

Calallen Independent School District



East Elementary

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth, Top 25
Percent: Comparative Closing the Gaps

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to develop well-rounded children by instilling a sense of self-respect, compassion and purpose.

Vision

Calallen East Elementary will create and promote a culture of collaboration focused on positive change in our students, families and community.

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Comprehensive Needs Assessment

Culture of Performance & Preparedness

Summary

Our dedicated teachers have been actively participating in weekly Professional Learning Communities (PLCs), which has fostered a collaborative environment where educators can share strategies, analyze student data, and refine their teaching practices to enhance student learning outcomes.

The implementation of Bluebonnet Learning on our campus has provided a structured framework that supports differentiated instruction, allowing us to meet the diverse needs of our students and promote academic growth across various subjects.

We are proud to report that our Measures of Academic Progress (MAP) assessments have shown significant growth in both reading and math. This improvement is a testament to the hard work of our students and the effective instructional strategies employed by our teachers.

Our teachers have also been involved in curriculum writing, which has empowered them to tailor the curriculum to better meet the needs of our students, ensuring that the content is both relevant and engaging.

Students have had the opportunity to explore various career paths through our Career Day event, which has been instrumental in broadening their horizons and inspiring them to think about their future aspirations.

Each quarter, teachers select East Scholars who exemplify the core values of respect, responsibility, fairness, friendship, and honesty. This recognition not only celebrates students' achievements but also encourages a positive school culture.

Our 2nd grade teachers have implemented selecting Recess Rangers, who assist younger students during recess and serve as role models. This program has been beneficial in promoting leadership skills and fostering a sense of community among students.

Our campus-wide Veteran's Day performance was a heartfelt tribute to honor those who have served in the military, and it provided students with an opportunity to express their gratitude and learn about the importance of service and sacrifice.

Second grade students have the opportunity to participate in University Interscholastic League (UIL) activities, which allows them to engage in academic competitions and develop their skills in a supportive environment.

We keep our school community informed and engaged through monthly parent newsletters, which provide updates on school events, important announcements, and ways for parents to support their children's education.

Attendance is a priority on our campus, and we diligently track it while maintaining open communication with parents to address any concerns. This proactive approach helps ensure that students are present and ready to learn.

To further emphasize the importance of attendance, we have established a campus-wide attendance wall that visually tracks weekly classroom attendance, fostering a sense of accountability and encouraging healthy competition among classes.

Finally, our campus has embraced the Leader In Me program as a cornerstone of our character development efforts. This initiative equips students with essential life skills and leadership qualities, preparing them to be responsible and proactive members of society.

Strengths

At East Elementary, our first-grade students have demonstrated remarkable progress, achieving a 52% growth in their reading and math MAP scores. This significant improvement reflects the dedication of our teachers and the effectiveness of our instructional strategies, which are tailored to meet the diverse learning needs of our students. Such growth not only enhances academic performance but also builds a strong foundation for future learning.

Our recent career day was a resounding success, with an impressive 98% student participation rate. This event was further enriched by the increased involvement of the community and local organizations, providing our students with valuable insights into various career paths and the skills required to succeed in them. The collaboration with community partners not only broadens our students' horizons but also strengthens the ties between the school and the community.

We have also seen a notable increase in parent and student participation in our physical activities, including events like the Jingle Jog, Adventure Dash, Jingle Jog, and our weekly activities. These events promote physical health and wellness, foster a sense of community, and encourage family engagement in school life. The enthusiastic participation in these activities highlights the importance our school community places on maintaining a healthy and active lifestyle.

For the upcoming 25-26 school year, we are pleased to announce that East Elementary will have a full-time security officer on campus at all times. This addition has already contributed to an increased sense of security and safety, as reflected in the district-wide climate survey. The survey results indicate that staff, parents, and students feel more secure, which is essential for creating an environment where learning can thrive. The presence of a security officer underscores our commitment to providing a safe and supportive learning environment for all members of our school community.

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1 ★ East is seeing a decrease in enrollment and attendance	parent choice, homeschool, negative perception of CISD from social media
2 ★ Calallen ISD goal is 90-60-30 and Calallen East is at 80-50-21	weak foundational reading skills, chronic absenteeism, lack of structured home support

★ = Priority

Culture of Faculty & Staff Commitment

Summary

As part of our commitment to fostering a supportive and responsive environment, we have implemented an annual staff surveys and meetings to address any concerns that may arise. This approach ensures that all staff members have a platform to voice their opinions and that we can collaboratively work towards solutions that enhance our school community.

To further cultivate a positive and inclusive school culture, we have established a culture committee. This committee is dedicated to promoting values and practices that reflect our commitment to diversity, equity, and inclusion, ensuring that every member of our school feels valued and respected.

We have also integrated the Zenn Denn into our school, which provides a structured framework for mindfulness and well-being. This initiative supports staff in managing stress and maintaining a balanced approach to their educational and professional responsibilities.

Regular walk-throughs with feedback have been instituted as a means of maintaining high standards of teaching and learning. These walk-throughs allow for real-time observations and constructive feedback, fostering an environment of continuous improvement and professional growth for our educators.

Our participation in the Teacher Incentive Allotment (TIA) reflects our dedication to recognizing and rewarding excellence in teaching. By engaging in this program, we aim to attract and retain high-quality educators who are committed to delivering exceptional educational experiences for our students.

Strengths

At our school, we prioritize culture building as a foundational element of our educational environment. We believe that a strong, positive culture is essential for fostering a sense of belonging and motivation among both students and staff. By cultivating an atmosphere where everyone feels valued and respected, we create a community that thrives on mutual support and shared goals.

We actively seek feedback from our faculty and staff, understanding that their insights are invaluable in shaping our school's direction and policies. This open line of communication ensures that we remain responsive to the needs of our educators and can make informed decisions that enhance the overall educational experience.

Creating a culture of collaboration is at the heart of our approach. We encourage teamwork and the sharing of ideas among our staff, recognizing that collaboration leads to innovative solutions and improved teaching practices. By working together, our educators can draw on each other's strengths and expertise, ultimately benefiting our students' learning experiences.

Supporting teachers through walk-throughs, feedback, and coaching is a key component of our professional development strategy. These practices allow us to provide personalized support and guidance, helping teachers to refine their skills and grow in their roles. By investing in our educators, we ensure that they have the tools and confidence needed to deliver high-quality instruction.

We are proud to report that 19 out of 26 teachers have qualified for the Teacher Incentive Allotment (TIA), a testament to their dedication and excellence in teaching. This achievement reflects our commitment to recognizing and rewarding outstanding educators who make a significant impact on student learning and success.

Problem Statements Identifying Culture of Faculty & Staff Commitment Needs

Problem Statement	Root Cause
1★ Increased emphasis on physical, mental and social health and wellness for students, 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

The annual parent campus survey is a vital tool for gathering feedback from our school community. It allows us to understand the needs and concerns of parents, ensuring that we can make informed decisions to enhance the educational experience for all students. By actively seeking input, we demonstrate our commitment to fostering a collaborative environment where parents feel valued and heard.

Our Site-Based Decision Making (SBDM) committee plays a crucial role in shaping the direction of our school. This committee, composed of teachers, parents, and community members, works together to develop and implement strategies that align with our school's goals. Their collaborative efforts ensure that we are meeting the diverse needs of our students and maintaining a high standard of education.

The Language Proficiency Assessment Committee (LPAC) is essential in supporting our English Language Learners (ELLs). This committee is responsible for assessing and monitoring the progress of ELL students, ensuring they receive the necessary resources and support to succeed academically. By focusing on language proficiency, we are committed to providing an inclusive and equitable learning environment for all students.

Yearly family events are an integral part of our school culture, providing opportunities for families to engage with the school community. These events foster a sense of belonging and strengthen the partnership between home and school. By hosting activities that bring families together, we create a supportive network that enhances student success and well-being.

We encourage our teachers to apply for Calallen Education Foundation grants as a means to support innovative teaching practices and enhance classroom resources. These grants provide financial assistance for projects that enrich the educational experience and promote student engagement. By supporting our teachers in this endeavor, we are investing in the future of our students and the quality of education they receive.

Working with community partners to boost morale is a key strategy in creating a positive school environment. By collaborating with local businesses and organizations, we can provide additional resources and support for our students and staff. These partnerships not only enhance the educational experience but also demonstrate the community's commitment to the success and well-being of our school.

Strengths

At our school, we prioritize open communication and collaboration with our families, and one of the key tools we use to facilitate this is Parent Square. This platform allows for seamless two-way feedback between parents and the school, ensuring that we can address concerns, share updates, and celebrate successes in a timely and efficient manner. By fostering this ongoing dialogue, we strengthen the partnership between home and school, ultimately enhancing the educational experience for our students.

In addition to utilizing Parent Square, we keep our families informed and engaged through our monthly family newsletter. This publication serves as a comprehensive resource, providing updates on school events, important dates, and highlights of student achievements. By consistently sharing this information, we ensure that our families are well-informed and can actively participate in their children's education.

We also offer parents numerous opportunities to become involved in school governance and decision-making processes through participation in committees such as the Parent Teacher Association (PTA) and the Site-Based Decision Making (SBDM) council. These committees allow parents to contribute their perspectives and expertise, playing a vital role in shaping the policies and initiatives that impact our school community.

Our teachers are dedicated to providing innovative and high-quality education, and their efforts are supported by grants from the Calallen Education Foundation. These grants enable our educators to implement creative projects and programs that enhance student learning and engagement. By investing in our teachers, we ensure that they have the resources needed to inspire and challenge our students.

Finally, we are proud to offer our students the opportunity to participate in our annual Career Day. This event exposes students to

a variety of professions and industries, helping them to explore potential career paths and understand the skills and education required for success in the workforce. By connecting students with professionals in the community, we aim to inspire and motivate them to pursue their future goals with confidence.

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

Our staff members have participated in district-wide budget training sessions to ensure they are well-equipped with the knowledge and skills necessary to manage financial resources effectively. This training is crucial for maintaining transparency and accountability in our financial operations, ultimately supporting our educational goals.

We maintain regular communication with department leads to discuss and address the specific needs of our campus. This ongoing dialogue ensures that we are responsive to the evolving requirements of our educational environment and can allocate resources efficiently to support our students and staff.

In compliance with state regulations, we diligently conduct all mandated safety drills. These drills are essential for preparing our students and staff to respond effectively in the event of an emergency, thereby ensuring the safety and security of everyone on campus.

Our campus benefits from the presence of a School Resource Officer (SRO), who plays a vital role in maintaining a safe and secure learning environment. The SRO works closely with our staff and students to foster a sense of safety and community, while also addressing any security concerns that may arise.

To ensure the safety of our students and staff, all campus visitors are required to complete volunteer training and undergo a background check. This process helps us maintain a secure environment by ensuring that all individuals on campus have been vetted and are aware of our safety protocols.

We utilize the Raptor system for managing campus visitors, which enhances our ability to monitor and control access to our facilities. This system provides an additional layer of security by allowing us to track visitor entry and ensure that only authorized individuals are present on campus.

Strengths

Our school's active participation in district training ensures that our staff remains at the forefront of educational best practices and district-wide initiatives. This commitment to professional development allows us to continuously improve our teaching strategies and administrative processes, ultimately benefiting our students' learning experiences.

Attending monthly board meetings for bond updates and quarterly budget updates is crucial for maintaining transparency and accountability in our financial operations. By staying informed about these updates, we can make informed decisions that align with our school's goals and ensure that resources are allocated effectively to support our educational mission.

We are dedicated to providing a safe, healthy, and productive learning environment for our students. This commitment is reflected in our efforts to maintain clean and well-equipped facilities, promote a culture of respect and inclusivity, and implement programs that support students' physical and mental well-being.

Training, reviewing, and utilizing adopted safety protocols is a priority for our school. By regularly updating and practicing these protocols, we ensure that our staff and students are prepared to respond effectively to any emergencies, thereby safeguarding the well-being of everyone on campus.

Volunteer training, including a mandatory background check before entering campus, is an essential component of our safety strategy. This process ensures that all volunteers are well-prepared to contribute positively to our school community while maintaining a secure environment for our students.

Having a full-time armed security guard on campus further enhances our security measures. This presence provides an additional layer of protection, ensuring that our school remains a safe place for students to learn and grow.

Problem Statements Identifying Effective & Efficient Operations Needs

Problem Statement	Root Cause
1★ Approved budget for CISD was at a deficit.	Stagnant state funding, reduction in student enrollment and attendance, state-mandated teacher raises.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

East is seeing a decrease in enrollment and attendance

parent choice, homeschool, negative perception of CISD from social media

2
★

Calallen ISD goal is 90-60-30 and Calallen East is at 80-50-21

weak foundational reading skills, chronic absenteeism, lack of structured home support

3
★

Increased emphasis on physical, mental and social health and wellness for students, 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.

4
★

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.

5
★

Approved budget for CISD was at a deficit.

Stagnant state funding, reduction in student enrollment and attendance, state-mandated teacher raises.

★ = 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 Reading and math goals for PreK-3
- ☒ 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 current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment 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
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data

- ☒ Discipline records
- ☒ 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
- ☒ 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
- ☒ Study of best practices and high yield strategies
- ☒ Technology and resource allocation data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents
- ☒ Focus Group(s) data



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 Growth and Achievement

Progress Measures: NWEA MAP scores, local benchmark data, ESGI and Circle data, quarter testing data

Summative Evaluation: Met Performance Objective

Strategic Action 1

1.1.1 Enhance strategic curriculum alignment, ensuring the fidelity of written, taught and assessed curriculum in alignment with district developed Math and RLA Frameworks.

Strategic Action's Expected Result/Impact: MAP achievement and Growth Measure will increase

Staff Responsible for Monitoring: Teachers, Interventionists, Curriculum Dept. & Administrators

Problem Statements: Culture of Performance & Preparedness 2

Funding Sources: Interventionists 211 - ESSA Title I, Part A, , Tutors 199 - General Fund: SCE,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategic Action 2

1.1.2 Ensure PLC's focus on the 4 guiding questions and respond to student performance.

Strategic Action's Expected Result/Impact: MAP data will show in increase in achievement.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategic Action 3

1.1.3 Implement a parent engagement program that includes regular communication through newsletters, social media updates, and parent-teacher conferences to keep parents informed and involved in their child's education. Use these platforms to share positive stories and achievements from the school.

Strategic Action's Expected Result/Impact: Parents become a partner in their child's education resulting in academic achievement for students.

Staff Responsible for Monitoring: campus administrators, teachers

Problem Statements: Culture of Performance & Preparedness 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategic Action 4

1.1.4 Implement a targeted reading intervention program for students identified with weak foundational reading skills. This could include small group instruction during designated intervention periods, using research-based reading strategies to improve phonemic awareness, fluency, and comprehension.

Strategic Action's Expected Result/Impact: Student reading levels will increase and MAP testing will show an increase.

Staff Responsible for Monitoring: teachers, reading interventionist, campus administrators

Problem Statements: Culture of Performance & Preparedness 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategic Action 5

1.1.5 Organize workshops for parents and guardians to provide them with strategies and resources to support their children's learning at home. Topics could include creating a structured homework routine, understanding grade-level expectations, and accessing online educational resources.

Strategic Action's Expected Result/Impact: Parent and school relationship will improve, resulting in higher student achievement

Staff Responsible for Monitoring: administration, counselor

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 6

1.1.6 During weekly professional learning community (PLC) meetings, teachers will analyze student performance data to identify gaps in foundational reading skills and collaboratively plan targeted instructional strategies to address these gaps.

Strategic Action's Expected Result/Impact: Teacher instruction will improve, resulting in higher student achievement

Staff Responsible for Monitoring: teacher, administrator

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 7

1.1.7 Create an attendance improvement plan that includes regular communication with parents about the importance of attendance, tracking attendance data, and recognizing students with improved attendance through awards or recognition events.

Strategic Action's Expected Result/Impact: Student attendance will improve, resulting in higher student achievement

Staff Responsible for Monitoring: teacher, attendance clerk, administrator

Problem Statements: Culture of Performance & Preparedness 1, 2

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
1	East is seeing a decrease in enrollment and attendance	parent choice, homeschool, negative perception of CISD from social media
2	Calallen ISD goal is 90-60-30 and Calallen East is at 80-50-21	weak foundational reading skills, chronic absenteeism, lack of structured home support

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

1.2 College, Career, Military Readiness

Progress Measures: Participation in annual Career Day and College/Career Awareness Activities

Summative Evaluation: Met Performance Objective

Strategic Action 1

1.2.1 Develop an attendance improvement plan that includes regular monitoring of attendance data, parent communication, and incentives for improved attendance to reduce chronic absenteeism and increase readiness from 21% to 30%.

Strategic Action's Expected Result/Impact: Increased attendance will result in academic improvement.

Staff Responsible for Monitoring: teacher, attendance clerk, administration

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

1.2.2 Host workshops for parents and guardians to provide strategies and resources for supporting their children's education at home, focusing on building structured home support systems.

Strategic Action's Expected Result/Impact: Increased parent/school relationship

Staff Responsible for Monitoring: counselor, administrator

Problem Statements: Culture of Performance & Preparedness 2 - Community Engagement & Commitment 1

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Continue/Modify

June

Strategic Action 3

1.2.3 Integrate career exploration activities into the curriculum, such as career days, guest speakers, and field trips, to enhance students' understanding of various career paths and increase their preparedness for life beyond high school.

Strategic Action's Expected Result/Impact: Support long-term academic success

Staff Responsible for Monitoring: teacher, counselor, administrator

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
2	Calallen ISD goal is 90-60-30 and Calallen East is at 80-50-21	weak foundational reading skills, chronic absenteeism, lack of structured home support

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

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

Progress Measures: Student participation data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

1.3.1 Host annual open house events where community members can learn about different clubs and activities, meet club leaders, and see how they can contribute. Provide opportunities for community members to sign up for volunteer roles or mentorship positions.

Strategic Action's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: administrator

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Strategic Action 2

1.3.2 Develop partnerships with local businesses and organizations to sponsor school events and

activities. This can include providing resources, guest speakers, or venues, which can enhance the quality of events and increase community involvement.

Strategic Action's Expected Result/Impact: Increased community support and engagement

Staff Responsible for Monitoring: administrator

Problem Statements: Community Engagement & Commitment 1

Formative Reviews



Strategic Action 3

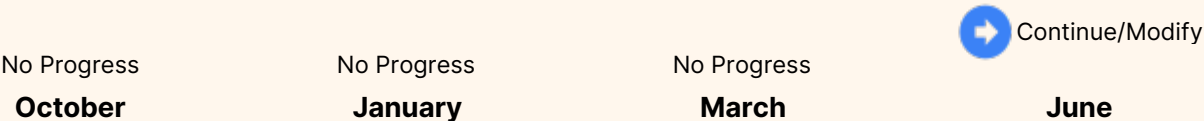
1.3.3 Create a digital platform or app where community members can easily access information about school clubs, events, and volunteer opportunities. Include features for signing up for events, providing feedback, and connecting with club leaders.

Strategic Action's Expected Result/Impact: Increase in club participation resulting in increased attendance

Staff Responsible for Monitoring: club sponsors, administrator

Problem Statements: Community Engagement & Commitment 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Community Engagement & Commitment

Problem Statement	Root Cause
1Community 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 4

1.4 Student safety and well-being

Progress Measures: BTA data, mental health activities and counselor visits

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

1.4.1 Conduct parent and community engagement sessions to address concerns and improve the perception of the school. These sessions can include open forums, Q&A sessions, and presentations on school achievements and initiatives.

Strategic Action's Expected Result/Impact: Increased parent/school relationship will result in an increase in attendance

Staff Responsible for Monitoring: teacher, attendance clerk, administrator

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Strategic Action 2

1.4.2 Implement a positive social media campaign to highlight student achievements, school events, and positive stories from the school community. This can involve regular posts on school social media accounts and encouraging students and parents to share their positive experiences.

Strategic Action's Expected Result/Impact: Increased positive perception of school which will increase enrollment and attendance.

Staff Responsible for Monitoring: DLC, administrator

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Some Progress
October

Some Progress
January

Moderate Progress
March

 Continue/Modify
June

Strategic Action 3

1.4.3 Offer school tours and open house events for prospective families to showcase the school's facilities, programs, and student work. Ensure these events are well-publicized and provide opportunities for families to ask questions and meet staff.

Strategic Action's Expected Result/Impact: Increase perception of school will result in increased enrollment and attendance.

Staff Responsible for Monitoring: DLC, district technology specialist, administrator

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Performance Objective 4 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

East is seeing a decrease in enrollment and attendance

parent choice, homeschool, negative perception of CISD from social media

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

Performance Objective 1

2.1 Increase the number of faculty and staff participating in wellness programs.

Progress Measures: Staff participation will increase from month to month.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

2.1.1 Organize monthly workshops on stress management and coping strategies, inviting mental health professionals to provide guidance and support.

Strategic Action's Expected Result/Impact: Staff mental health will improve.

Staff Responsible for Monitoring: nurse, administrator

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

No Progress

October

No Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

2.1.2 Create a wellness committee composed of faculty and staff to plan and promote health and wellness activities throughout the school year.

Strategic Action's Expected Result/Impact: Increased staff mental health

Staff Responsible for Monitoring: wellness committee, counselor, administrator

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Continue/Modify

June

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

	Problem Statement	Root Cause
1	Increased emphasis on physical, mental and social health and wellness for students, 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 Enhance the physical health resources available to faculty and staff, including utilization of Zen Den.

Progress Measures: Staff will use Zen Den on a regular basis.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategic Action 1

2.2.1 Create a resource center with information on nutrition, exercise, and healthy lifestyle choices accessible to all students, faculty, and staff.

Strategic Action's Expected Result/Impact: Increased staff mental health and increased staff attendance

Staff Responsible for Monitoring: administrator

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

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

	Problem Statement	Root Cause
1	Increased emphasis on physical, mental and social health and wellness for students, 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 3 Increasing Community Engagement & Commitment

Performance Objective 1

3.1 Develop and implement a community outreach plan to increase community awareness and participation.

Progress Measures: Attendance sheets, outreach activity evaluations

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.1.1 Create a calendar of family and community events and outreach activities, ensuring consistent scheduling and promotion through multiple channels such as social media, newsletters, and local media.

Strategic Action's Expected Result/Impact: Increased family and community involvement.

Staff Responsible for Monitoring: culture committee

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 2

3.1.2 Develop a feedback mechanism for family and community members to provide input on outreach activities and suggest improvements.

Strategic Action's Expected Result/Impact: Increased feedback will result in improvement in activities.

Staff Responsible for Monitoring: culture committee

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Continue/Modify

June

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. Establish a consistent follow-up process after parent and community events to maintain engagement and increase sustained involvement.

Progress Measures: event sign-in sheets

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.2.1 Develop a follow-up protocol that includes sending thank-you notes, surveys, and/or invitations to future events to participants.

Strategic Action's Expected Result/Impact: Increase in participation

Staff Responsible for Monitoring: culture committee

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Strategic Action 2

3.2.2 Create a database of community contacts to track participation and tailor future outreach efforts based on past involvement.

Strategic Action's Expected Result/Impact: Increased participation in family/community outreach activities

Staff Responsible for Monitoring: culture committee, administrator

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Some Progress
October

Some Progress
January

Some Progress
March

 Continue/Modify

June

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.

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1

4.1 Improve student attendance rates to maximize funding based on attendance.

Progress Measures: daily attendance checks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

4.1.1 Implement an attendance tracking system to identify students with frequent absences and provide targeted interventions, such as parent meetings and personalized support plans.

Strategic Action's Expected Result/Impact: Increased attendance tracking will improve attendance.

Staff Responsible for Monitoring: teachers, attendance clerk, administrator

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 2

4.1.2 Introduce attendance incentives, such as recognition programs or rewards for students with perfect or improved attendance records.

Strategic Action's Expected Result/Impact: Improved daily attendance

Staff Responsible for Monitoring: teacher, attendance clerk, administrator

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 3

4.1.3 Collaborate with families to address barriers to attendance, such as transportation issues

or health concerns, by providing resources and support.

Strategic Action's Expected Result/Impact: Increased attendance and parent/school relationship

Staff Responsible for Monitoring: teacher, attendance clerk, administrator

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Effective & Efficient Operations

Problem Statement		Root Cause
1	Approved budget for CISD was at a deficit.	Stagnant state funding, reduction in student enrollment and attendance, state-mandated teacher raises.



Funding Summary

Funding Summary

199 - General Fund: SCE

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

211 - ESSA Title I, Part A

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	1	1	Interventionists	--	\$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