation:

Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

To develop character, encourage life-long learning, and create well-rounded, productive members of society.

Vision

Intentionally empowering today to excel tomorrow.

Value Statement

Calallen: a place where *teachers* care!

Teachers are excited and enthusiastic about their subjects and bring in creative/new challenging material to the classroom.

Students are motivated through student-led activities.

Students are academically challenged by rigorous learning environment.

Students are actively engaged in meaningful instruction and are allowed to explore their potential without fear or ridicule.

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Comprehensive Needs Assessment

Culture of Performance & Preparedness

Summary

Calallen High School achieved an outstanding level of recognition, with an A rating by TEA, and received 6 out of the 7 performance acknowledgements. This accomplishment is a testament to the hard work and dedication of our students, faculty, and staff, and it reflects our commitment to maintaining high standards of academic excellence and overall school performance.

Our school has also excelled in preparing students for life beyond high school, as evidenced by our impressive 90.5% rating in College, Career, and Military-Readiness. This achievement highlights our effective curriculum and the support systems we have in place to ensure that our students are well-equipped for their future endeavors, whether they choose to pursue higher education, enter the workforce, or serve in the military.

In an effort to foster a vibrant and inclusive school community, we have provided opportunities for clubs and organizations to host tables during student registration. This initiative allows students to explore various extracurricular activities and become actively involved in school life, promoting a sense of belonging and encouraging personal growth outside the classroom.

We have taken significant steps to enhance the safety and well-being of our students and staff by implementing a comprehensive Behavioral Threat Assessment team. Our counselors are utilizing TCHAT for tier 2 and 3 services, ensuring that students receive the necessary support for counseling and mental health. Additionally, we have installed metal detectors at all entrances and have a safety officer on campus at all times, demonstrating our commitment to creating a secure and supportive learning environment.

Strengths

Our school has successfully implemented a district-wide, grant-developed Calallen ISD Mathematics Framework, which has been instrumental in enhancing our mathematics instruction. Teachers have been thoroughly trained and equipped with hands-on teaching strategies, allowing them to deliver more engaging and effective lessons. This initiative has not only improved the quality of mathematics education but also fostered a more interactive learning environment for our students.

We have also introduced pre-planning time specifically for EOC/STAAR tested subjects. This strategic allocation of time allows our educators to meticulously plan and prepare, ensuring that they can deliver high-quality instruction that aligns with state standards. This preparation is crucial in helping our students achieve their best possible outcomes in these critical assessments.

Our Career and Technical Education (CTE) programs have been realigned to ensure that students can achieve completer status and obtain industry-based certifications. This realignment ensures that our programs are relevant and aligned with industry standards, providing our students with the skills and qualifications they need to succeed in the workforce. As a result, we have seen a significant increase in the number of students who successfully earn industry-based certifications, reflecting our commitment to preparing students for future career success.

Communication with our school community is a priority, and we regularly utilize ParentSquare, social media, and Calallen TV to highlight the achievements of our clubs and organizations, as well as campus and district events. These platforms also serve as valuable tools for encouraging parental and community involvement, ensuring that everyone is informed and engaged in the educational process.

Recognizing the importance of mental health, we have created fully-functional Zen Dens for both staff and students. The staff Zen Den provides a space for mental health support and relaxation, promoting well-being and reducing stress among our educators. Similarly, the student Zen Den offers a calming environment where students can take breaks and learn relaxation strategies, supporting their emotional and mental health.

To further support our students' well-being, we hosted a campus-wide speaker event focused on raising awareness about drug and suicide prevention. This initiative emphasized the importance of being "All in" for kids, reinforcing our commitment to creating a safe and supportive environment for all students. Through these efforts, we aim to equip our students with the knowledge and resources they need to make healthy and informed choices.

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1 ★ CISD is seeing a decrease in student enrollment and attendance.	Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options
2 ★ CISD has a gap in postsecondary readiness indicators.	Students are not meeting TSI, CCMR, AP achievement criterion
3 ★ College readiness testing (scores) SAT, ACT and TSIA2 scores are not where they need to be.	Teacher buy-in and curriculum alignment, coupled with the need for guided practice.
4 ★ STAAR results are dropping from Masters to Meets (or lower).	Vertical alignment issues, time and resources, emphasis placed on lower achieving students.

★ = Priority

Culture of Faculty & Staff Commitment

Summary

This year, we successfully completed our annual staff survey, which plays a crucial role in addressing the climate and culture within our school. The insights gathered from this survey are invaluable as they help us understand the needs and concerns of our staff, allowing us to create a more supportive and positive working environment.

In our ongoing efforts to support teacher wellness, we have established the Zen Den, a dedicated space where staff can take mental health breaks. This initiative is designed to provide a peaceful environment where teachers can recharge and manage stress, ultimately enhancing their overall well-being and effectiveness in the classroom.

We have also increased the frequency of walkthroughs within our school. This initiative is aimed at fostering a culture of continuous improvement and support, allowing us to provide timely feedback and identify areas where teachers may need additional resources or assistance.

Our participation in the Teacher Incentive Allotment (TIA) reflects our commitment to recognizing and rewarding the hard work and dedication of our educators. By engaging in this program, we aim to incentivize excellence in teaching and support our teachers in their professional growth.

To further support mental health, we have implemented an AI tool, Alongside, which is available to all staff. This proactive measure is designed to identify and address mental health needs early on, ensuring that our staff has the necessary support to thrive both personally and professionally.

Strengths

Our school has made a concerted effort to provide intentional time for teachers to collaborate in Professional Learning Communities (PLCs). This dedicated time allows educators to engage in meaningful discussions, share best practices, and develop strategies that enhance student learning. We have also allocated additional time specifically for EOC tested subjects, ensuring that teachers in these areas have the support and resources they need to effectively prepare students for these critical assessments.

We have empowered our staff by organizing staff-led professional development (PD) days that focus on pertinent topics relevant to our educational goals. This approach not only fosters a culture of continuous learning and professional growth but also allows our educators to take ownership of their development, tailoring sessions to address the specific needs and challenges they face in the classroom.

To further support our staff, we have implemented intentional incentives that recognize and reward attendance and performance. These incentives serve as a motivational tool, encouraging teachers to maintain high standards of professionalism and dedication, ultimately benefiting our students' educational experiences.

Understanding the importance of a positive work environment, we have introduced morale-boosting activities such as ice cream socials and luncheons. These events provide opportunities for staff to relax, connect, and build camaraderie, contributing to a supportive and collaborative school culture.

Finally, we have increased the frequency and intentionality of classroom walk-throughs, focusing on effective classroom strategies and best practices. These walk-throughs are designed to provide constructive feedback and support to teachers, promoting an environment of continuous improvement and excellence in teaching.

Problem Statements Identifying Culture of Faculty & Staff Commitment Needs

Problem Statement	Root Cause
1 ★ Special Education staffing has remained stagnant, while student needs have increased (20% of CISD enrollment receives special education services)	increased testing and identification of students, as well as expanded state criteria to qualify for special education services
2 ★ Increased emphasis on physical, mental, and social health and wellness for student, faculty, and staff.	Increased rates of anxiety and depression across the country, uncertainty of the world around us, people taxed with doing more with less

★ = Priority

Community Engagement & Commitment

Summary

Our dedicated teachers have demonstrated their commitment to enhancing educational opportunities by successfully applying for and receiving grant funding from the Calallen Education Foundation. This funding will enable us to implement innovative programs and resources that directly benefit our students' learning experiences.

Calallen High School has been proactive in fostering a strong school community by hosting a variety of events throughout the year. These include Meet The Teacher, Open House, FAFSA Night, College Night, Junior and Senior Parent Night, and grade level award ceremonies. Each event is designed to engage students and parents, providing them with valuable information and opportunities to connect with educators and peers.

To support a smooth transition from middle school to high school, we have organized an 8th grade parent night. This event is crucial in preparing both students and their families for the changes and challenges that come with entering high school, ensuring they feel informed and supported during this pivotal time.

Our Health Fair is a testament to our commitment to student well-being, as we collaborate with community entities to provide essential health services. During this event, students have the opportunity to receive free athletic physicals, ensuring they are ready to participate in sports and physical activities safely.

Strengths

Our school has made significant strides in fostering an inclusive and communicative environment by providing survey feedback opportunities to parents, staff, students, and the community. This initiative ensures that all stakeholders have a voice in the educational process, allowing us to gather diverse perspectives and insights that inform our decision-making and help us tailor our programs to better meet the needs of our community.

We have also increased the utility of ParentSquare, enhancing our capacity for two-way communication and the effective dissemination of information. This platform has become an invaluable tool for keeping our school community informed and engaged, facilitating seamless communication between the school and families, and ensuring that important updates and information are readily accessible.

Our robust A/V program, Calallen TV, is a testament to our commitment to providing students with hands-on learning experiences. Run by students, this program not only spreads highlights and news from Calallen High School but also equips participants with valuable skills in media production and communication, preparing them for future endeavors in the field.

Furthermore, our partnerships with Institutions of Higher Education (IHEs), the CRAFT Training Center, and local businesses have significantly enhanced our Career and Technical Education (CTE) programs. These collaborations provide our students with enriched learning opportunities and real-world experiences, bridging the gap between education and industry, and ensuring that our students are well-prepared for their future careers.

Problem Statements Identifying Community Engagement & Commitment Needs

Problem Statement	Root Cause
1★ Community engagement efforts lack a structured, strategic approach, resulting in limited awareness, participation, and sustained involvement from community members.	Lack of a centralized plan for community outreach, limited marketing strategy, inconsistent follow-up after events or outreach efforts, and community members may not see how they can contribute.

★ = Priority

Effective & Efficient Operations

Summary

CHS is committed to maintaining effective and efficient operations that support both instructional priorities and overall campus needs. Department head meetings are conducted to review budgetary concerns and evaluate outcomes of the campus budget. To build staff capacity, professional development ensure that teachers and staff are better educated on school financial management processes. Additionally, meetings are held regularly to address district and campus financial issues, promoting transparency and alignment of resources.

Campus safety remains a top priority. All safety protocols are reviewed quarterly to ensure that practices remain current and effective. Students enter the building each morning through a weapons detection system, and the perimeter of the campus is fully enclosed with estate and chain-link fencing, with limited access points to control entry. Resource alignment is intentionally focused on prioritizing student achievement while maintaining a positive campus climate and culture. Curricular offerings are reviewed annually to ensure that courses meet the evolving needs of our students.

The district has further strengthened safety measures through the establishment of the CISD Police Department. Two CISD police officers and two armed security guards are housed on the middle school campus, providing a strong, visible security presence. All officers and armed security personnel receive ongoing training to remain up to date on the most current school safety practices. Campus perimeter access is controlled by badge readers and alarmed doors. The front entry includes a secured vestibule requiring visitors to communicate their purpose with security personnel. All visitors must submit valid identification and be cleared through the RAPTOR system before conducting any business on campus. Access beyond the vestibule is granted only to visitors with a direct need to reach campus departments such as the nurse or Special Education.

Strengths

CHS takes pride in its regular department head meetings, which are essential for reviewing budgetary concerns and evaluating campus budget outcomes. These meetings ensure that financial resources are allocated efficiently and effectively, supporting the overall educational mission of the school. Additionally, we are committed to professional development initiatives that enhance staff awareness of school financial management processes. By equipping our staff with the necessary knowledge and skills, we foster a culture of financial responsibility and transparency.

We prioritize transparency and alignment in our financial operations through ongoing meetings that address district and campus financial issues. This open communication ensures that all stakeholders are informed and engaged in the financial decision-making process. Furthermore, our quarterly safety protocol reviews are a testament to our commitment to maintaining a safe and secure learning environment. By regularly updating our practices, we ensure that they remain current and effective in safeguarding our students and staff.

Our campus is designed with safety in mind, featuring a fully enclosed perimeter with estate and chain-link fencing and limited access points. This physical security is complemented by resource alignment strategies that prioritize student achievement while nurturing a positive campus climate and culture. We conduct an annual review of our curricular offerings to ensure they align with the evolving needs of our students, thereby supporting their academic and personal growth.

The establishment of the CISD Police Department, with two dedicated police officers and two armed security guards stationed on campus, underscores our commitment to safety. We provide ongoing training for our CISD officers and armed security personnel to ensure they are well-prepared to handle any situation. Our controlled campus access system, which includes badge readers and alarmed doors, further enhances security by regulating entry to the campus.

Visitors to our school are required to enter through a secured vestibule, where they must state their purpose before being granted access. This process is supported by the RAPTOR system, which adds an additional layer of security by screening visitors and ensuring that only authorized individuals are allowed on campus. These measures collectively create a safe and welcoming environment for our students, staff, and visitors.

Problem Statements Identifying Effective & Efficient Operations Needs

Problem Statement	Root Cause
1 ★ Facilities, maintenance and upkeep is a concern for our aging building.	Older facilities; increased student and staff needs for space.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

College readiness testing (scores) SAT, ACT and TSIA2 scores are not where they need to be.

Teacher buy-in and curriculum alignment, coupled with the need for guided practice.

2
★

CISD has a gap in postsecondary readiness indicators.

Students are not meeting TSI, CCMR, AP achievement criterion

3
★

STAAR results are dropping from Masters to Meets (or lower).

Vertical alignment issues, time and resources, emphasis placed on lower achieving students.

4
★

CISD is seeing a decrease in student enrollment and attendance.

Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options

5
★

Special Education staffing has remained stagnant, while student needs have increased (20% of CISD enrollment receives special education services)

increased testing and identification of students, as well as expanded state criteria to qualify for special education services

6
★

Increased emphasis on physical, mental, and social health and wellness for student, faculty, and staff.

Increased rates of anxiety and depression across the country, uncertainty of the world around us, people taxed with doing more with less

7
★

Community engagement efforts lack a structured, strategic approach, resulting in limited awareness, participation, and sustained involvement from community members.

Lack of a centralized plan for community outreach, limited marketing strategy, inconsistent follow-up after events or outreach efforts, and community members may not see how they can contribute.

8
★

Facilities, maintenance and upkeep is a concern for our aging building.

Older facilities; increased student and staff needs for space.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ 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
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ 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
- ☒ Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS
- ☒ Texas Success Initiative (TSI) data
- ☒ 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
- ☒ Male / Female performance, progress, 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
- ☒ At-risk/non-at-risk 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
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services data
- ☒ Graduation plan types
- ☒ Foster Care 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
- ☒ Mobility/stability rate, including longitudinal data
- ☒ 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
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS 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
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Community service agencies and support services

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
- ☒ Horizontal and vertical team alignments processes

- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Priorities

Priority 1 Building and Sustaining a Culture of Performance & Preparedness for Life Beyond High School

Performance Objective 1 High Priority HB3 Priority

1.1 Academic Achievement and Growth

Progress Measures: NWEA MAP scores, local benchmark data, quarter testing data, EOC/STAAR data

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue using NWEA Map, EOC/STAAR data, DMAC, and local benchmark data to measure academic achievement

Strategic Action 1

1.1.1 Conduct vertical alignment meetings once a quarter where teachers from different grade levels collaborate to ensure curriculum consistency and continuity. Focus on aligning key concepts and skills that are critical for student success across grade levels.

Strategic Action's Expected Result/Impact: vertical alignment and data-driven decisions

Staff Responsible for Monitoring: Principal, Dean of Instruction, core teachers, district instructional specialists

Problem Statements: Culture of Performance & Preparedness 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 2

1.1.2 Implement a peer observation program where teachers observe each other's classrooms to identify effective instructional strategies and share best practices for addressing gaps in student understanding.

Strategic Action's Expected Result/Impact: knowledge of peer classroom strategies and sharing of differentiated instruction techniques as well creating a culture of collaboration

Staff Responsible for Monitoring: Principal, Dean of Instruction, core teachers, district instructional specialists

Problem Statements: Culture of Performance & Preparedness 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategic Action 3

1.1.3 Schedule quarterly data-driven instruction meetings where teachers review assessment data to identify specific content areas where students are dropping from Masters to Meets, and collaboratively plan targeted interventions to address these gaps.

Strategic Action's Expected Result/Impact: create a culture of collaboration with data-driven decisions on content

Staff Responsible for Monitoring: Principal, Dean of Instruction, core teachers, district instructional specialists

Problem Statements: Culture of Performance & Preparedness 4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement		Root Cause
4 STAAR results are dropping from Masters to Meets (or lower).		Vertical alignment issues, time and resources, emphasis placed on lower achieving students.

Performance Objective 2

1.2 College, Career, and Military Readiness

Progress Measures: Industry-Based Certification rates, AP scores, dual credit completion data, SAT/ACT/TSIA2 scores, military enlistment data

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: continue focusing on completers, IBC success rates and opportunities, military recruiters, and start up a TSIA2 boot camp

Strategic Action 1

1.2.1 Develop college readiness benchmarks for the SAT, ACT, and TSIA2 by May of 2026.

Strategic Action's Expected Result/Impact: data point to track student CCMR readiness

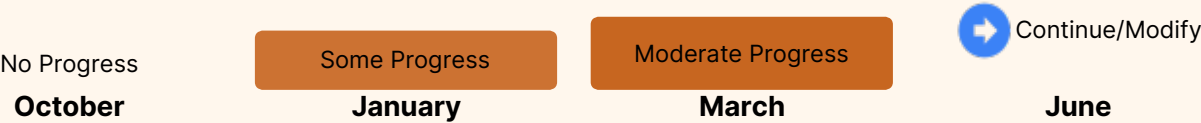
Staff Responsible for Monitoring: Principal, Dean of Instruction, AP Coordinator, CCMR Counselor

Problem Statements: Culture of Performance & Preparedness 2, 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategic Action 2

1.2.2 Enhance teacher engagement and buy-in for college readiness initiatives by January 2026.

Strategic Action's Expected Result/Impact: CCMR alignment in core classes

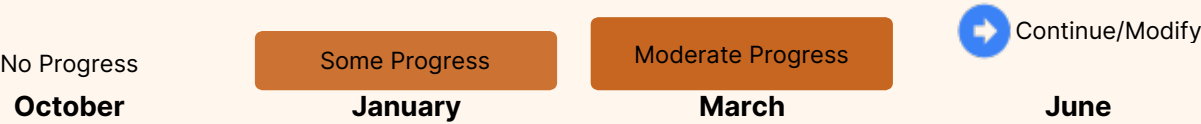
Staff Responsible for Monitoring: Principal, core teachers, Dean of Instruction, CCMR Counselor, and AP Coordinator

Problem Statements: Culture of Performance & Preparedness 2, 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategic Action 3

1.2.3 Implement a targeted TSI preparation program for students who are close to meeting the TSI criteria. This could include after-school tutoring sessions, online practice tests, and workshops focused on test-taking strategies.

Strategic Action's Expected Result/Impact: Increase student success rate on TSIA2 assessment

Staff Responsible for Monitoring: Principal, Dean of Instruction, CCMR Counselor, counselors

Problem Statements: Culture of Performance & Preparedness 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategic Action 4

1.2.4 Conduct regular data analysis meetings with teachers and counselors to review student progress on college, career, and military readiness indicators. Use this data to identify students who need additional support and develop individualized plans to address their needs.

Strategic Action's Expected Result/Impact: A higher completion rate for the number of students who meet CCMR criteria

Staff Responsible for Monitoring: Principal, Dean of Instruction, Special Programs/Data Fellow, counselors, CCMR counselors, teachers

Problem Statements: Culture of Performance & Preparedness 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
2	CISD has a gap in postsecondary readiness indicators.	Students are not meeting TSI, CCMR, AP achievement criterion
3	College readiness testing (scores) SAT, ACT and TSIA2 scores are not where they need to be.	Teacher buy-in and curriculum alignment, coupled with the need for guided practice.

Performance Objective 3

1.3 Student participation in activities, clubs to build well-rounded citizens

Progress Measures: student participation logs, attendance rates, parent engagement

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

1.3.1 Increase the visibility and promotion of school activities and clubs through ParentSquare, social media, newsletters, and community events to showcase the positive aspects of the school and attract more students.

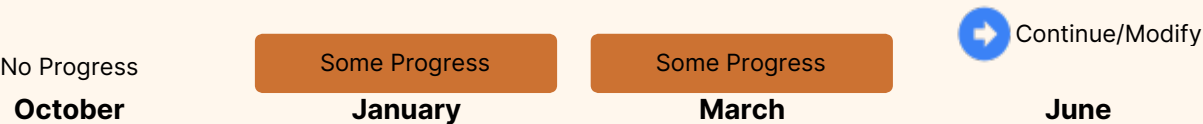
Strategic Action's Expected Result/Impact: Increased participation in clubs and organizations and potentially higher enrollment rates.

Staff Responsible for Monitoring: Principal, Central Office, Athletic Director, Truancy, Attendance, Technology Integration Specialist(s)

Problem Statements: Culture of Performance & Preparedness 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 2

1.3.2 Establish partnerships with local organizations and businesses to offer unique extracurricular opportunities that are not available in neighboring districts, such as internships, mentorship programs, and specialized clubs.

Strategic Action's Expected Result/Impact: A wider range of students participating in extracurricular activities, externships and internships and greater awareness of available opportunities.

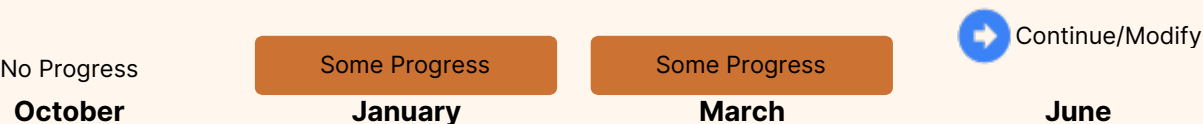
Staff Responsible for Monitoring: Principal, CTE Coordinator, CEF, Superintendent

Problem Statements: Culture of Performance & Preparedness 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategic Action 3

1.3.3 Create a 'Student Success Stories' campaign featuring alumni and current students who have benefited from participating in school activities and clubs, and share these stories through social media, newsletters, and local media outlets.

Strategic Action's Expected Result/Impact: Student awareness of past student success

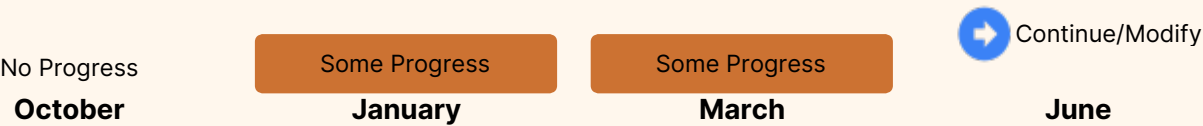
Staff Responsible for Monitoring: Principal, Technology Integration Specialist, counselors, CCMR Counselor, class sponsors

Problem Statements: Culture of Performance & Preparedness 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
1 CISD is seeing a decrease in student enrollment and attendance.	Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options

Performance Objective 4

1.4 Student safety and well-being

Progress Measures: Zen Den usage information and evaluations (student and staff), parent and student survey data

Summative Evaluation: Exceeded Performance Objective

Strategic Action 1

1.4.1 Create bi-weekly character ed announcements led by counselors and students via Calallen TV to highlight required character traits.

Strategic Action's Expected Result/Impact: Increased visibility of 10 required character traits and how to follow the Wildcat Way

Staff Responsible for Monitoring: Director of Special Programs, counselors, Principal, and LPC

Problem Statements: Culture of Faculty & Staff Commitment 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

1.4.2 Implement universal SEL mini-lessons in advisory focused on stress management, conflict resolution, and healthy relationships

Strategic Action's Expected Result/Impact: Increased visibility of 10 required character traits and how to follow the Wildcat Way

Staff Responsible for Monitoring: Director of Special Programs, counselors, Principal, and LPC

Problem Statements: Culture of Faculty & Staff Commitment 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

No Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 3

1.4.3 Provide clearer protocols and flowcharts for responding to bullying, harassment, and red-flag behaviors. These campus-wide routines and expectations will be taught, practiced, and reinforced every nine weeks.

Strategic Action's Expected Result/Impact: Better understanding of processes and ability to serve students

Staff Responsible for Monitoring: Superintendent, principal, Dean of Instruction, Assistant Principals, and counselors

Problem Statements: Culture of Faculty & Staff Commitment 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 4 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement

Root Cause

2

Increased emphasis on physical, mental, and social health and wellness for student, faculty, and staff.

Increased rates of anxiety and depression across the country, uncertainty of the world around us, people taxed with doing more with less

Priority 2 Building and Sustaining a Culture of Faculty & Staff Commitment

Performance Objective 1 High Priority

2.1 Faculty and Staff Commitment

Progress Measures: survey data, TIA rates, teacher retention rates, professional development plan

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: continue to expand TIA to all teachers

Strategic Action 1

2.1.1 Implement a social media strategy to highlight positive stories and achievements within the school district. This could involve posting regular updates on school activities, student achievements, and faculty highlights to counteract negative perceptions.

Strategic Action's Expected Result/Impact: Increased staff morale and commitment to Calallen ISD

Staff Responsible for Monitoring: Principal, Technology Integration Specialist

Problem Statements: Culture of Performance & Preparedness 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

No Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

2.1.2 Provide professional development for faculty and staff on customer service and community engagement to ensure positive interactions with parents and students. This could include workshops on communication skills, conflict resolution, and building rapport with families.

Strategic Action's Expected Result/Impact: Increased staff morale and commitment to Calallen ISD

Problem Statements: Culture of Performance & Preparedness 1 - Culture of Faculty & Staff Commitment 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 3

2.1.3 Organize quarterly wellness challenges that encourage faculty and staff to engage in physical activities, such as step challenges or team sports, with incentives for participation and achievement.

Strategic Action's Expected Result/Impact: Increase in staff mental health and physical wellness, inadvertently creating a culture of collaboration

Staff Responsible for Monitoring: Director of Special Programs, Principal, Dean of Instruction, Superintendent, District RN, LPC

Problem Statements: Culture of Faculty & Staff Commitment 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 4

2.1.4 Schedule regular professional development sessions focused on work-life balance, time management, and self-care strategies to help faculty and staff manage stress and workload effectively.

Strategic Action's Expected Result/Impact: Increase in staff mental health and physical wellness, inadvertently creating a culture of collaboration

Staff Responsible for Monitoring: Director of Special Programs, Principal, Dean of Instruction, Superintendent, District RN, LPC

Problem Statements: Culture of Faculty & Staff Commitment 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
1	CISD is seeing a decrease in student enrollment and attendance.	Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options

Performance Objective 1 Problem Statements Identifying Culture of Faculty & Staff Commitment

	Problem Statement	Root Cause
1	Special Education staffing has remained stagnant, while student needs have increased (20% of CISD enrollment receives special education services)	increased testing and identification of students, as well as expanded state criteria to qualify for special education services
2	Increased emphasis on physical, mental, and social health and wellness for student, faculty, and staff.	Increased rates of anxiety and depression across the country, uncertainty of the world around us, people taxed with doing more with less

Performance Objective 2

2.2 Capacity Building for all Faculty and Staff

Progress Measures: walkthrough data, TTESS information, CATS mentor program

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to increase walkthroughs and offer robust mentoring programs for new and unseasoned teachers

Strategic Action 1

2.2.1 Allocate dedicated professional development days each semester for faculty and staff to focus on vertical alignment and instructional strategies that support all students, including those at higher performance levels.

Strategic Action's Expected Result/Impact: enhance a culture of collaboration that focuses on student growth

Staff Responsible for Monitoring: Superintendent, Principal, Dean of Instruction, Instructional Specialists, Director of Curriculum

Problem Statements: Culture of Performance & Preparedness 4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategic Action 2

2.2.2 Implement a peer observation program where teachers observe colleagues in different grade levels to gain insights into instructional practices and curriculum alignment. Follow up with reflection sessions to discuss observations and share best practices.

Strategic Action's Expected Result/Impact: Data-driven PLC time, stronger cross-curricular collaboration, mentoring among teachers

Staff Responsible for Monitoring: Principal, Dean of Instruction, Lead Teachers

Problem Statements: Culture of Performance & Preparedness 4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

June

Strategic Action 3

2.2.3 Establish a resource-sharing platform where teachers can access and contribute materials that support vertical alignment and address gaps in student learning. Encourage the use of this platform during planning sessions.

Strategic Action's Expected Result/Impact: enhanced culture of collaboration, strengthen tier 1 instruction and teaching strategies

Staff Responsible for Monitoring: Principal, teachers, Dean of Instruction, Technology Integration Specialist(s)

Problem Statements: Culture of Performance & Preparedness 4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

June

Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

4

STAAR results are dropping from Masters to Meets (or lower).

Vertical alignment issues, time and resources, emphasis placed on lower achieving students.

Priority 3 Increasing Community Engagement & Commitment

Performance Objective 1 High Priority

3.1 Parent and Family Engagement

Progress Measures: increased ParentSquare response rates, survey data, analytics for Calallen TV

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

3.1.1 Develop a centralized community outreach calendar that includes all school events, volunteer opportunities, and engagement activities. Ensure this calendar is accessible on the school website and shared through newsletters, ParentSquare, and Calallen TV and social media platforms.

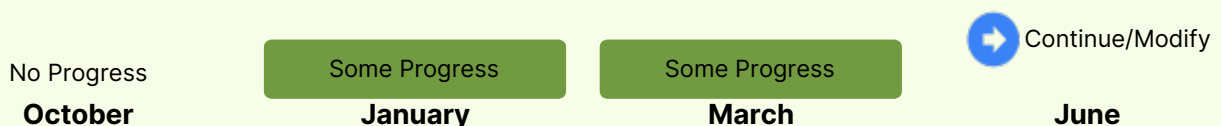
Strategic Action's Expected Result/Impact: Increased attendance at campus events, parent and family participation in volunteer opportunities and school functions

Staff Responsible for Monitoring: Superintendent, Principal, counselors, club sponsors, Calallen TV, Technology Integration Specialists, DEIC, SBDM

Problem Statements: Community Engagement & Commitment 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 2

3.1.2 Establish a parent advisory committee that meets regularly to discuss concerns, gather feedback, and collaborate on strategies to improve the school's image and address parent needs.

Strategic Action's Expected Result/Impact: Increased parent and family engagement buy-in on district and campus initiatives, grass roots efforts to spread the word of activities, increased parent and family satisfaction ratings on climate surveys, increased student attendance

Staff Responsible for Monitoring: Principal, DAEP staff, Booster Club representatives

Problem Statements: Culture of Performance & Preparedness 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 3

3.1.3 Conduct surveys to gather parent feedback on school programs and services, and use the data to make informed decisions on improvements, aiming to increase parent satisfaction.

Strategic Action's Expected Result/Impact: Increased parent satisfaction and participation in campus events, increased student attendance

Staff Responsible for Monitoring: Principal, Booster Club representatives, Technology Integration Specialists

Problem Statements: Culture of Performance & Preparedness 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

Considerable Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

CISD is seeing a decrease in student enrollment and attendance.

Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options

Performance Objective 1 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

Community engagement efforts lack a structured, strategic approach, resulting in limited awareness, participation, and sustained involvement from community members.

Lack of a centralized plan for community outreach, limited marketing strategy, inconsistent follow-up after events or outreach efforts, and community members may not see how they can contribute.

Performance Objective 2

3.2 Community Engagement and Commitment

Progress Measures: committee participation, faculty and staff survey data, sign-in sheets

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.2.1 Develop a centralized community outreach calendar that includes all school events, volunteer opportunities, and community meetings. Ensure this calendar is accessible on the school's website and regularly updated.

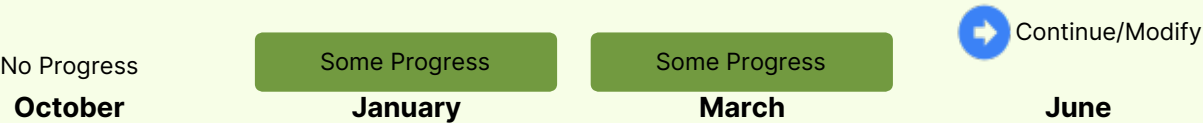
Strategic Action's Expected Result/Impact: Increased attendance at campus events, community participation in volunteer opportunities and school functions

Staff Responsible for Monitoring: Superintendent, Principal, counselors, club sponsors, Calallen TV, Technology Integration Specialists, DEIC, SBDM

Problem Statements: Community Engagement & Commitment 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 2

3.2.2 Establish a follow-up protocol for all community events and outreach efforts. This could include sending thank-you emails, surveys for feedback, and information on upcoming opportunities to stay involved.

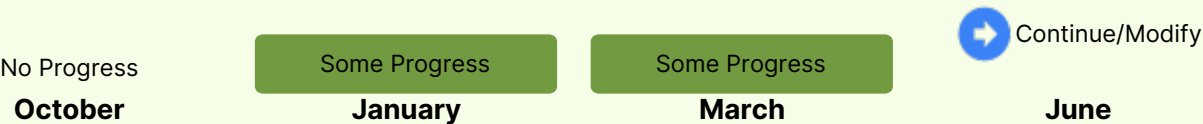
Strategic Action's Expected Result/Impact: Increased attendance at campus events, community participation in volunteer opportunities and school functions and community connectedness and satisfaction rates

Staff Responsible for Monitoring: Superintendent, Principal, Booster Club representatives, Technology Integration Specialists, SBDM representative, and DEIC representative

Problem Statements: Community Engagement & Commitment 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

Community engagement efforts lack a structured, strategic approach, resulting in limited awareness, participation, and sustained involvement from community members.

Lack of a centralized plan for community outreach, limited marketing strategy, inconsistent follow-up after events or outreach efforts, and community members may not see how they can contribute.

Performance Objective 3

3.3 Community Partnerships

Progress Measures: mini grant awards for CHS staff, CTE Advisory Committee, and internship and externship participation

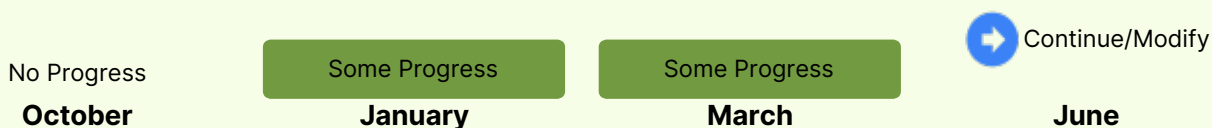
Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.3.1 Host quarterly community forums where community members can share their ideas and learn about ways they can contribute to the school, with the goal of increasing sustained involvement and two-way communication.

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

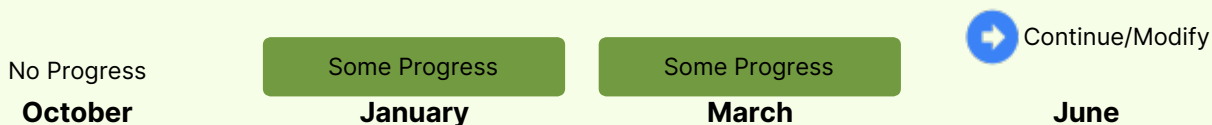


Strategic Action 2

3.3.2 Partner with local businesses and organizations to co-host events and initiatives, leveraging their networks to expand reach and increase community participation.

Problem Statements: Community Engagement & Commitment 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Community Engagement & Commitment

Problem Statement	Root Cause
1 Community engagement efforts lack a structured, strategic approach, resulting in limited awareness, participation, and sustained involvement from community members.	Lack of a centralized plan for community outreach, limited marketing strategy, inconsistent follow-up after events or outreach efforts, and community members may not see how they can contribute.

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1 High Priority

By June 2026, CHS will develop a plan to address long-term facility needs to support future growth and changes in student and staff population.

Progress Measures: approval of bond projects, groundbreaking of Fine Arts building, climate survey data, HVAC projects

Summative Evaluation: Met Performance Objective

Strategic Action 1

Research and apply for grants or funding opportunities to support facility improvements.

Strategic Action's Expected Result/Impact: Increased funding for facility projects and upgrades

Staff Responsible for Monitoring: Director of Maintenance, Director of Operations, campus and district admin

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

1

Facilities, maintenance and upkeep is a concern for our aging building.

Older facilities; increased student and staff needs for space.

Performance Objective 2

Enhance the public perception of CHS by June 2026 through positive engagement and communication with staff, students, families and the community.

Progress Measures: culture and climate survey data, analytic data from social media sites

Strategic Action 1

Create a social media campaign highlighting student achievements, school events, and community involvement.

Strategic Action's Expected Result/Impact: increased positive perception from CISD constituents

Staff Responsible for Monitoring: CISD Technology Specialists, campus administration

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews



Strategic Action 2

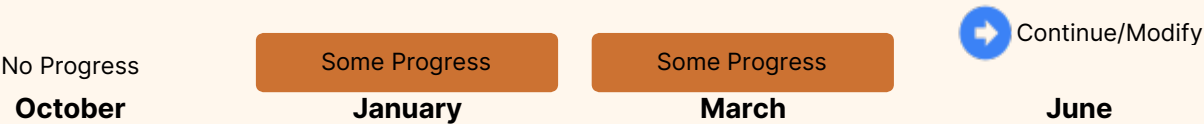
Organize community events and invite local families to participate, fostering a sense of community and belonging.

Strategic Action's Expected Result/Impact: increased awareness and participation from families

Staff Responsible for Monitoring: counselors, campus administration, district staff

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
1 CISD is seeing a decrease in student enrollment and attendance.	Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options

Performance Objective 3 High Priority

Strengthen partnerships with local community organizations by June 2026 to enhance resources and

support for students.

Progress Measures: community partnerships

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

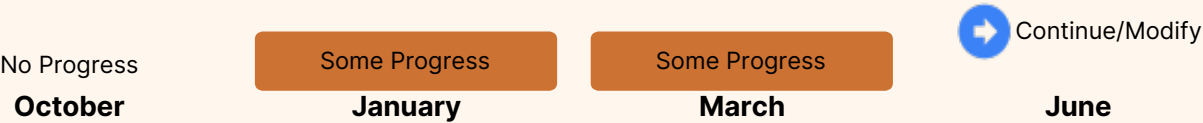
Identify and reach out to local businesses and organizations to establish mutually beneficial partnerships.

Strategic Action's Expected Result/Impact: Active CTE Advisory Committee, increased WBL opportunities and practicums, and potentially increased funding and support

Staff Responsible for Monitoring: Director of Federal and Special Programs, CTE Coordinator, campus administration

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

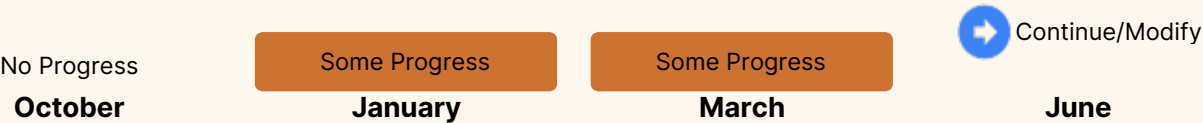


Strategic Action 2

Create a community partnership committee to oversee and coordinate partnership activities and initiatives.

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
1	CISD is seeing a decrease in student enrollment and attendance.	Parent choice, homeschool options, negative perception of CISD in social media and neighboring districts having virtual options



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Emily Lorenz	9/30/2025	Emily Lorenz	1/30/2026
Child Abuse and Neglect	Emily Lorenz	12/1/2025	Emily Lorenz	1/30/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/30/2025	Emily Lorenz	1/30/2026
Disciplinary Alternative Education Program (DAEP)	Emily Lorenz	9/30/2025	Emily Lorenz	1/30/2026
Student Welfare: Crisis Intervention Programs and Training	Emily Lorenz	12/1/2025	Emily Lorenz	1/30/2026
Student Welfare: Discipline/Conflict/Violence Management	Emily Lorenz	9/30/2025	Emily Lorenz	1/30/2026