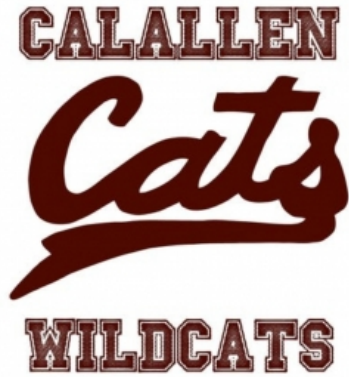


Calallen Independent School District



Calallen Middle School

2025-2026 Campus Improvement Plan

Mission Statement

Calallen ISD, grounded in a tradition of unyielding commitment to excellence, academics, integrity, citizenship, and service, empowers each and every student to achieve their unique potential in an ever-changing, dynamic world.

Vision

Intentionally empowering today, to excel tomorrow.

Value Statement

In CISD, we believe that....

- All students have the right to a well-rounded, high quality education
- It is important to adapt to the changing environment while maximizing the available resources
- The purpose of public education is to develop life-long learners and productive citizens to sustain a strong economy and a democratic society
- All students can learn in engaging, interactive environments through varied methodologies
- Students need to be critical thinkers and problem solvers to function successfully in an ever changing global society
- All students deserve a safe, nurturing learning environment.
- Partnerships among school staff, parents/guardians and community are vital to a quality education
- All students and staff function effectively in an environment of mutual respect and positive relationships

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Comprehensive Needs Assessment

Culture of Performance & Preparedness

Summary

Our middle school campus demonstrated measurable growth in academic performance by increasing its overall accountability rating by nine points and earning three academic distinctions. While the percentages of students achieving Approaches, Meets, and Masters levels remain below district targets, steady progress is evident in all tested areas. To sustain this momentum, daily PLCs for STAAR-tested subjects and weekly collaboration sessions by grade level and department ensure consistent alignment of curriculum, assessment, and instruction. Academic interventions are provided through targeted invitations to our after-school *E-Cats* tutorial program, which supports students needing additional assistance.

In addition to academic improvements, the campus is actively expanding initiatives to increase students' awareness of postsecondary and career pathways. Eighth-grade students are given opportunities to visit high school CTE programs and learn about industry-based certifications, while future initiatives include developing a process for military personnel to engage students in learning about service-related opportunities. These efforts aim to help students gauge their potential, explore future college and career interests, and broaden their readiness for life beyond middle school.

To strengthen campus culture and student engagement, we are developing a process to monitor the number of students participating in extracurricular activities compared to those who are not. At the same time, visibility of both academic and athletic programs is being increased to encourage higher participation rates. Plans are also underway to expand opportunities by developing additional clubs and activities that appeal to a broader range of student interests.

Finally, the campus is leveraging *Stronger Connections Grant* funds to support student safety and well-being. This includes the implementation of *Impactful*, a character education program designed to build resilience and social-emotional learning skills. Through ongoing participation in the district safety committee, campus leaders collaborate with community stakeholders to address safety and SEL concerns directly connected to our students' needs.

Strengths

- Increased overall accountability performance by **nine points**
- Earned **three academic distinctions**
- Demonstrating **steady improvement** in Approaches, Meets, and Masters levels
- **Daily PLCs** for STAAR-tested subject areas to ensure alignment of instruction
- **Weekly collaboration time** for departments and grade levels
- Targeted academic support through the **after-school *E-Cats* tutorial program**
- Opportunities for **8th-grade students to explore high school CTE programs** and industry-based certifications
- Initiatives in progress to connect students with **military career opportunities**
- Development of processes to **monitor student participation** in extracurricular activities
- Efforts to **increase visibility** of academic and athletic extracurricular programs
- Plans to **expand extracurricular options** to engage a wider range of student interests
- Leveraging **Stronger Connections Grant** funds to support student safety and well-being
- Implementation of **Impactful** as a character education and SEL program
- Active participation in the **district safety committee** to address campus safety and SEL issues with community input

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1 ★ We are not able to provide SEL counseling services for our student population	The district has a shortage of counseling personnel and the campus has only one counselor.
2 ★ We do not have enough CCMR related activities.	There is a lack of information and available resources for our staff to incorporate CCMR into our activities.
3 ★ Our attendance is below the district expectations.	Inconsistency of truancy tracking and enforcement.

★ = Priority

Culture of Faculty & Staff Commitment

Summary

Our campus actively cultivates a culture of faculty and staff commitment by engaging teachers in meaningful feedback and decision-making processes. At the end of each year, staff participate in a *Start, Stop, Continue* survey to provide input that guides improvement efforts. We are intentional in filling open teaching positions with the most qualified candidates available, ensuring instructional quality for students. Each teacher is supported by two campus mentors in addition to the district's onboarding and mentoring program, strengthening retention and teacher confidence. In recognition of the importance of staff well-being, the campus is developing teacher recognition and wellness initiatives to address stress and promote morale. Teachers also have opportunities to serve on a variety of campus committees, allowing for shared leadership and input in school operations.

To support teacher growth, walkthroughs and observations are conducted throughout the school year, with coaching provided based on observed needs. Professional development opportunities are offered prior to the start of the school year, and there is recognition that in-year professional development must be strengthened to ensure sustained teacher growth. Both campus and district mentor programs provide strong layers of support for teachers new to the profession and those new to the district, ensuring that all staff members feel welcomed, comfortable, and supported in their roles.

Finally, compensation and career advancement are important components of faculty and staff commitment. Human Resources conducts regular market rate analyses to ensure district salaries and benefits remain competitive. In addition, the Teacher Incentive Allotment (TIA) is an active part of our district, with multiple middle school teachers earning TIA designations at various levels. This recognition underscores the district's commitment to rewarding excellence in instruction and supporting long-term teacher retention.

Strengths

- **Staff feedback loop** established through the annual *Start, Stop, Continue* survey
- **Intentional hiring practices** to secure the best available candidates for open teaching positions
- **Strong mentoring support** with two campus mentors per teacher plus a district onboarding and mentoring program
- **Teacher recognition and wellness initiatives** being developed to support morale and address stress
- **Opportunities for teacher leadership** through service on various campus committees
- **Ongoing walkthroughs and observations** with coaching provided to teachers throughout the school year
- **Pre-service professional development** opportunities offered before students return
- **Comprehensive campus and district mentor programs** for teachers new to the profession or new to the district
- **Regular HR market rate analyses** to ensure salaries and benefits remain competitive
- **Teacher Incentive Allotment (TIA) participation**, with multiple middle school teachers earning designations at various levels

Problem Statements Identifying Culture of Faculty & Staff Commitment Needs

Problem Statement	Root Cause
1 ★ Increased teacher stress	We have increased enrollment, specifically with SPED kids, which leads to large class sizes.
2 ★ Minimal numbers of walkthroughs	Lack of time for admin availability due to numerous behavioral and disciplinary concerns
3 ★ Inconsistent opportunities for teachers to provide feedback	Few opportunities during the school year for teachers to provide regular constructive feedback

★ = Priority

Community Engagement & Commitment

Summary

Our campus is committed to strengthening family and community partnerships through consistent communication and meaningful opportunities for involvement. Parents are provided with multiple opportunities to share input through a feedback form embedded in the *Cat Tracks* newsletter, which is distributed regularly. With the transition to *ParentSquare*, two-way communication has become more feasible, reliable, and confidential, further enhancing the partnership between home and school. Additionally, the campus is working to expand parental participation in decision-making processes by creating more opportunities for parents to serve on campus committees, including the SBDM.

The campus hosts two open house events each school year, providing parents and community members opportunities to connect directly with teachers and administrators about academics, extracurricular programs, and overall student experiences. In addition to open house events, parents and community members can provide feedback through *Cat Tracks* surveys and are welcomed through an open-door policy that fosters accessibility and transparency. Similar to efforts with parents, the campus is actively exploring methods to broaden community involvement in campus committees to ensure a diversity of voices in decision-making.

Our campus is also highly engaged with external partners and resources. The middle school continues to lead the district in participation with the Corpus Christi Education Foundation (CEF), consistently applying for and receiving both mini and major grants. Building on this success, the campus is exploring partnerships with local career and technical organizations to expand student opportunities and workforce readiness. Finally, efforts are underway to leverage broader community resources to further strengthen contributions to district-wide initiatives and enhance student success.

Strengths

- **Regular parent feedback opportunities** provided through forms in the *Cat Tracks* newsletter
- **ParentSquare implementation** allows for more reliable, confidential two-way communication
- **Efforts to expand parent participation** in campus committees, including SBDM
- **Two open house events** each year to connect parents and the community with teachers and administrators
- **Ample feedback opportunities** through surveys and an open-door campus policy
- **Exploring increased community participation** in campus committees to broaden input and involvement
- **Highest campus participation** in CEF grants applied for and awarded (mini and major)
- **Developing partnerships with local career and technical organizations** to expand student opportunities
- **Leveraging community resources** to strengthen contributions to district initiatives

Problem Statements Identifying Community Engagement & Commitment Needs

Problem Statement	Root Cause
1 ★ No parents on campus based committees	There is a lack of communications related to parent involvement.
2 ★ We have a lack of CTE related activities.	We don't offer any CTE specific courses and we do not have an outreach method for contacting outside resources.
3 ★ We have low involvement from community members and local businesses.	We have few opportunities for engagement.

★ = Priority

Effective & Efficient Operations

Summary

Our campus 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 will be created to 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

- **Regular department head meetings** to review budgetary concerns and campus budget outcomes
- **Planned professional development** to increase staff awareness of school financial management processes
- **Ongoing meetings** addressing district and campus financial issues for transparency and alignment
- **Quarterly safety protocol reviews** to ensure practices remain current and effective
- **Weapons detection system** in place for all students entering the building each morning
- **Fully enclosed campus perimeter** with estate and chain-link fencing and limited access points
- **Resource alignment** designed to prioritize student achievement while supporting campus climate and culture
- **Annual review of curricular offerings** to ensure alignment with student needs
- **CISD Police Department established**, with two CISD police officers and two armed security guards stationed on campus
- **Ongoing training** for CISD officers and armed security to maintain current school safety practices
- **Controlled campus access** through badge readers and alarmed doors
- **Secured vestibule entry** requiring visitors to state purpose before access is granted
- **RAPTOR system** for visitor ID verification and clearance
- **Restricted access beyond vestibule** granted only for essential business with campus departments (e.g., nurse, Special Education)

Problem Statements Identifying Effective & Efficient Operations Needs

Problem Statement	Root Cause
1 ★ The staff is unaware of how campus budgets are calculated.	There is a lack of training and information.
2 ★ Lack of consistency with safety drills.	Failure to designate a central person to coordinate.
3 ★ Excessive use of physical resources (paper, copy machines, consumables) versus using available technology.	Lack of education of the costs of the physical resources.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our attendance is below the district expectations.

Inconsistency of truancy tracking and enforcement.

2
★

We do not have enough CCMR related activities.

There is a lack of information and available resources for our staff to incorporate CCMR into our activities.

3
★

Increased teacher stress

We have increased enrollment, specifically with SPED kids, which leads to large class sizes.

4
★

Inconsistent opportunities for teachers to provide feedback

Few opportunities during the school year for teachers to provide regular constructive feedback

5
★

Minimal numbers of walkthroughs

Lack of time for admin availability due to numerous behavioral and disciplinary concerns

6
★

No parents on campus based committees

There is a lack of communications related to parent involvement.

7
★

We have a lack of CTE related activities.

We don't offer any CTE specific courses and we do not have an outreach method for contacting outside resources.

8
★

We have low involvement from community members and local businesses.

We have few opportunities for engagement.

9
★

The staff is unaware of how campus budgets are calculated.

There is a lack of training and information.

10
★

Lack of consistency with safety drills.

Failure to designate a central person to coordinate.

11
★

Excessive use of physical resources (paper, copy machines, consumables) versus using available technology.

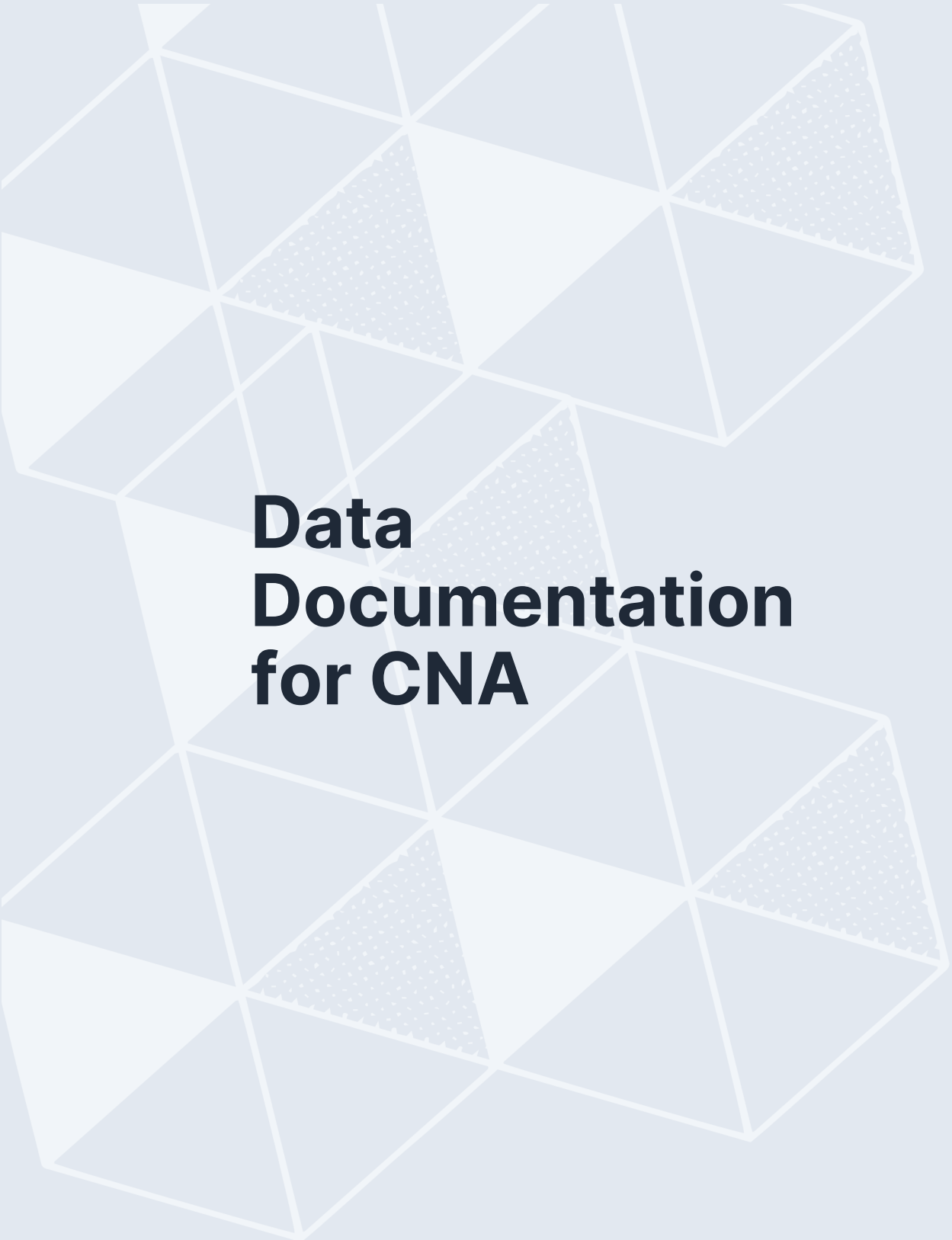
Lack of education of the costs of the physical resources.

12
★

We are not able to provide SEL counseling services for our student population

The district has a shortage of counseling personnel and the campus has only one counselor.

★ = 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
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ 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
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data

- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

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
- ☒ Equity data
- ☒ 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
- ☒ 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
- ☒ 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

1.1 By 05/2026, increase the number of CCMR-related activities offered to students.

Progress Measures: Additional Course offerings at CMS

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase opportunities for additional CTE related classes.

Strategic Action 1

1.1.1 Collaborate with local colleges and career organizations to develop partnerships that provide resources and opportunities for CCMR activities.

Strategic Action's Expected Result/Impact: Increased interest in CCMR related courses.

Staff Responsible for Monitoring: Counselor, Administration

Problem Statements: Culture of Performance & Preparedness 2

Funding Sources: 199 - General Fund,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

1.1.2 Create a calendar of CCMR events and activities to ensure consistent and regular opportunities for students throughout the year.

Strategic Action's Expected Result/Impact: Increase awareness of CCMR related courses.

Staff Responsible for Monitoring: Counselor & Administration.

Problem Statements: Culture of Performance & Preparedness 2

TEA Priorities: Connect high school to career and college

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

2

We do not have enough CCMR related activities.

There is a lack of information and available resources for our staff to incorporate CCMR into our activities.

Performance Objective 2

1.2 By 05/2026, increase staff knowledge and understanding of CCMR resources and activities by 15%.

Progress Measures: Increased number of PD offerings related to CCMR and increased participation in CCMR related classes.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Include CCMR related trainings during pre-planning

Strategic Action 1

1.2.1 Develop a resource library with materials and guides on CCMR activities that staff can access and utilize in their planning.

Strategic Action's Expected Result/Impact: Increased CCMR related classroom activities.

Staff Responsible for Monitoring: Teachers, Curriculum, and Administration.

Problem Statements: Culture of Performance & Preparedness 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

1.2.2 Establish a CCMR committee to share information and resources among staff and provide ongoing support and guidance.

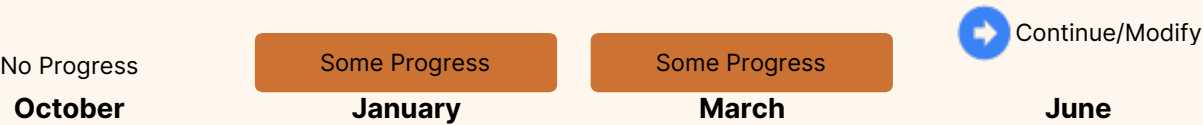
Strategic Action's Expected Result/Impact: Increased awareness of the importance of CCMR related activities in the classroom.

Staff Responsible for Monitoring: Teachers & Administration

Problem Statements: Culture of Performance & Preparedness 2

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement		Root Cause
2	We do not have enough CCMR related activities.	There is a lack of information and available resources for our staff to incorporate CCMR into our activitites.

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

Performance Objective 1

2.1 By 06/2026, reduce teacher stress levels by implementing support systems and resources to manage increased class sizes effectively.

Progress Measures: Load analysis reports for both core and elective classes. Focus on keeping class sizes below 30.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue enhancing teacher quiet rooms and offering opportunities for self care.

Strategic Action 1

2.2.1 Schedule regular professional development sessions focused on classroom management techniques and stress reduction strategies for teachers.

Strategic Action's Expected Result/Impact: Fewer discipline referrals from teachers

Staff Responsible for Monitoring: Teachers & Administration

Problem Statements: Culture of Faculty & Staff Commitment 1

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

2.2.2 Provide access to mental health resources and counseling services for teachers to help them manage stress.

Strategic Action's Expected Result/Impact: Increased awareness of SEL related issues and additional resources made available to students.

Staff Responsible for Monitoring: Counselors, CIS, Administration

Problem Statements: Culture of Faculty & Staff Commitment 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

1

Increased teacher stress

We have increased enrollment, specifically with SPED kids, which leads to large class sizes.

Performance Objective 2

2.2 By 06/2026, increase teacher collaboration opportunities to discuss and improve feedback practices from 3 times per semester to 6 times per semester.

Progress Measures: Meeting minutes and Calendar tracking.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with DH and other departmental and committee meetings.

Strategic Action 1

2.2.1 Establish bi-weekly teacher collaboration meetings where teachers can share feedback strategies and discuss student progress.

Strategic Action's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Teachers and administration.

Problem Statements: Culture of Faculty & Staff Commitment 3

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

2.2.2 Develop a feedback resource library with examples of effective feedback and strategies for

different subjects and grade levels.

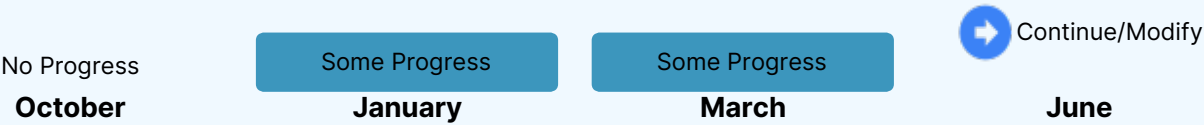
Strategic Action's Expected Result/Impact: Improve student achievement and production

Staff Responsible for Monitoring: Teachers and administration

Problem Statements: Culture of Faculty & Staff Commitment 3

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement		Root Cause
3	Inconsistent opportunities for teachers to provide feedback	Few opportunities during the school year for teachers to provide regular constructive feedback

Priority 3 Increasing Community Engagement & Commitment

Performance Objective 1

3.1 Increase parent participation on campus-based committees from 0% to 2% by 06/2026.

Progress Measures: Meeting minutes, sign in sheets, and RSVPs for Coffee with the Principal, SBDMs, and PTA. Develop additional committees that allow for parent participation.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to invite parents to participate in SBDM and campus based meetings.

Strategic Action 1

3.1.1 Send out monthly newsletters to parents highlighting the importance of their involvement in campus-based committees and how it benefits their children.

Strategic Action's Expected Result/Impact: Improved communication and involvement by the community with regards to campus decisions.

Staff Responsible for Monitoring: Administration

Problem Statements: Community Engagement & Commitment 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

No parents on campus based committees

There is a lack of communications related to parent involvement.

Performance Objective 2

3.2 Improve communication channels between the school and parents to facilitate better parent involvement by 06/2026.

Progress Measures: Numbers of ParentSquare messages sent to and from teachers and campus administration.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to utilize ParentSquare for classroom and campus level communications.

Strategic Action 1

3.2.1 Establish a dedicated section on the school website for parent involvement opportunities, including committee participation.

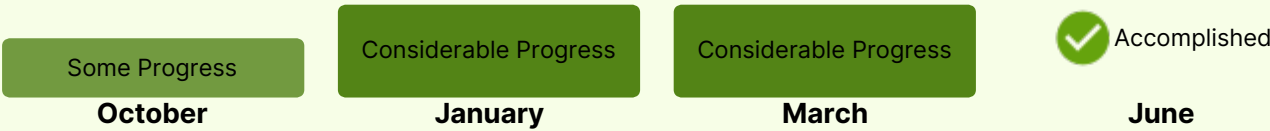
Strategic Action's Expected Result/Impact: Increase parental involvement and knowledge of the what is taking place on the campus.

Staff Responsible for Monitoring: Administration and District Ed Tech personnel

Problem Statements: Community Engagement & Commitment 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 2

3.2.2 Utilize social media platforms to regularly update parents on upcoming committee meetings and involvement opportunities.

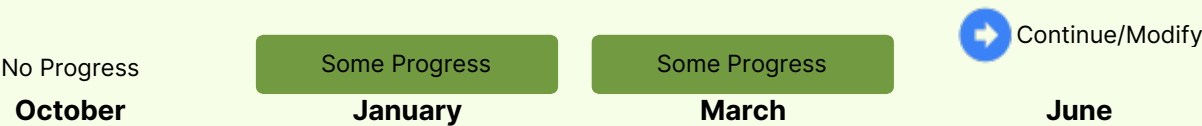
Strategic Action's Expected Result/Impact: Increased awareness of campus activities

Staff Responsible for Monitoring: Teachers, administrators, and district ed. tech. personnel

Problem Statements: Community Engagement & Commitment 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 3

3.2.3 Implement a text messaging system to send reminders to parents about committee meetings and events.

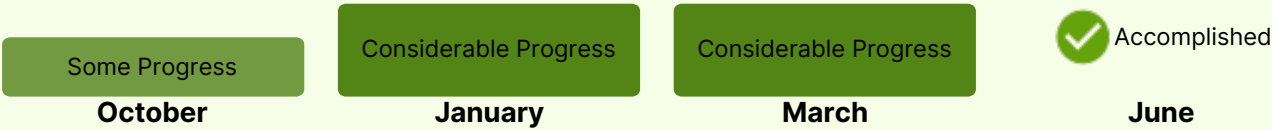
Strategic Action's Expected Result/Impact: Rapid notification to parents of issues and/or information related to campus events.

Staff Responsible for Monitoring: Administration

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 No parents on campus based committees	There is a lack of communications related to parent involvement.

Performance Objective 3

3.3 By 06/2028, implement at least 2 new CTE-specific courses or programs.

Progress Measures: Additional classes listed in the course catalog.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Review CCMR Pathways to determine potential courses for next school year.

Strategic Action 1

3.3.1 Survey students to identify their interests in potential CTE courses and use the data to prioritize course offerings.

Strategic Action's Expected Result/Impact: Increased opportunities for CTE related courses that can increase CCMR ratings

Staff Responsible for Monitoring: Administration and counselors.

Problem Statements: Community Engagement & Commitment 2

TEA Priorities: Connect high school to career and college

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

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

3.3.2 Develop a plan to train existing teachers or hire new staff to teach CTE courses, ensuring they have the necessary certifications and expertise.

Strategic Action's Expected Result/Impact: Increased CTE funding and early pathway entry for CCMR accountability.

Staff Responsible for Monitoring: Administration and counselors

Problem Statements: Community Engagement & Commitment 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

2

We have a lack of CTE related activities.

We don't offer any CTE specific courses and we do not have an outreach method for contacting outside resources.

Performance Objective 4

3.4 By 06/2028, establish a method for consistent outreach to CTE resources and partners.

Progress Measures: Increased number of community contacts related to CTE.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Develop outreach committee/procedures to connect with community members.

Strategic Action 1

3.4.1 Designate a staff member as the CTE coordinator responsible for maintaining relationships with external partners and coordinating CTE activities.

Strategic Action's Expected Result/Impact: Increased opportunities for students to gain knowledge of CCMR and CTE related activities.

Staff Responsible for Monitoring: Designated teacher, administration

Problem Statements: Community Engagement & Commitment 2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategic Action 2

3.4.2 Develop a communication plan that includes regular newsletters, social media updates, and community events to keep stakeholders informed and engaged with CTE initiatives.

Strategic Action's Expected Result/Impact: Increased awareness of campus related CTE and/or CCMR courses and activities.

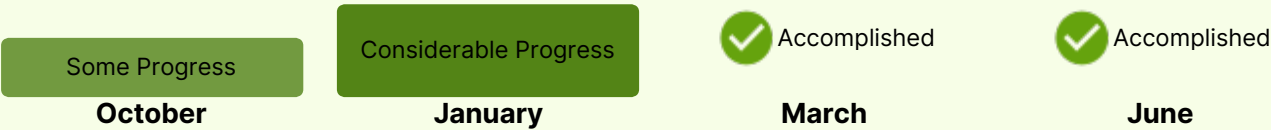
Staff Responsible for Monitoring: Administration and counselor

Problem Statements: Community Engagement & Commitment 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 4 Problem Statements Identifying Community Engagement & Commitment

	Problem Statement	Root Cause
2	We have a lack of CTE related activities.	We don't offer any CTE specific courses and we do not have an outreach method for contacting outside resources.

Performance Objective 5

3.5 Increase community member and local business involvement in school events and activities by 5% by 06/2028.

Progress Measures: Increased number of community contacts related to CTE.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Develop outreach committee/procedures to connect with community members.

Strategic Action 1

3.5.1 Host quarterly open house events where community members and local businesses are invited to tour the school, meet staff, and learn about volunteer opportunities.

Strategic Action's Expected Result/Impact: Increased community awareness of campus activities

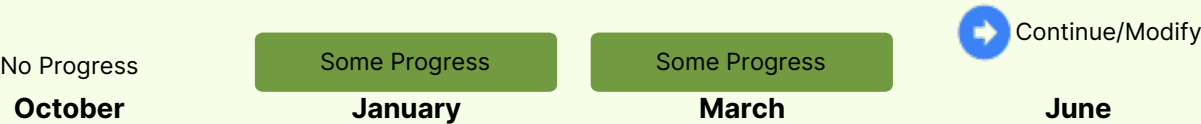
Staff Responsible for Monitoring: Administration

Problem Statements: Community Engagement & Commitment 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 2

3.5.2 Create a volunteer program that matches community members with specific school needs, such as mentoring students, assisting in classrooms, or helping with extracurricular activities.

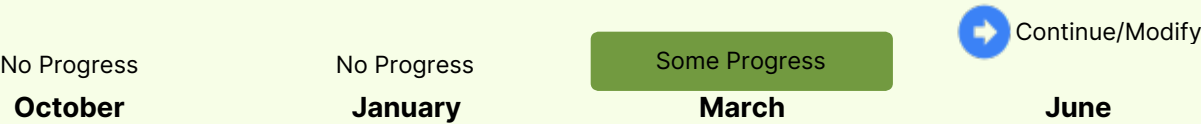
Strategic Action's Expected Result/Impact: Increased student exposure to available CTE / CCMR related activities outside of the school setting

Staff Responsible for Monitoring: Administration, teachers, and counselors.

Problem Statements: Community Engagement & Commitment 3

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 5 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

3

We have low involvement from community members and local businesses.

We have few opportunities for engagement.

Performance Objective 6

3.6 Enhance communication with community members and local businesses to increase awareness of engagement opportunities by 5% by 06/2028.

Progress Measures: Increased number of community contacts related to CTE.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Develop outreach committee/procedures to connect with community members.

Strategic Action 1

3.6.1 Develop a monthly newsletter that highlights upcoming school events, volunteer opportunities, and ways for community members and businesses to get involved.

Strategic Action's Expected Result/Impact: Increased awareness of campus related events and improved stakeholder involvement.

Staff Responsible for Monitoring: Administration

Problem Statements: Community Engagement & Commitment 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

3.6.2 Utilize social media platforms to regularly post updates and stories about school activities, highlighting community involvement and encouraging further participation.

Strategic Action's Expected Result/Impact: Increased awareness of campus related events and improved stakeholder involvement.

Staff Responsible for Monitoring: Administration, teachers, and counselors

Problem Statements: Community Engagement & Commitment 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress
October

Some Progress
January

Some Progress
March

 Continue/Modify

June

Performance Objective 6 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

3

We have low involvement from community members and local businesses.

We have few opportunities for engagement.

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1

4.1 Increase student attendance rate to 96% by 06/2026.

Progress Measures: EOY Attendance rates

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue attendance incentives to increase attendance.

Strategic Action 1

4.1.1 Implement a consistent truancy tracking system by training staff on accurate attendance recording and monitoring on a daily basis.

Strategic Action's Expected Result/Impact: Increased attendance rates

Staff Responsible for Monitoring: Administration, counselors, and attendance clerk

Problem Statements: Culture of Performance & Preparedness 3

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

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

4.1.2 Establish a communication protocol to notify parents immediately when a student is absent without prior notice.

Strategic Action's Expected Result/Impact: Increased attendance rates

Staff Responsible for Monitoring: Administration and attendance clerk.

Problem Statements: Culture of Performance & Preparedness 3

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

Formative Reviews

Moderate Progress

Considerable Progress

Considerable Progress



Continue/Modify

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Our attendance is below the district expectations.

Inconsistency of truancy tracking and enforcement.

Performance Objective 2

4.2 Improve student engagement to reduce absenteeism by 3% by 06/2026.

Progress Measures: EOY Attendance Rates

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue attendance incentives to increase attendance.

Strategic Action 1

4.2.1 Organize engaging school-wide events and activities that promote a positive school culture and incentivize attendance.

Strategic Action's Expected Result/Impact: Increased attendance % and improved school culture

Staff Responsible for Monitoring: Administration, teachers, counselors.

Problem Statements: Culture of Performance & Preparedness 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Our attendance is below the district expectations.

Inconsistency of truancy tracking and enforcement.

Performance Objective 3

4.3 Strengthen parent-school communication to support attendance improvement by 06/2026.

Progress Measures: EOY Attendance rates and use of RaaWee

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue attendance incentives to increase attendance.

Strategic Action 1

4.3.1 Establish a regular newsletter or communication channel to keep parents informed about attendance policies and the importance of regular attendance.

Strategic Action's Expected Result/Impact: Improved communication with parents/guardians and increased attendance rates.

Staff Responsible for Monitoring: Administration and attendance clerk

Problem Statements: Culture of Performance & Preparedness 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Our attendance is below the district expectations.

Inconsistency of truancy tracking and enforcement.

Performance Objective 4

4.4 Increase the number of classroom walkthroughs conducted by administrators from per month to 8 per month by 06/2026.

Progress Measures: Count of walkthroughs through use of DMAC and copies of tracking board.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Create tracking mechanism outside of DMAC to track informal walkthroughs.

Strategic Action 1

4.4.1 Implement a schedule that designates specific times each week for administrators to conduct classroom walkthroughs, ensuring that these times are protected from other meetings or duties.

Strategic Action's Expected Result/Impact: Improved curricular alignment and increased amount of feedback to teachers

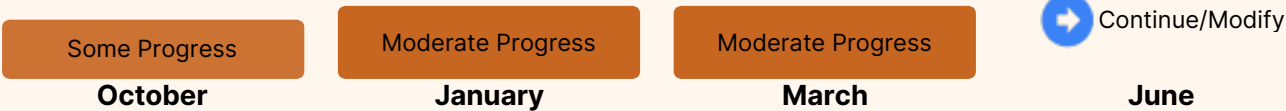
Staff Responsible for Monitoring: Administration

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 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategic Action 2

4.4.2 Utilize a digital tool or app to streamline the process of scheduling and documenting walkthroughs, allowing administrators to efficiently record observations and feedback.

Strategic Action's Expected Result/Impact: More efficient feedback process and more effective coaching

Staff Responsible for Monitoring: Administration

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 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

2

Minimal numbers of walkthroughs

Lack of time for admin availability due to numerous behavioral and disciplinary concerns

Performance Objective 5

4.5 the time spent by administrators on behavioral and disciplinary concerns by 3% by 06/2026.

Progress Measures: Discipline comparison analysis from previous years to this year.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue and/or develop discipline related incentives.

Strategic Action 1

4.5.1 Schedule regular professional development sessions focused on classroom management techniques and strategies for teachers to effectively handle larger class sizes and diverse needs, including SPED students.

Strategic Action's Expected Result/Impact: Decreased number of discipline referrals and disciplinary placements

Staff Responsible for Monitoring: Administration and curriculum department

Problem Statements: Culture of Faculty & Staff Commitment 1

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

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

4.5.2 Utilize technology to streamline the documentation and tracking of behavioral incidents,

allowing administrators to quickly identify patterns and address issues more efficiently. Implement a digital system for teachers to report incidents and for administrators to track interventions and outcomes.

Strategic Action's Expected Result/Impact: More efficient and effective interventions for students in need of extra supports.

Staff Responsible for Monitoring: Administration

Problem Statements: Culture of Faculty & Staff Commitment 2

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

Formative Reviews



Performance Objective 5 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement		Root Cause
1	Increased teacher stress	We have increased enrollment, specifically with SPED kids, which leads to large class sizes.
2	Minimal numbers of walkthroughs	Lack of time for admin availability due to numerous behavioral and disciplinary concerns

Performance Objective 6

4.6 By 06/2026, ensure that 50% of staff members understand the process of campus budget calculation.

Progress Measures: DH and Dept. meetings with the finance office and campus administration to discuss the budgeting process.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase number of budget related meetings for DH and faculty.

Strategic Action 1

4.6.1 Develop a comprehensive guide on campus budget calculation and distribute it to all staff members, ensuring it includes a FAQ section for common questions.

Strategic Action's Expected Result/Impact: Increased knowledge of the budgeting process and how campus budgets impact learning.

Staff Responsible for Monitoring: Administration and finance department.

Problem Statements: Effective & Efficient Operations 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

 Continue/Modify

June

Performance Objective 6 Problem Statements Identifying Effective & Efficient Operations

Problem Statement	Root Cause
1 The staff is unaware of how campus budgets are calculated.	There is a lack of training and information.

Performance Objective 7

4.7 By 06/2026, increase staff participation in budget planning meetings from 0% to 2%.

Progress Measures: Creation of a campus budget committee.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase number of budget meetings/trainings held for faculty.

Strategic Action 1

4.7.1 Schedule regular budget planning meetings at times that are convenient for the majority of staff to encourage attendance.

Strategic Action's Expected Result/Impact: Increased knowledge of the budgeting process and how campus budgets impact learning.

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

4.7.2 Create a feedback loop where staff can submit questions or topics they would like covered in budget meetings, ensuring their concerns are addressed.

Strategic Action's Expected Result/Impact: Improved staff understanding of how the budgeting process impacts daily activities and the learning process

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 7 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

1

The staff is unaware of how campus budgets are calculated.

There is a lack of training and information.

Performance Objective 8

4.8 By 06/2026, ensure that 15% of staff members can identify and utilize available resources for understanding campus budgets.

Progress Measures: DH meeting and campus meeting minutes related to budget discussions.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase number of budget meetings/trainings held for faculty.

Strategic Action 1

4.8.1 Compile a list of resources, including online tools, articles, and contact information for finance team members, and share it with all staff.

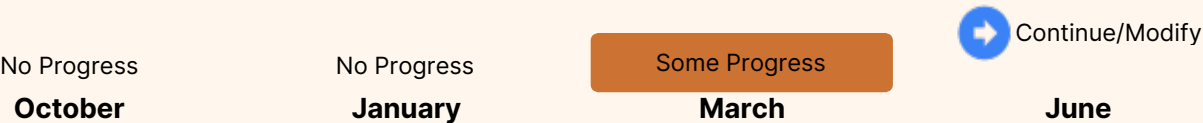
Strategic Action's Expected Result/Impact: Increased understanding of the campus budgeting process.

Staff Responsible for Monitoring: Administration and finance.

Problem Statements: Effective & Efficient Operations 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategic Action 2

4.8.2 Conduct quarterly Q&A sessions where staff can bring questions about the budget and learn about new resources available to them.

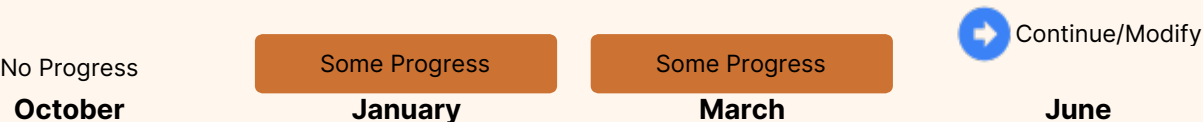
Strategic Action's Expected Result/Impact: Increased understanding of how the campus budgeting system works.

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 8 Problem Statements Identifying Effective & Efficient Operations

	Problem Statement	Root Cause
1	The staff is unaware of how campus budgets are calculated.	There is a lack of training and information.

Performance Objective 9

4.9 By 06/2026, ensure 100% of safety drills are conducted consistently and effectively across the school.

Progress Measures: RAPTOR report on drill completion.

Summative Evaluation: Met Performance Objective

Strategic Action 1

4.9.1 Appoint a safety drill coordinator responsible for scheduling, overseeing, and documenting all safety drills.

Strategic Action's Expected Result/Impact: Make the drill planning and reporting process more efficient

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 2

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

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	 Accomplished
October	January	March	June

Strategic Action 2

4.9.2 Develop a clear schedule for safety drills, ensuring they occur at regular intervals throughout the school year.

Strategic Action's Expected Result/Impact: More efficient implementation of campus drills

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 2

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

Formative Reviews

 Accomplished	 Accomplished	 Accomplished	 Accomplished
October	January	March	June

Performance Objective 9 Problem Statements Identifying Effective & Efficient Operations

Problem Statement		Root Cause
2	Lack of consistency with safety drills.	Failure to designate a central person to coordinate.

Performance Objective 10

4.10 By 06/2026, achieve 100% compliance in documenting and reviewing safety drill outcomes.

Progress Measures: RAPTOR Reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to input drills into RAPTOR for tracking

Strategic Action 1

4.10.1 Establish a standardized form for documenting each safety drill, including time, date, and any issues encountered.

Strategic Action's Expected Result/Impact: Efficient tracking of campus drills to ensure compliance

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 2

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress	Considerable Progress	✓ Accomplished	✓ Accomplished
October	January	March	June

Strategic Action 2

4.10.2 Create a digital repository where all safety drill documentation is stored and easily accessible for review.

Strategic Action's Expected Result/Impact: Efficient tracking of required campus drills to ensure compliance

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 2

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

✓ Accomplished	✓ Accomplished	✓ Accomplished	✓ Accomplished
October	January	March	June

Performance Objective 10 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

2

Lack of consistency with safety drills.

Failure to designate a central person to coordinate.

Performance Objective 11

4.11 By 06/2026, enhance communication about safety drills to ensure 100% of staff and students are informed in advance.

Progress Measures: E-mail notifications of drill completion.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to notify students, faculty, and parent/guardians prior to drills when necessary.

Strategic Action 1

4.11.1 Utilize multiple communication channels, such as emails, announcements, and newsletters, to inform staff and students about upcoming drills.

Strategic Action's Expected Result/Impact: Ensure that required drills are implemented with minimal confusion.

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategic Action 2

4.11.2 Implement a reminder system, such as calendar alerts, to notify staff and students of scheduled drills.

Strategic Action's Expected Result/Impact: Ensure notifications of required drills are done in a timely manner.

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 11 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

2

Lack of consistency with safety drills.

Failure to designate a central person to coordinate.

Performance Objective 12

4.12 By 06/2026, reduce the use of physical resources such as paper and consumables by 5% through increased utilization of available technology.

Progress Measures: Counts of consumables use.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to track resource usage over the course of the year

Strategic Action 1

4.12.1 Conduct workshops for teachers and staff to educate them on the costs associated with physical resource usage and the benefits of using digital alternatives.

Strategic Action's Expected Result/Impact: Decreased use of traditional paper/pencil assignments

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

4.12.2 Encourage the use of digital platforms for assignments and communication by setting up a school-wide initiative to transition from paper-based to digital submissions.

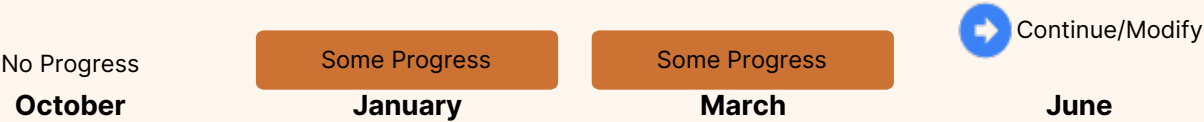
Strategic Action's Expected Result/Impact: Decreased use of traditional paper/pencil assignments

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 12 Problem Statements Identifying Effective & Efficient Operations

Problem Statement	Root Cause
3 Excessive use of physical resources (paper, copy machines, consumables) versus using available technology.	Lack of education of the costs of the physical resources.

Performance Objective 13

4.13 By 06/2026, achieve a 5% reduction in the school's overall expenditure on physical resources by promoting the use of technology.

Progress Measures: Data collected from walkthroughs on the usage of technology

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to track resource usage over the course of the school year

Strategic Action 1

4.13.1 Analyze current spending on physical resources and set specific reduction targets for each department, providing them with digital alternatives to meet these targets.

Strategic Action's Expected Result/Impact: Decreased costs associated with use of paper and other consumables.

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

4.13.2 Host informational sessions for staff to highlight the financial impact of physical resource usage and demonstrate cost-effective digital solutions.

Strategic Action's Expected Result/Impact: Decrease costs associated with use of paper and other consumable instructional materials.

Staff Responsible for Monitoring: Administration and finance

Problem Statements: Effective & Efficient Operations 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 3

4.13.3 Implement a tracking system to monitor the usage of physical resources and provide monthly reports to staff to encourage accountability and awareness.

Strategic Action's Expected Result/Impact: More efficient use of available physical resources.

Staff Responsible for Monitoring: Administration

Problem Statements: Effective & Efficient Operations 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 13 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

3

Excessive use of physical resources (paper, copy machines, consumables) versus using available technology.

Lack of education of the costs of the physical resources.

Performance Objective 14

4.14 06/2026, increase student engagement with digital tools by 5% to reduce dependency on paper-based materials.

Progress Measures: Data collected from walkthroughs on the usage of technology

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to utilize online learning platforms whenever possible

Strategic Action 1

4.14.1 Provide students with access to online resources and e-books, reducing the need for printed textbooks and handouts.

Strategic Action's Expected Result/Impact: Increase student engagement while reducing costs and waste associated with traditional textbooks.

Staff Responsible for Monitoring: Teachers, curriculum department, and administration.

Problem Statements: Effective & Efficient Operations 3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 14 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

3

Excessive use of physical resources (paper, copy machines, consumables) versus using available technology.

Lack of education of the costs of the physical resources.

Performance Objective 15

4.15 By 06/2026, increase the availability of SEL counseling services to students by 15% through alternative support methods.

Progress Measures: Alongside and TCHATT reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to utilize Alongside and TCHATT for student services.

Strategic Action 1

4.15.1 Train teachers and staff to provide basic SEL support and identify students who need more intensive counseling, increasing the number of staff who can assist from 1 to 3.

Strategic Action's Expected Result/Impact: Improved student SEL and mental health

Staff Responsible for Monitoring: Counselors and administration

Problem Statements: Culture of Performance & Preparedness 1

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

Formative Reviews

No Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

4.15.2 Utilize online SEL resources and programs to supplement in-person counseling, ensuring that 75% of students have access to these resources.

Strategic Action's Expected Result/Impact: Students will have access to available mental health resources both in and out of school.

Staff Responsible for Monitoring: Counselors and administration

Problem Statements: Culture of Performance & Preparedness 1

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

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 15 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

We are not able to provide SEL counseling services for our student population

The district has a shortage of counseling personnel and the campus has only one counselor.

Performance Objective 16

4.16 By 06/2026, establish partnerships with local community organizations to provide additional SEL support to students.

Progress Measures: Alongside and TCHAT reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to utilize Alongside and TCHAT for student services.

Strategic Action 1

4.16.1 Identify and collaborate with 3 local mental health organizations to offer workshops and group sessions for students on campus.

Strategic Action's Expected Result/Impact: Increase available resources for students outside of school

Staff Responsible for Monitoring: Counselors

Problem Statements: Culture of Performance & Preparedness 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

4.16.2 Set up a referral system with community counseling services to provide students with

access to external SEL support when needed.

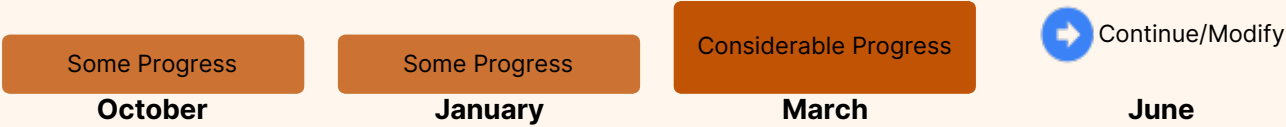
Strategic Action's Expected Result/Impact: Increase resources for students in need of mental health resources.

Staff Responsible for Monitoring: Counselors

Problem Statements: Culture of Performance & Preparedness 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategic Action 3

4.16.3 Organize monthly SEL events in collaboration with community partners to engage students and provide additional support.

Strategic Action's Expected Result/Impact: Increase student resources.

Staff Responsible for Monitoring: Counselors

Problem Statements: Culture of Performance & Preparedness 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 16 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement		Root Cause
1	We are not able to provide SEL counseling services for our student population	The district has a shortage of counseling personnel and the campus has only one counselor.

Performance Objective 17

4.17 By 06/2026, enhance the SEL skills of students by integrating SEL activities into the existing curriculum.

Progress Measures: Impactful reflection responses.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Use advisory time to cover SEL and Character lessons.

Strategic Action 1

4.17.1 Incorporate SEL lessons into the weekly schedule for all grade levels, ensuring that 75% of students participate in SEL activities.

Strategic Action's Expected Result/Impact: Ensure student exposure to available resources and content related to SEL

Staff Responsible for Monitoring: Counselors, teachers, and administration.

Problem Statements: Culture of Performance & Preparedness 1

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

Formative Reviews



Strategic Action 2

4.17.2 Provide professional development for teachers on integrating SEL into their daily lessons and classroom management strategies.

Strategic Action's Expected Result/Impact: Increase teacher comfort and knowledge when delivering SEL related activities.

Staff Responsible for Monitoring: Counselors and administration

Problem Statements: Culture of Performance & Preparedness 1

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Performance Objective 17 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

We are not able to provide SEL counseling services for our student population

The district has a shortage of counseling personnel and the campus has only one counselor.



Funding Summary

Funding Summary

199 - General Fund

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
Sub-Total					\$0.00



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